

AGENDA

REGULAR SCHOOL BOARD MEETING

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

May 24, 2011

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

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

ITEMS FOR CONSENT

5. REVIEW OF MINUTES – **SEE ATTACHMENT**
 - a. April 26, 2011, 4:30 p.m. – School Board Workshop
 - b. April 26, 2011, 6:00 p.m. – Regular School Board Meeting
 - c. May 10, 2011, 5:00 p.m. – School Board Workshop

ACTION REQUESTED: The Superintendent recommends approval.
6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)
 - a. Personnel 2010 – 2011 – **SEE PAGE #5**

ACTION REQUESTED: The Superintendent recommends approval.
 - b. Personnel 2011 – 2012 – **SEE PAGE #7**

ACTION REQUESTED: The Superintendent recommends approval.
7. BUDGET AND FINANCIAL TRANSACTIONS
 - a. Approval of bills and vouchers - See back-up material

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/PROJECT/GRANT APPLICATIONS

a. Contracted Services - **SEE PAGE #9**

Fund Source: Capital Improvements Fund
Amount: \$14,700.00

ACTION REQUESTED: The Superintendent recommends approval.

b. Improvements Other Than Buildings – **SEE PAGE #11**

Fund Source: Capital Improvements Fund
Amount: \$19,290.00

ACTION REQUESTED: The Superintendent recommends approval.

c. AmeriCorps Gadsden Reads – **SEE PAGE #13**

Fund Source: GCBS, State and Local Funds
Amount: \$37,201 (GCSB), State and Local Funds), \$54,514 General Funds

ACTION REQUESTED: The Superintendent recommends approval.

d. Approval of Memorandum of Understanding Between GCCTA and GESPA and The Gadsden County School Board for 2011-2012 SIG and Memorandum of Understanding Between GCCTA and Gadsden County School Board for 2010-2011 SIG – **SEE PAGE #34**

Fund Source: Federal
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

9. STUDENT MATTERS – **SEE ATTACHMENT**

a. Student Expulsion – See back-up material

Case #83-1011-0211

ACTION REQUESTED: The Superintendent recommends approval.

b. Student Expulsion – See back-up material

Case #84-1011-0211

ACTION REQUESTED: The Superintendent recommends approval.

c. Student Expulsion – See back-up material

Case #86-1011-0071

ACTION REQUESTED: The Superintendent recommends approval.

d. Student Expulsion – See back-up material

Case #88 -1011-0231

ACTION REQUESTED: The Superintendent recommends approval.

- e. Student Expulsion – See back-up material
Case #89-1011-9102
ACTION REQUESTED: The Superintendent recommends approval.
- f. Student Expulsion – See back-up material
Case #90-1011-0071
ACTION REQUESTED: The Superintendent recommends approval.

10. SCHOOL FACILITY/PROPERTY

- a. HVAC Service Agreement with Brooks Air Systems for West Gadsden High School – **SEE PAGE #41**

Fund Source: 110
Amount: \$38,220.00

ACTION REQUESTED: The Superintendent recommends approval.
- b. Request to Delete from Capital Assets – Motor Vehicles – **SEE PAGE #50**

Fund Source: Applicable Funds
Amount: \$47,394.00

ACTION REQUESTED: The Superintendent recommends approval.
- c. Request to Delete from Capital Assets – Motor Vehicles – **SEE PAGE #54**

Fund Source: Applicable Funds
Amount: \$17,864.00

ACTION REQUESTED: The Superintendent recommends approval.
- d. Educational Plant Five Year Survey Report – **SEE PAGE #57**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

11. EDUCATIONAL ISSUES

- a. Procedures for Safety Program – **SEE PAGE #140**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

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

- a. Approval of School Board Policy 2.90 (Tobacco Use in District Facilities) -
SEE PAGE #272

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

13. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

14. SCHOOL BOARD REQUESTS AND CONCERNS

15. ADJOURNMENT

The School Board of Gadsden County



"Building A Brighter Future"

Reginald C. James
SUPERINTENDENT
OF SCHOOLS

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

May 24, 2011

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

Dear School Board Members:

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

Item 6A Instructional and Non-Instructional Personnel 2010-2011

Item 6B Instructional and Non-Instructional Personnel 2011-2012

The following reflects the total number of full-time employees in this school district for the 2010/2011 school term, as of May 24, 2011.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees May 2011</u>
Classroom Teachers and Other Certified	120 & 130	497.25
Administrators	110	51.75
Non-Instructional	150, 160, & 170	<u>421.00</u>
		970.00

Sincerely,

Reginald C. James
Superintendent of Schools

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

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

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

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

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

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2010/2011

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

LEAVE OF ABSENCE

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>Ending Date</u>
Anderson, Alice*	SSES/Custodial Asst	04/26/2011	06/30/2011
Anzualda, Sara	Head Start/PreK- Recep.	05/02/2011	06/30/2011
Reed, Shaunta	JASMS/Teacher	05/11/2011	06/10/2011
Weeks, Kameelah	GRES/Teacher	04/28/2011	06/10/2011

*request to extend leave

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Davis, Nylon	HES	Teacher	06/10/2011
Wheless, Wendy	GTI	Teacher	04/25/2011

TRANSFERS

<u>Name</u>	<u>Location/Position</u> <u>Transferring From</u>	<u>Location/Position</u> <u>Transferring To</u>	<u>Effective Date</u>
Kirkland, Earnest	JASMS/Asst. Principal	CPA/Principal (Interim)	05/02/2011
Williams, Iris	GWM/Asst Principal	JASMS/Asst. Principal	05/02/2011

D.R.O.P. RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Farmer, Julanda	ESE	Homebound Teacher	06/30/2011
Holt, Shirley	GBES	Teacher	07/31/2011
Rush, Geraldine	GWM	Ed Paraprofessional	07/31/2011
Scott, Maxine	GWM	Ed Paraprofessional	06/30/2011

AGENDA ITEM 6B, INSTRUCTIONAL PERSONNEL 2011-2012

D.R.O.P. RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Robinson, Rebecca	GBES	Teacher	08/31/2011

D.R.O.P. Extension

<u>Name</u>	<u>Beginning/Ending Date</u>
Green, Jeanette	08/15/2011 06/11/2012
Simmons, Phyllis	08/15/2011 06/11/2011
Youngblood, Constance	08/15/2011 06/11/2011

INSTRUCTIONAL PERSONNEL

CONTINUING CONTRACT

Blume, Susan
Bradwell, Tanya
Bryant, Cynthia
Commodore, Shirley
Ealy, Carson
Grant, Myra
Hobbs, Antonio
House, Ira
James, Betty
Jenkins, Robin
Jordan, Warkeen
McGriff-Gibson, Mathella
McMillan, Rhonda
Mickens, Patricia
Paul, Sharon
Preston, Johnny
Robinson, Rebecca (DROP ending 08/31/2011)
Sapp, Angela
Scott, Ronald
Thomas, Shirlean
Zanders, Sharon

PROFESSIONAL SERVICES

Achhamer, Kristine	Campbell, Delma	Dixon, Nicole	Harris, Ronte
Aggelis, Steven	Chandler, Cedric	Domingos, Claretta	Hatfield, Daren
Akins, Zola	Chandler, Roberta	Evans, Lee	Hester, Lillianne
Allen, Mark	Chapman-Thomas, Tylisa	Farmer, Erica	Hilton, Julia
Allen, Sandra	Chavers, Porche	Francis, Carolyn	Holmes, Cathy
Anderson, Kimberly	Clark, Debra	Gainous, Sharon	Hopkins, Bobby
Atkins, Sineaktra	Clark, Linda	Ganious, Areka	Hopkins, Kysha
Austin, Joyce	Clark, Michael	Gearity, Linda	Hudgin, Rosa
Bailey, Deborah	Clarke, Jonnie	Gibson, Don	Hunter, Cassandra
Baker, Annette	Clary Curlie	Glover, Vanessa	Hutley, Latisha
Barrett, Barbara	Clemons, Mildred	Graham, Sarah	Ivory, Dwyane
Bascom, Chinita	Clum, Anthony	Grantham, Jennifer	Jackson, Barbara
Bates-Jackson, Erica	Coburn, Katie	Graul, James	Jackson, Catherine
Belford, Miesha	Cole, Miranda	Green, Kimi	Jackson, Kareen
Bell-Key, Twanda	Combs, Eugenia	Gunn, Jeanne	Jefferson, Tracy
Black, Doris	Correa, Maria	Gunn, Pauline	Johnson, Kendal
Bradwell, Joanie	Cunningham, Rhonda	Hackley, Cryilla	Johnson, Maria
Bridges-Bright, Gail	Dantzler, Melissa	Hagins, Cynthia	Johnson, Rekeysha
Brockman, Dena	Davis, Deborah	Hairston, Tunisa	Johnson, Vicki
Brown, Germaine	Davis, Pearl	Haney, Evelyn	Jones, Pamela
Bryant, Alice	Davis, Torey	Harris, Kesandra	Jones, Tanya
Bryant, Antionette	Dennington, William	Harris, Laura	Jones, William
Bryant, Pamela	Dennis, Hilary	Harris, Nekeshia	Joseph, Sandra
Butler, Bridget	Dilworth, Latasha	Harris, Robert	Keaton, Diane
Kindell, Andrea			Kelly, Barbara
			Kenon-Franklin, Bridget

Kirkland, Nahketah	Sailor, Sherrhonda
Kirkland, Sarah	Sawyer, Barbara
Lightfoot, Tomeka	Scott, Tawanda
Logue, Joan	Simmons, Peggy
Lowman, Donna	Simmons-Russ, Catina
Madry, Cecelia	Simpkins, Alonzette
Mandella, Judith	Smith, Carolyn
Mathis, Andreka	Smith, Mis'Shaylanqua
Maynor, Tamela	Smith, Peggy
McCaskill, Shelia	Spivey, Suzanne
McClurkin, Willie	Starks, Jeffrey
McCoy, Lela	Stephens, Vann
McGlockton, Shaundra	Sturtz, Nancy
McKinney, Crystal	Suber, Alfred
McMillan-Gatlin, Patricia	Sylvester, Maxine
McNelson, Georgette	Taylor, Audrey
McPhaul, David	Taylor, Jeanne
Merriex, Simon	Taylor, Michelle
Miles, Claudia	Thomas, Linda
Mills, Cyril	Touchton, Susan
Munroe, Janice	Toussaint, John
Newman, Jennifer	Toussaint, Karen
Oaks, Elizabeth	Trueblood, Annie
Pace, Cornelius	Truitt, Kimberly
Pardee, Brenda	Valencic, Ralph
Payton, Kecia	Vanstone, Nancy
Peacock, Agnes	Vealey, Albert
People, Latanja	Vickers, Suzanne
Perkins, Beth	Viel, Julie
Persak, Nancy	Walker, Annette
Peterson, Cheryl	Walker, Cherwontrez
Piawah, Helen	Walker, Faybrena
Pinson, Margaret	Walker, Tracy
Powell, Gracie	Ward, Kristy
Presha, Renee	Washington, Angela
Price, Carrie	Watson, Mary
Price, Kimberly	Weeks, Dwan
Pyburn, Jennifer	Weeks, Kameelah
Randolph, Frederick	Wells, Carla
Redding, Sylvia	White, Diane
Rentz, Ronald	White, Don
Reynolds, Cynthia	White-Carroll, Tonja
Richardson, Chandra	Williams, Joseph
Richardson, Herbert	Williams, Lelia
Riggins, Dale	Williams, Sarah
Riggins, Sandra	Williams, Shirley
Riley, Cynthia	Willis, Debbie
Riggins, Shulamith	Wilson-Montgomery, Latima
Roberts, Loretta	Wright, Jo Lynda
Robinson, Calvin	Youman, Annette
Robinson, Lamar	
Robinson, Portia	
Robinson, Patricia	
Rollins, Angela	
Rollins, Latonya	
Rosier, Carolyn	
Rouse, Daphnee	
Rozier, Maya	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: May 24, 2011

TITLE OF AGENDA ITEMS: Contracted Services

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase order:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Joel Sampson Architect, Inc.	180525	\$14,700.00	379

FUND SOURCE: Capital Improvements Fund

AMOUNT: \$14,700.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: May 24, 2011

TITLE OF AGENDA ITEMS: Improvements Other Than Buildings

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase order:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Robson Corporation	180578	\$19,290.00	379

FUND SOURCE: Capital Improvements Fund

AMOUNT: \$19,290.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: May 31, 2011

TITLE OF AGENDA ITEM: AmeriCorps Gadsden Reads

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM: This request asks that the Gadsden County School Board approve the 2011-2012 AmeriCorps Gadsden Reads Program to begin August 1, 2011 and end July 31, 2012. Total cash amount required to implement this project is \$418,435 of which \$326,720 (78%) is provided by Volunteer Florida. This contribution by Volunteer Florida funds the living allowances, member costs and other related costs for thirty (34) members who will serve our Title 1 eligible elementary schools that have not met AYP. Gadsden County School Board is asked to contribute 22% for implementation. The school board's portion is \$91,715. of which \$54,514 will be funded through General Funds. This amount will cover the cost of the program director's salary and benefits. The remaining \$37,201 will cover the costs for members' FICA, Workers Comp and healthcare. The program's focus is improving the reading achievement of elementary students through support in the implementation of the SRA Imagine It! program.

FUND SOURCE: GCSB, State and Local Funds.

AMOUNT: \$37,201 (GCSB, State and Local Funds), \$54,514 General Funds.

PREPARED BY: Bea Hopkins *BH*

POSITION: Program Director

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: *R. Kaymak / Bealya W. Jeter*



AmeriCorps Gadsden Reads!

500 West King Street
Quincy, Florida 32351

Date: May 3, 2011

To: Reginald James, Superintendent

From: Bea Hopkins, Program Director *BH*

Dear Mr. James:

This memo is in reference to the AmeriCorps Gadsden Reads 2011-2012 Grant. This is a Continuation Grant and there are no changes for the exception of the Budget, Budget Narrative, and the Director of Title I & Grants.

Although, the grant shows Tammy Farlin as District Coordinator of Grants & Title I Volunteer Florida knows that Rose Raynek has replaced Tammy Farlin. Egrants will not allow me to make this changes in the original narrative.

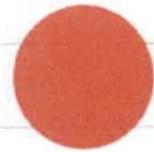
If you have any questions, please feel free to call me at 627-9409.

Phone (850) 627-9409

Fax (850) 627-6695

DRAFT

PART I - FACE SHEET



APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION:	
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)		Application <input checked="" type="checkbox"/> Non-Construction	
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:	
2b. APPLICATION ID: 11AC128361	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 06AFHFL0010042	
5. APPLICATION INFORMATION			
LEGAL NAME: The School Board of Gadsden County DUNS NUMBER: 152811279 ADDRESS (give street address, city, state, zip code and county): 35 Martin Luther King Jr. Blvd. Quincy FL 32351 - 4411 County: Gadsden		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Bea B. Hopkins TELEPHONE NUMBER: (850) 627-9409 FAX NUMBER: (850) 627-6695 INTERNET E-MAIL ADDRESS: hopkinsbe@mail.gcps.k12.fl.us	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 59600615		7. TYPE OF APPLICANT: 7a. Local Government - Municipal 7b. Local Education Agency	
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service	
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: AmeriCorps Gadsden Reads 11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Chattahoochee, Greensboro, Gretna, Havana, and Midway Firodia.		13. PROPOSED PROJECT: START DATE: 08/01/11 END DATE: 07/31/12	
14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text"/> FL 002 b.Program <input type="text"/> FL 002		15. ESTIMATED FUNDING: Year #: <input type="text"/> 3	
16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372		17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Bea B. Hopkins	b. TITLE: Program Director	c. TELEPHONE NUMBER: (850) 627-9409	
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE: <i>Bea Hopkins</i>		e. DATE SIGNED: 04/25/11	

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Narratives

Executive Summary

NA

Rationale and Approach

RATIONALE AND APPROACH

The Gadsden County School Board is requesting funds to continue operating AmeriCorps Gadsden Reads for the 2010-2011 program year. The AmeriCorps Gadsden Reads program continues to be a valuable part of our strategy to increase the academic performance of all children attending a Gadsden county school. This funding request will support 34 AmeriCorps Members who will serve students in 4 elementary schools.

Current Program Performance Measures

(Output) AmeriCorps Gadsden members and volunteers will serve at least 250 students who have been identified as Level One by teachers in local schools as measured by a student database.

Status: We are currently serving 280 students which exceeds our goal.

(Intermediate Outcome): At mid-year, 75% of students will demonstrate an improvement in their attitude toward reading as measured by reading attitude surveys completed by teachers.

79% who indicated an improvement in their attitude toward reading.

Status: Mid year, we have surveyed teachers who responded to the increase in positive attitude toward reading for 250 students. Teacher surveys indicated that 199 students have demonstrated an improved attitude or increased interest in reading. We have met this goal.

(End Outcome) 60% of students who are pre/post tested will increase their probability of grade level or above reading performance by 30 percentage points as measured by the Florida Assessment of

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Instruction Report (FAIR).

Status: The FAIR assessment results show that of the 273 students tested, 131 students gained 30 or more percentage points, 55 students showed some gain, and 87 students did not show any gain. The AmeriCorps Gadsden Reads staff and the school district reading specialist are working together to determine the best way to define student progress using this assessment. It is likely that we will meet this performance measure by the end of the program year.

Organizational Capability

Organizational Capacity

The Gadsden County School Board began in 1953 and is responsible for providing a quality K-12 education for approximately 6,700 children in grades in Quincy, Midway, St. John, and other surrounding rural communities. The theme for our district is "Pride Ensuring Excellence". Gadsden County School District consists of 8 elementary, 2 middle, and 2 high schools. The School Board has a fiscal management office that successfully manages state, federal, and local revenue of \$43,118,000 each year. The Gadsden County School Board receives a state audit each year and successfully manages funds federal funds under the Title III, IV, as well as Safe and Drug Free Schools and Homeless Student grants. The current staff managing the AmeriCorps grant includes Bea Hopkins who has a Bachelors Degree in elementary education and has served as the Program Director for eight years. She was previously the program coordinator. In addition, the District's Title Coordinator serves as the supervisor of the AmeriCorps Program Director. She provides the fiscal oversight of the grant. The school board of Gadsden County approves the annual grant application and provides general oversight of the county's strategic plan. As stated earlier, the AmeriCorps program is an integral part of the school board's strategic plan to increase student academic performance and engage the community in long term support of local schools.

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

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

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

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

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

Plans for Self Assessment and Improvement

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

Plans for Technical Assistance

AmeriCorps Gadsden Reads relies on the expertise of teachers and school Reading Coaches to help implement and improve our individualized tutoring strategy. As a part of the school board, AmeriCorps Gadsden has access to a wealth of knowledge from professionals who have dedicated their lives to education. The AmeriCorps Program Director also works closely with and seeks advice regularly from

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two other nationally competitive programs in the region. Volunteer Florida, the state's service commission supports programs through a program consultant who provides regular monitoring and technical assistance to the program in all areas. The AmeriCorps Program Director also attends all Program Director Trainings hosted by Volunteer Florida. The Program Director has the responsibility to resolve all needs for technical assistance and program improvement issues. The program director has a solid track record of sound management and community partners report that she is responsive to the needs of the program.

Sound Record of Accomplishments Volunteer Generation and Support

The district has a full-time Volunteer Coordinator who annually manages over 300 community volunteers. Because Gadsden is a rural county with no public transportation, the task of volunteer recruitment begins anew each year. During the summer months, we lose a lot of volunteers who come through local state government or faith based organizations. The majority of volunteers recruited serve as reading mentors or volunteer in after-school programs. Many (in particular faith-based) participate in short-term projects. Volunteers help expand the capacity of the school board to provide individualized tutoring to students reading below grade level and extend outreach efforts to parents. Without volunteers, the school board would not have the finances to pay for additional staff to provide one on one support. Additionally, classroom teachers can not provide individualized attention as they are responsible for an entire classroom.

Organizational and Community Leadership

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

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Narratives

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

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

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

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

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Narratives

service gear.

Subway --For the past two years, Subway has provided discounted food for Gadsden Reads trainings

Vocational Rehab --For the past two years, Voc Rehab has provided free Disability Awareness training and Member recruitment assistance

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

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

Cost Effectiveness and Budget Adequacy

Cost Effectiveness and Budget Adequacy

The School Board is currently providing the match for the program. Due to state budget cuts, the school board is not able to provide match levels consistent with those of past years. Because Gadsden Reads is an established program, the in-kind comes from local schools and member background checks provided by the school board. Despite the financial difficulties of the school board this year, the AmeriCorps Gadsden Reads is still able to provide a full school year (including after-school) services for less than \$1,000 per child. Some studies show the average costs for tutoring services range between \$10.00 hours for a college student to over \$100.00 an hour for large companies such as Sylvan. The children that we serve can not afford either, and thus, our services are invaluable to students who would otherwise

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Narratives

receive no additional support.

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

Evaluation Summary or Plan

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

Amendment Justification

N/A

Clarification Summary

N/A

Continuation Changes

N/A

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Performance Measures

SAA Characteristics

Rural

Urban

Encore program

None of the above

Focus Areas

Education

Healthy Futures

Selected for National Measure

Selected for National Measure

Environmental Stewardship

Veterans and Military Families

Selected for National Measure

Selected for National Measure

Economic Opportunity

Other

Selected for National Measure

Selected for National Measure

Grand Total of all MSYs entered for all Focus Areas 25.12

Service Categories

Tutoring and Child (Elementary) Literacy

Primary Secondary

Tutoring and child (Elementary) Literacy (Primary)

Service Category: Tutoring and Child (Elementary) Literacy

Measure Category: Strengthening Communities

Strategy to Achieve Results

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

AmeriCorps Gadsden Reads Members in partnership with faith-based organizations and AmeriCorps

Vista members to coordinator volunteer recruitment efforts and work together to manage and track committed volunteers.

Results

Result: Output

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

Indicator: community volunteers recruited

Target: 125

Target Value: 125

Instruments: District tracking log and volunteer data-base

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

Prev. Yrs. Data:

Result: Intermediate Outcome

Indicator:

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Result: Intermediate Outcome

PM Statement:
Prev. Yrs. Data:

Individualized Tutoring

Service Category: Tutoring and Child (Elementary) Literacy

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

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

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

Results

Result: End Outcome

60% of students who are pre and post tested will increase their probability of grade level or above reading performance by 30 percentage points as measured by the Florida Assessment of Instruction

Report (FAIR).

Indicator: improved reading scores

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

Target Value: 60%

Instruments: Florida Assessment of Instruction (FAIR).

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

Prev. Yrs. Data:

Result: Output

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

Indicator: student participants

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

Target Value: 250

Instruments: Students data-base

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

Prev. Yrs. Data:

Result: Intermediate Outcome

Students will improve their attitude toward reading.

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

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

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Result: Intermediate Outcome

Target:

Target Value: 75%

Instruments: Mid-year Reading Attitude Survey.

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

Prev. Yrs. Data:

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Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable

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April 25, 2011 9:57 AM

AmeriCorps Gadsden Reads
The School Board of Gadsden County

Application ID: 11AC128361

Budget Dates:

	Total Amt	CNCS Share	Grantee Share
Section I. Program Operating Costs			
A. Personnel Expenses	44,571	3,429	41,142
B. Personnel Fringe Benefits	14,357	985	13,372
C. Travel			
Staff Travel	3,102	3,102	0
Travel to CNCS-Sponsored Meetings	2,000	2,000	0
Member Travel	2,800	2,800	0
Total	\$7,902	\$7,902	\$0
D. Equipment			
E. Supplies	9,557	9,557	0
F. Contractual and Consultant Services			
G. Training			
Staff Training	2,468	0	2,468
Member Training	3,268	800	2,468
Total	\$5,736	\$800	\$4,936
H. Evaluation	1,000	1,000	0
I. Other Program Operating Costs	150,672	1,200	149,472
Section I. Subtotal	\$233,795	\$24,873	\$208,922
Section I Percentage		11%	89%
Section II. Member Costs			
A. Living Allowance			
Full Time (1700 hrs)	242,000	242,000	0
1-Year Half Time (900 hours)	38,436	38,436	0
Reduced Half Time (675 hrs)	0	0	0
Quarter Time (450 hrs)	3,616	3,616	0
Minimum Time (300 hrs)	0	0	0
2-Year Half Time (2nd Year)	0	0	0
2-Year Half Time (1st Year)	0	0	0
Total	\$284,052	\$284,052	\$0
B. Member Support Costs			
FICA for Members	21,454	0	21,454
Worker's Compensation	1,347	0	1,347
Health Care	28,800	14,400	14,400
Total	\$51,601	\$14,400	\$37,201
Section II. Subtotal	\$335,653	\$298,452	\$37,201
Section II. Percentages		89%	11%
Section III. Administrative/Indirect Costs			
A. Corporation Fixed Percentage			
Corporation Fixed Amount	32,333	0	32,333
Commission Fixed Amount	3,395	3,395	0
Total	\$35,728	\$3,395	\$32,333
B. Federally Approved Indirect Cost Rate			
Section III. Subtotal	\$35,728	\$3,395	\$32,333
Section III Percentage		10%	90%
Section I + III. Funding Percentages		11%	90%
Budget Totals	\$605,176	\$326,720	\$278,456
Budget Total Percentage		54%	46%
Required Match		46%	
# of years Receiving CNCS Funds		9	
Total MSYs		25.12	

Form 424A

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

April 25, 2011 9:57 AM

**AmeriCorps Gadsden Reads
The School Board of Gadsden County**

Cost/MSY

\$13,006

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

Section I. Program Operating Costs

A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Program Director: - 1 person(s) at 44571 each x 100 % usage	3,429	41,142	44,571
CATEGORY Totals	3,429	41,142	44,571

B. Personnel Fringe Benefits

Purpose -Calculation -Total Amount	CNCS Share	Grantee Share	Total Amount
Program director Fringe Benefits: 0.30x 44,572 health ins flat rate, FICA .0765 x salary, Workeman's comp.480, life Ins.63, retirement 9.85, and .50 fringe	985	13,372	14,357
CATEGORY Totals	985	13,372	14,357

C. Travel

Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: Staff and member travel and lodge to AmeriCorps conference.	2,000	0	2,000
Travel to Program director meetings, sites, and workshops.: .445x number of miles	3,102	0	3,102
CATEGORY Totals	5,102	0	5,102

Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to member meetings, training, and team building events.: .445x number of miles.	2,800	0	2,800
CATEGORY Totals	2,800	0	2,800

D. Equipment

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

E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Office supplies includes pens, pencil, notebooks, folders, paper, and ink for the copier.:	4,000	0	4,000
Members service gears: 23x35	805	0	805
Leased copier for 3 years@ 396 a month ,3000 copies a month.: 396x12	4,752	0	4,752
CATEGORY Totals	9,557	0	9,557

F. Contractual and Consultant Services

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

G. Training

Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Reading Intervention/SRA, Member management, members retention, and FCAT.: Trainings @ 617 per day- Daily Rate of 617	0	2,468	2,468
CATEGORY Totals	0	2,468	2,468

Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Diaability Awareness, District mentoring training, life after AmeriCorps, and Disaster Management.: 4x617- Daily Rate of 617	0	2,468	2,468
CPR/First Aid: 40 x20 members- Daily Rate of 40	800	0	800
CATEGORY Totals	800	2,468	3,268

H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Program Evaluation: 1000.00- Daily Rate of 0	1,000	0	1,000
CATEGORY Totals	1,000	0	1,000

I. Other Program Operating Costs

<https://egrants.cns.gov/espan/main/report.jsp?sid=28dba90e4e5fe6b370ce1778e2e6081759...> 4/25/2011

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
The school board provides 26 classrooms for members.: 3/18x900sq.ft.x\$10.76 per sq. ft.=1614	0	41,964	41,964
The school board provides 3 office spaces for staff and members...: 3x900 sq. ft. x \$10.76	0	29,052	29,052
monthly phone bill: 12x100=1200	1,200	0	1,200
Principals a 8 schools provide 15% of their time to supervising and taking care of members issues in the absent of Program Director.: 15% x 523,036.08	0	78,456	78,456
CATEGORY Totals	1,200	149,472	150,672
SECTION Totals	24,873	208,922	233,795
PERCENTAGE	11%	89%	

Section II. Member Costs

A. Living Allowance

Item - # Mbrs w/ Allow -Allowance Rate - # Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): 20 Member(s) at a rate of 12100 each Members W/O allowance 0	242,000	0	242,000
1-Year Half Time (900 hours): 6 Member(s) at a rate of 6406 each Members W/O allowance 0	38,436	0	38,436
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): 4 Member(s) at a rate of 904 each Members W/O allowance 4	3,616	0	3,616
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
CATEGORY Totals	284,052	0	284,052

B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: .0765x280436 No FICA for 4 Quarter-Time Members.	0	21,454	21,454
Worker's Compensation: .0048x280.436	0	1,347	1,347
Health Care: 20x120x12 50% CNCS and 50 % Grantee	14,400	14,400	28,800

<https://egrants.cns.gov/espan/main/report.jsp?sid=28dba90e4e5fe6b370ce1778e2e6081759...> 4/25/2011

CATEGORY Totals	14,400	37,201	51,601
SECTION Totals	298,452	37,201	335,653
PERCENTAGE	89%	11%	

Section III. Administrative/Indirect Costs

A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount: .10x323,325	0	32,333	32,333
Commission Fixed Amount: .0105x323,325	3,395	0	3,395
CATEGORY Totals	3,395	32,333	35,728

B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate - Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0
SECTION Totals	3,395	32,333	35,728
PERCENTAGE	10%	90%	

BUDGET Totals	326,720	278,456	605,176
PERCENTAGE	54%	46%	
Total MSYs	25.12		
Cost/MSY	13,006		

Source of Funds

Section	Match Description	Amount	Type	Source
Source of Funds	The School Board provides cash 91,715 for staff salary, benefits, and member. support costs and 154,408 Inkind.	91,717	Cash	State/Local
Total Source of Funds		91,717		

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: May 24, 2011

TITLE OF AGENDA ITEM: Approval of Memorandum of Understanding between GCCTA and GESPA and The Gadsden County School Board for 2011-2012 SIG and Memorandum of Understanding between GCCTA and Gadsden County School Board for 2010-2011 SIG.

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

The Memorandums of Understanding were a result of the grant requirements to meet the requirements of performance pay, retention/recruitment pay, and extended day. The MOUs included all of this information and were negotiated successfully with the Union Representatives and are not in conflict with the Union Contracts. The MOUs will be added as an addendum to the contracts and if the funding stream goes way, the MOUs will not remain in effect. GCCTA ratified the MOUs on April 22, 2011 with a 225 to 5 vote.

FUND SOURCE: Federal

AMOUNT:

PREPARED BY: Rocky Pace 

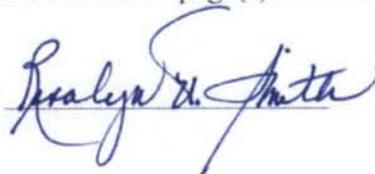
POSITION: Chief Negotiator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

3 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: 

T.A.
4/13/11
Paul Boudette
2011

MEMORANDUM OF UNDERSTANDING
The Gadsden County Classroom Teachers Association, The Gadsden Educational Staff
Professional Association, and
The Gadsden County School District

The Gadsden County Classroom Teachers Association (GCCTA), the Gadsden Educational Staff Professional Association (GESPA) and the Gadsden County School District (GCSD) hereby tentatively agree to the provisions set out below and will support the ratification of such provisions by the members of the GCCTA bargaining unit and the Gadsden County School Board:

Gadsden County Schools Title I School Improvement Grant, Section 1003(g) herein called SIG:
GCCTA, GESPA and the GCSD acknowledge that the Gadsden County School District has qualified for the SIG grant for the sole purpose of meeting the requirements of the Department of Education Transformation Intervention Model for some of the schools in the Gadsden County School. In complying with the requirements of the SIG grant, GCCTA, GESPA and the Gadsden County School Board, 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 who receive said grant.

The parties further recognize that the successful execution of the School Improvement Grant is wholly dependent upon the cooperative and collaborative efforts of the parties and that utilization of Florida Statute 447.403 is counterproductive to achieving the goals contained within the School Improvement Grant.

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 SIG. The parties further agree that said signature does not constitute agreement to modify the existing CBA or to negotiate additional language. The parties, however, agree to engage and use their best efforts to develop a mutually agreeable plan to address reforms consistent with the objectives of SIG and according to Article IX, section G of the GCCTA CBA or Article XII, Section F of the GESPA CBA.
2. The parties agree to use best efforts to develop a negotiated, mutually agreed upon implementation plan in the areas identified by the parties as part of the Plan. The signature of the Union President on the MOU does not constitute an agreement to (a) reopen or otherwise modify the CBA, unless and until a subsequent negotiated time specific waiver or other agreement has been mutually agreed upon by the Gadsden County Classroom Teachers Association, the Gadsden Educational Staff Professional Association and the Gadsden County School Board or (b) limit or waive its rights and protections under the Florida Constitution, the Florida Public Employees' Relations Act and other applicable laws.
3. If a School Improvement Grant is awarded, the parties agree that any items in the Plan that impact wages, hours or terms and conditions of employment or that may modify the current CBA are subject to bargaining in accordance with Chapter 447.
4. Any items relating to the SIG Application or Plan that are unsuccessfully negotiated between the parties specifically for the purpose of applying for or receiving the School Improvement Grant award will not be subject to the impasse procedures set forth in Chapter 447. Neither party will unilaterally declare impasse under Chapter 447 during negotiations of any provisions specifically for the purpose of applying for or receiving the SIG award.

5. In the event that negotiations result in modification to the existing CBA, the Gadsden County Classroom Teachers Association, the Gadsden Educational Staff Professional Association and the Gadsden County School Board agree that such modifications expire upon either the expiration of the School Improvement Grant or upon the expiration of the funding of the grant, whichever occurs first.
6. The Gadsden County Classroom Teachers Association, the Gadsden Educational Staff Professional Association and the Gadsden County School Board agree that if bargaining according to this MOU results in any modification to the current CBA in order to comply with SIG requirements, then such modification(s) will not operate as the status quo (it being understood that said SIG modifications shall expire at the end of the term of the current MOU unless otherwise mutually extended by the parties).
7. The parties agree that after good faith negotiations should there fail to be a fully ratified and non-imposed agreement; the parties are released from any obligation to continue participation in the School Improvement Grant.

The parties hereby agree to the following for the 2011-2012 school year: The parties will meet annually to address possible changes to the MOU necessary to implementing the DOE requirements and timelines of the Transformation Intervention Model funded by the SIG grant.

- **Common Planning Time:** Common planning time will be scheduled during the regular school day at least one (1) period per day to provide for structured common planning time that does not encroach on the contractual planning time. Common planning time will vary according to grade level for elementary schools and according to subject level for high schools.
- **Recruitment, replacement and retention:** The Financial incentives for hard to staff schools shall be as follows (all supplemental amounts are gross amounts before deductions):
 1. Recruitment supplements of up to \$2,000 will be used to recruit highly qualified and highly effective teachers for those schools as determined by the grant.
 2. Highly qualified highly effective teachers, coaches and administrators will be paid a supplement of \$1,500 to be retained (all employees will re-apply for their positions each year).
 3. Other rewards that are already in place for professional development, continuing education units and additional certification shall be utilized as enhancements to the aforementioned supplements.
- **Performance Pay (all performance pay amounts are gross pay before deductions** and will not become part of the base salary): SIG Schools faculty members will receive performance pay in the amount of \$1,000 for teachers making 65% student learning gains in FCAT tested subjects; \$1,500 for teachers making 80% student learning gains in FCAT tested subjects; \$2,000 for teachers making 90% student learning gains in FCAT tested subjects and \$2,500 for teachers making 100% student learning gains in FCAT tested subjects. Principals will receive a \$3,000 supplement for making AYP and a \$2,000 supplement if the school improves one letter grade or more. Assistant principals will receive the \$2,000 and \$1,500 supplement respectively for the same performances as the principal. Other staff (paraprofessionals) will receive a supplement of up to \$1,000 total for assisting in raising student achievement (\$200 per teacher making 65% learning gains in FCAT tested subjects). Instructional coaches will receive a supplement of \$1,000 if 70% of their teachers make 65% student learning gains in FCAT tested subjects, \$2,000

for 80% of their subject teachers making 65% student learning gains in FCAT tested subjects and \$3000 if 90% or more of their subject teachers making 65% or more student learning gains in FCAT tested subjects. Teachers are not eligible for the same performance pay from both SIG and Race to the Top.

- **Failure to Improve (all teachers and leaders must re-apply for their positions each year if they do not meet FDOE requirements for making sufficient learning gains in FCAT tested subjects):** Teachers and Leaders who fail to improve Student achievement or school level achievement will be replaced. Teachers will be given ample opportunities to improve professional practices before replacement – three (3) years and principals will be given a two (2) year period to raise school achievement.

Performance Pay Dispute/Resolution:

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

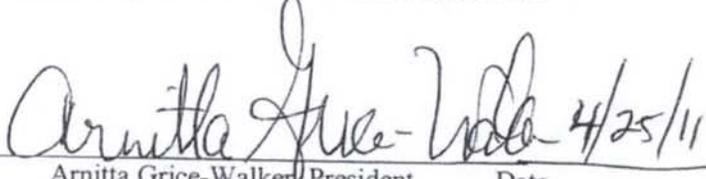
This Memorandum of Understanding shall expire July 1, 2012.

Gadsden County School District

Gadsden County Classroom Teachers Association

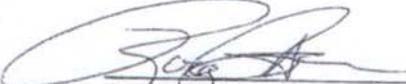
Reginald James, Superintendent

Date

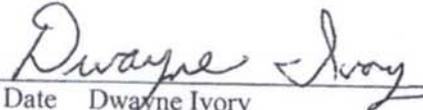

Arnitta Grice-Walker, President

Date

4/25/11


Rocky Pace
Chief Negotiator

Rocky Pace
Chief Negotiator


Dwayne Ivory
Bargaining Chair, GCCTA

Date

Dwayne Ivory

Bargaining Chair, GCCTA

Date

4/25/11

Gadsden Educational Staff Professional Association

Regina Munroe, President

Date

Tony Britt

Bargaining Chair, GESPA

Date

MEMORANDUM OF UNDERSTANDING
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 hereby tentatively agree to the provisions set out below and will support the ratification of such provisions by the members of the GCCTA bargaining unit and the Gadsden County School Board:

Gadsden County Schools Title I School Improvement Grant, Section 1003(g) herein called SIG:
The Gadsden County Classroom Teachers Association and the Gadsden County School District acknowledge that the Gadsden County School District has qualified for the SIG grant for the sole purpose of meeting the requirements of the Department of Education Transformation Intervention Model for some of the schools in the Gadsden County School. In complying with the requirements of the SIG grant, the Gadsden County Classroom Teachers Association and the Gadsden County School Board, 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 East and West Gadsden High Schools.

The parties further recognize that the successful execution of the School Improvement Grant is wholly dependent upon the cooperative and collaborative efforts of the parties and that utilization of Florida Statute 447.403 is counterproductive to achieving the goals contained within the School Improvement Grant.

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 SIG. The parties further agree that said signature does not constitute agreement to modify the existing CBA or to negotiate additional language. The parties, however, agree to engage and use their best efforts to develop a mutually agreeable plan to address reforms consistent with the objectives of SIG.
2. The parties agree to use best efforts to develop a negotiated, mutually agreed upon implementation plan in the areas identified by the parties as part of the Plan. The signature of the Union President on the MOU does not constitute an agreement to (a) reopen or otherwise modify the CBA, unless and until a subsequent negotiated time specific waiver or other agreement has been mutually agreed upon by the Gadsden County Classroom Teachers Association and the Gadsden County School Board or (b) limit or waive its rights and protections under the Florida Constitution, the Florida Public Employees' Relations Act and other applicable laws.
3. If a School Improvement Grant is awarded, the parties agree that any items in the Plan that impact wages, hours or terms and conditions of employment or that may modify the current CBA are subject to bargaining in accordance with Chapter 447.
4. Any items relating to the SIG Application or Plan that are unsuccessfully negotiated between the parties specifically for the purpose of applying for or receiving the School Improvement Grant award will not be subject to the impasse procedures set forth in Chapter 447. Neither party will unilaterally declare impasse under Chapter 447 during negotiations of any provisions specifically for the purpose of applying for or receiving the SIG award.

5. 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 expire upon either the expiration of the School Improvement Grant or upon the expiration of the funding of the grant, whichever occurs first.
6. The Gadsden County Classroom Teachers Association and the Gadsden County School Board agree that if bargaining according to this MOU results in any modification to the current CBA in order to comply with SIG requirements, then such modification(s) will not operate as the status quo (it being understood that said SIG modifications shall expire at the end of the term of the current MOU unless otherwise mutually extended by the parties).
7. The parties agree that after good faith negotiations should there fail to be a fully ratified and non-imposed agreement; the parties are released from any obligation to continue participation in the School Improvement Grant.

The parties hereby agree to the following for the 2010-2011 school year: The parties will meet annually to address possible changes to the MOU necessary to implementing the DOE requirements and timelines of the Transformation Intervention Model funded by the SIG grant.

- **Common Planning Time:** Common planning time will be extended beyond the school day at least 2 hours one day a week to provide for structured common planning time. Teachers will be paid their hourly rate of pay and participation is required.
- **Recruitment, replacement and retention:** A detailed plan to include guidelines and financial awards shall be negotiated by the parties with participation from Gadsden County Classroom Teachers Association, District Chief Negotiator, and the affected Schools Leadership Teams.
- **Performance Pay:** East and West Gadsden High Schools faculty members will receive performance pay in the amount of \$2000 according to a plan negotiated and implemented during the 2009-2010 year in accordance with the requirements of the Florida Department of Education.

Performance Pay Dispute/Resolution:

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

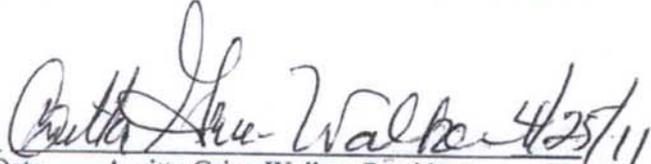
This Memorandum of Understanding shall expire July 1, 2011.

Gadsden County School District

Gadsden County Classroom Teachers Association

Reginald James, Superintendent

Date

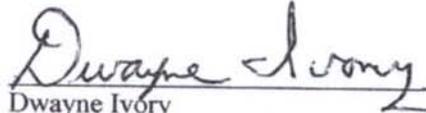

Armita Grice-Walker, President

Date


Rocky Pace
Chief Negotiator

Date

4/25/11


Dwayne Ivory
Bargaining Chair, GCCTA

Date

4/25/11

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: May 24, 2011

TITLE OF AGENDA ITEM: HVAC service agreement with Brooks Air Systems for West Gadsden High

DIVISION: Facilities

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

PURPOSE AND SUMMARY OF ITEM: Continuation of full service HVAC service agreement with Brooks Air Systems at West Gadsden High School for the upcoming fiscal year.

FUND SOURCE: 110

AMOUNT: \$38,220.00

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

SERVICE AGREEMENT

Presented To:

**GADSDEN COUNTY
SCHOOL BOARD
Wayne Shepard
West Gadsden High School
March 01, 2011**

SERVICE AGREEMENT

Customer Information:

Date: March 01, 2011

Customer Name: Gadsden County School Board
Contact Name/Title: Wayne Shepard – Director of Facilities
Street Address: 35 Martin Luther King Jr. Blvd
City, State, Zip: Quincy, Florida 32351

Locations Covered:

West Gadsden High School
200 Providence Road
Greensboro, FL 32330

Description of Service:

This is a FULL service agreement-coverage includes ALL emergency calls routine maintenance, parts and labor to diagnose, repair or replace failed components of the equipment covered under this agreement. The (2) McQuay chillers will be covered as inspections only.

Price and Billing Terms:

\$38,220.00 to be billed in equal monthly investments of \$ 3,185.00

Proposal Expiration Date: April 15, 2011 Proposal must be accepted and returned.

This Service Agreement proposal, including the attached pages and special conditions, constitutes the entire agreement, and shall become a valid contract after your acceptance and credit approval by B.A.S. This agreement supersedes all prior presentations and agreements not incorporated herein, and no other verbal or written agreement for service exists between us.

This agreement commences on _____ and shall continue until _____, and may continue from year to year thereafter until terminated in writing by either party.

Proposed: Brooks Air Systems
By: Tom Zimmerly
Title: Branch Manager
Date: April 15, 2011

Accepted: _____
By: _____
Title: _____
Date: _____

HVAC EQUIPMENT COVERED

West Gadsden High School Greensboro FL

Item	Equip. Type	MFG.	Order Number	Model No.	Qty	Serial No.	Tag	Area Served	Ship Date	Start-Up Date	Belt Size/ Qty	Filter Sizes / Quantity
1	CHILLER	McQuay	E799282130	AGS170CH27	1	STNUO60700220	7-2	CAMPUS		8-29-07		
2	CHILLER	McQuay	F7992F2120	AGS170CH27	1	STNU060700221	7-1	CAMPUS		3-28-07		
3	VFD	ABB		ACH550-VD-08A8-4+K465	1	2063000882	AHU		7-25-06	5-31-07		
4	VFD	ABB		ACH550-VD-012A-4+K465	1	2063000883	AHU		7-25-06	5-31-07		
5	VFD	ABB		ACG550-VD-012A-4+K465	1	2063000886	AHU		7-25-06	5-31-07		
6	VFD	ABB		ACH550-VD--023A-4+K465	1	2063000887	PUMP		7-25-06	5-31-07		
7	VFD	ABB		ACH550-VD-023A-4+K465	1	2063000888	PUMP		7-25-06	5-31-07		
8	VFD	ABB		ACH550-VD-023A-4+K465	1	2063000889	AHU		7-25-06	5-31-07		
9	VFD	ABB		ACH550-VD-023A-4+K465	1	2063000890	AHU		7-25-06	5-31-07		
10	VFD	ABB		ACH550-VD-031A-4+K465	1	2063000891	AHU		7-25-06	5-31-07		
11	VFD	ABB		ACH550-VD-031A-4+K465	1	2063000893	AHU		7-25-06	5-31-07		
12	VFD	ABB		ACH550-VD-031A-4+K465	1	2063000894	AHU		7-25-06	5-31-07		
13	VFD	ABB		ACH550-VD-031A-4+K465	1	2063000919	AHU		7-25-06	5-31-07		
14	FANCOILS	ETI		VARIOUS	87	VARIOUS	BY ROOM			6-4-07		
15	Walk-in Cooler			REFRIGATEK	1		KITCHEN			6-6-07		
16	Walk-in Freezer			REFRIGATEK	1		KITCHEN			6-6-07		
17	AHU	MCQUAY		VARIUOS	11	VARIOUS	BY BLDG			5-31-07		
18	PUMPS			PRIMARY	2	"		CAMPUS		5-31-07		
19	PUMPS			SECONDARY	2	"		CAMPUS		5-31-07		

This is the entire list of mechanical equipment to be maintained as of _____

MAINTENANCE SCHEDULES	QUARTERLY	SEMI-ANNUALLY	ANNUALLY	AS REQUIRED BY PERFORMANCE
AIR-COOLED SCREW CHILLER				
GENERAL				
A) Perform controller check, log, and last fault analysis	X			
B) Inspect for refrigerant and oil leaks	X			
C) Check condenser coils, clean debris from around condenser	X			
D) Verify safety controls for proper operation		X		
E) Check refrigerant system for presence of moisture/acid		X		
F) Check condenser fan motors, verify proper operation		X		
G) Inspect thermal insulation for integrity			X	
H) Inspect entire unit for noise, vibration, cleanliness, and paint			X	
ELECTRICAL				
A) Check terminals for tightness, tighten as necessary			X	
A) Clean control panel interior			X	
B) Visually inspect components for signs of overheating	X			
A) Verify compressor heater operation	X			
A) Megger compressor motor every five years				X
REFRIGERATION				
A) Leak test	X			
B) Check sight glasses for clear flow	X			
C) Check filter-drier pressure drop (see manual for spec)	X			
D) Perform compressor vibration test			X	
CONDENSER (AIR-COOLED)				
A) Clean condenser coils			X	
B) Check fan blades for tightness on shaft			X	
C) Check fans for loose rivets and cracks			X	
D) Check coil fins for damage			X	
AHU MAINTENANCE				
A) Check all moving parts for wear		X		
B) Inspect drain pans and clean as necessary	X			
C) Inspect and replace filters	X			
D) Check for tightness:				
Bearing Collar		X		
Sheave		X		
Wheel Hub Setscrews		X		
Sheave Cap screws		X		
Bearing Hold-Down Bolts		X		
E) Relubricate Motor and Fan Shaft Bearings:				
IF unit runs continuously		X		
IF unit runs 12 hours (or less) a day			X	
KEY				

M = Perform According to Manufacturer's Instructions
 O = Performed by in-house personnel
 X = Performed by service personnel

VFD MAINTENANCE				
A) Check R7/R8 Enclosure Inlet Air Filter (replace if necessary)	X			
B) Check R7/R8 Enclosure Exhaust Air Filter (replace if necessary)		X		
C) Check and Clean Heatsink		X		
D) Replace Drive Module Fan				X
E) Change Capacitor				X
F) Replace Battery in the Assistant Control Panel				X
PUMP MAINTENANCE				
A) Check Motor Lubrication	X			
B) Check Pump Lubrication	X			
AIR-COOLED SPLIT SYSTEM MAINTENANCE				
ELECTRICAL				
A) Check terminals for tightness, tighten as necessary			X	
A) Clean control panel interior			X	
B) Visually inspect components for signs of overheating	X			
A) Verify compressor heater operation	X			
A) Megger compressor motor every five years				X
REFRIGERATION				
A) Check sight glasses for clear flow	X			
C) Check filter-drier pressure drop (see manual for spec)	X			
D) Perform compressor vibration test			X	
CONDENSER (AIR-COOLED)				
A) Clean condenser coils			X	
B) Check fan blades for tightness on shaft			X	
C) Check fans for loose rivets and cracks			X	
D) Check coil fins for damage			X	
AIR HANDLING UNIT				
A) Check all moving parts for wear		X		
B) Inspect drain pans and clean as necessary	X			
C) Inspect and replace filters	X			
D) Check for tightness:				
Bearing Collar		X		
Sheave		X		
Wheel Hub Setscrews		X		
Sheave Cap screws		X		
Bearing Hold-Down Bolts		X		
E) Relubricate Motor and Fan Shaft Bearings:				
IF unit runs continuously		X		
IF unit runs 12 hours (or less) a day			X	
KEY				
O = Performed by in-house personnel				
X = Performed by service personnel				

	QUARTERLY	SEMI-ANNUALLY	ANNUALLY	AS REQUIRED BY PERFORMANCE
EMCS MAINTENANCE SCHEDULE				
GLOBAL CONTROLLER				
A) Remove accumulated dust from interior and exterior	X			
B) Check operation of Modem	X			
C) Make backup copy of database			X	
D) Check power supply voltage		X		
E) Check battery for proper charge			X	
F) Verify operation of battery backup		X		
G) Check voltage levels on communication trunks			X	
H) Check all electrical connections			X	
TERMINAL CONTROLLERS (AHU AND VAV)				
A) Perform point-point check of all connected points	X			
B) Calibrate all temperature sensors			X	
C) Verify software sequence of operation	X			
D) Check communications to Global Controller		X		
E) Check all switch settings for proper position			X	
OPERATORS TERMINAL				
A) Thoroughly clean filters, remove dust and dirt from int/ext			X	
B) Check all functions	X			
CPU POWER SUPPLY				
A) Verify operation of all software functions		X		
B) Check cables for chafing and broken insulation	X		X	
C) Check power supply voltages and surge protection		X		
A) Performance Evaluation (Superheat Control)			X	
PERFORM SYSTEM BACK-UP				
A) 1 set of disks for owner			X	
B) 1 set of disks for Brooks Air Systems			X	
C) System software updates as they become available	X			

<p>KEY O = Performed by in-house personnel X = Performed by service personnel</p>
--

BROOKS AIR SYSTEMS TERMS AND CONDITIONS OF SALE- SERVICE

This agreement is between Brooks Air Systems, Inc. ("B.A.S.") and the customer. This agreement applies only to equipment installed prior to effective date of this agreement and as described on attachment(s).

1. PAYMENT AND TAXES -- Payment shall be net upon receipt of invoice. Brooks Air Systems reserves the right to require cash payment or other alternative method of payment prior to completion of work if Brooks Air Systems determines, in its sole discretion, that the Customer or Customer's assignee's financial condition at any time does not justify continuance of the net 30 days payment term. Brooks Air Systems reserves the right to discontinue its service anytime payments have not been paid as agreed. In addition to the Agreement price, the Customer shall pay Brooks Air systems any applicable taxes or government charges which may be required in connection with the service or material furnished under this Agreement.

2. WORKING HOURS -- All services performed under this Agreement including major repairs, are to be provided during Brooks Air Systems normal working hours unless otherwise agreed. Normal working hours (8 a.m. to 5 p.m.) Monday through Friday will apply to all services, unless otherwise stated, including major repairs performed under this agreement. Work performed beyond normal working hours for the convenience of the Customer shall be billed at the difference between overtime and straight time rates. We will respond to all calls within a four (4) hour time period or sooner.

3. ADDITIONAL SERVICE - Services or parts requested by Customer in addition to those specified in this Agreement will be provided upon receipt of Customer's written authorization and invoiced at Brooks Air Systems prevailing contract labor rate of \$ 82.00 per hour mechanical, \$ 95.00 controls and parts charges. Additional services or parts shall be supplied under the terms of this Agreement.

- In the event Brooks Air Systems is required to make any repairs and/or replacement and/or emergency calls occasioned by improper operation or misuse of equipment covered by this agreement or any cause beyond Brooks Air Systems control, the customer shall reimburse B.A.S. for expenses incurred in making repairs and/or replacements and/or replacements, and/or emergency calls in accordance with the established rate for performing such service such as calls for thermostat setting, air balancing or equipment resetting.

4. REPAIR OR REPLACEMENT - Brooks Air Systems shall not be responsible for repair or replacement of any HVAC or EMCS equipment that is damaged by any disaster or weather catastrophes (ie, floods, tomados, hurricanes, etc.), vandalism, other contractors, maintenance personnel, tenants, or any other party.

Brooks Air Systems is not responsible for the identification, detection, abatement, encapsulating or removal of asbestos, mold, or products or materials containing asbestos, mold, or similar hazardous substances. In the event that Brooks Air Systems encounters any asbestos, mold product or any hazardous material in the course of performing its work, Brooks Air Systems may suspend its work and remove its employees from the project, until such product or material, and any hazards connected with it are abated. Brooks Air Systems shall receive an extension of time to complete its work and compensation for delays encountered as a result of such situation and its correction.

Brooks Air Systems shall not be required to perform tests, install any items of equipment or make modifications that may be recommended or directed by insurance companies, government, and state, municipal or other authority. However, in the event any such recommendations occur, Brooks Air Systems, at its option, may submit a proposal for Customer's consideration in addition to this Agreement. Brooks Air Systems shall not be required to repair or replace equipment that has not been properly maintained.

5. SUPPLEMENTAL CONDITIONS SECTION -- This agreement presupposes that all major pieces of equipment are in proper operating condition at the signing of this agreement.

- It shall be the responsibility of Brooks Air Systems to inspect and report to the customer any malfunctions and defects within sixty (60) days after acceptance date. If equipment cannot be operated within this 60 day period due to seasonal conditions or factors beyond our control, the period for the initial inspection will be extended 60 days after the equipment can be operated and checked.
- It shall also be the responsibility of Brooks Air Systems to make recommendations and assist the customer in restoring the equipment to proper operating condition. However, all of the actual restoration costs shall be paid by the customer
- After equipment restoration to original operating conditions has been approved by Brooks Air Systems, coverage will become effective in accordance with the terms of this agreement.

6. PROPRIETARY RIGHTS-- During the term of this Agreement and in combination with certain services, Brooks Air Systems may elect to install, attach to Customer equipment, or provide portable devices (hardware and/or software) that shall remain the personal proprietary property of Brooks Air Systems. No devices installed, attached to real property or portable device(s) shall become a fixture of the Customer locations. Customer shall not acquire any interest, title or equity in any hardware, software, processes, and other intellectual or proprietary rights to devices which are used in connection with providing service on Customer equipment.

7. DELAYS– Delays caused by conditions beyond the reasonable control of either party shall not be the liability of either party to this Agreement.

8. CUSTOMER OBLIGATIONS

Customer shall:

- Provide a safe work environment.
- Permit access to Customer's site, and use of building services including but not limited to: water, elevators, receiving dock facilities, electrical service and local telephone service.
- Keep areas adjacent to equipment free of extraneous material, move any stock, fixtures, walls or partitions that may be necessary to perform the specified service.
- Promptly notify Brooks Air Systems of any unusual operating conditions.
- Upon agreement of a timely mutual schedule, allow Brooks Air Systems to stop and start equipment necessary to perform service.
- Provide the daily routine equipment operation (if not part of this Agreement) including availability of routine equipment log readings.
- Operate the equipment properly and in accordance with instructions.

9. EQUIPMENT CONDITION & RECOMMENDED SERVICE – Upon the initial scheduled operating and/or initial annual stop inspection should Brooks Air Systems determines the need for repairs or replacement. Brooks Air Systems will provide the Customer in writing an "equipment condition" report that includes recommendations for corrections and the price for repairs in addition to this Agreement.

In the event Brooks Air Systems recommends certain services (that are not included herein or upon initial inspection). If the Customer does not elect to have such services properly performed in a timely fashion, Brooks Air Systems shall not be responsible for any equipment or control failures, operability and any long-term damage that may result. Brooks Air Systems at its option will either continue to maintain equipment and/or controls to the best of its ability, without any responsibility, or remove such equipment from this Agreement, adjusting the price accordingly.

10. CUSTOMER TERMINATION– Customer shall have the right to terminate this Agreement for Brooks Air Systems non-performance provided Brooks Air Systems fails to cure such non-performance within 30 days after having been given prior written notice of the non-performance. Upon early termination or expiration of this Agreement, Brooks Air Systems shall have free access to enter Customer locations to disconnect and remove any Brooks Air Systems personal proprietary property or devices as well as remove any and all Brooks Air Systems-owned parts, tools and personal property. Additionally, Customer agrees to pay Brooks Air Systems for all incurred but unamortized service costs performed by Brooks Air Systems including overheads and a reasonable profit.

11. CUSTOMER RESPONSIBILITY – It is agreed that the customer will assume responsibility and pay extra for all service and material required for repair or replacement due to electrical power failure, low voltage, power surges, burned out main or branch fuses, or low water pressure or water damage.

12. LIMITATION OF LIABILITY– Under no circumstances shall Brooks Air Systems be held liable for any incidental, special or consequential damages, including loss of revenue, loss of use of equipment or facilities, or economic damages based on strict liability or negligence. Brooks Air Systems shall be liable for damage to property, other than the equipment provided under this Agreement, and to persons, to the extent that Brooks Air Systems negligent acts or omissions directly contributed to such injury or property damage. Brooks Air Systems maximum liability for any reason (except for personal injuries) shall consist of the refunding of all moneys paid by Customer to Brooks Air Systems under this Agreement, subject to right of removal and return of equipment provided under this Agreement to Brooks Air Systems.

B.A.S. and customer assume the non-occurrence of the following contingencies which, without limitation, might render performance by B.A.S. impractical: strikes, fires, war, late or non-delivery by suppliers of B.A.S., and all other contingencies beyond the reasonable control of B.A.S. Under no circumstances shall B.A.S. be liable for any special or consequential damages whether based upon lost goodwill, lost resale profits, work stoppage, and impairment of other goods or otherwise and whether arising out of breach of warranty, breach of contract, negligence or otherwise, except only in the case of personal injury where applicable law requires such liability. But in no event shall B.A.S.'s liability exceed the purchase price paid under this contract.

13. WASTE DISPOSAL– Contractor is wholly responsible for the removal and proper disposal of waste oil, refrigerant and any other material generated during the term of this Agreement.

14. CLAIMS – Any suits arising from the performance or non-performance of this Agreement, whether based upon contract, negligence, and strict liability or otherwise, shall be brought within one (1) year from the date the claim arose.

15. SUPERSEDURE, ASSIGNMENT and MODIFICATION- This Agreement contains the complete and exclusive statement of the agreement between the parties and supersedes all previous or contemporaneous, oral or written, statements. Customer may assign this Agreement only with Brooks Air System's prior written consent. No modification to this Agreement shall be binding unless in writing and signed by both parties.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: May 24, 2011

TITLE OF AGENDA ITEMS: Request to Delete from Capital Assets – Motor Vehicles

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

In accordance with Sections 274.04, 274.05 and 274.06, Florida Statutes, Board approval is requested to delete \$47,394.00 plus applicable depreciation from the Motor Vehicle Capital Assets. Approval is also requested to donate the vehicles to the Gadsden County Sheriff's Department. This action is required based on the information received from the Transportation Department (see attachment).

VIN #	Purchase Price	Inventory Tag #	Veh. #	Mileage
1GDGC34F8SE515111	\$22,678.00	200673	95-504	125600
1GDHG31Y4RF515674	\$24,716.00	200175	94-015	175018

TOTAL NUMBER OF VEHICLES 6

REVENUE: Applicable Funds

AMOUNT: \$47,394.00

PREPARED BY: Bruce James

POSITION(s): Inventory Control Specialist

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 _____

Sheriff



Morris A. Young

Gadsden County

PHONE (850) 627-9233

P.O. BOX 1709
QUINCY, FLORIDA 32353-1709

January 05, 2011

Gadsden County School Board

35 Martin Luther King, Jr. BLVD

Quincy, F.L. 32351

To whom it may concern:

I am writing this letter to formally request your consideration of the Gadsden County Sheriff's Office of a useable surplus service truck ^{and mini bus} that you may be eliminating from your fleet inventory.

We are in need of a dependable service truck to be used in our Fleet Management Division.

I appreciate very much your consideration in assisting us in meeting this need.

Sincerely,

James Payne

Fleet Manager

DIST: 20 FY: 11

2. FIXED ASSETS
 NUMB: 00200175

TIME: 14:53

ITEM CODE-----DESCRIPTION -----SERIAL #-----
 5000015 BUSES 1GDHG31Y4RF515674

TAGGED? MODEL # VDR: V 999999999 VENDOR PRIOR TO TERMS
 Y 94 MFG: M 000000006 GMC
 VEH: 94-015 TAG: 132588 TITLE: _____

LOCATED CNTR: 9003 TRANS.DEPT-SCHOOL BD GADSDEN DEPT: __ BLD: 00 RM: 0000

ACQUIRED DATE P.O.# CHECK# OLG OWN CNTR-OBJ-FND-PROJECT-----AMOUNT
 071894 _____ 0 _____ 24,716.00

MAINT CONTRACT: _____
 COMMENTS SPARE _____ TOTAL COST: 24,716.00

STATUS INV DT CN ----DISPOSITION---- DISP DT LIF ACCUM DEPR: 24,716.00
 _____ G 07 REMOVED 072810 10 CURR VAL:

IF SOLD DATE: RECEIPT NO: SALVAGE: _____
 SOLD FOR: _____

FIXED ASSET RECORD DISPLAYED. NEXT? TERML: 8BID

4-© 1 TERMS 199.44.72.2 TW1H0549 2/41

DIST: 20 FY: 11

2. FIXED ASSETS
NUMB: 00200673

TIME: 14:54

ITEM CODE-----DESCRIPTION -----SERIAL #-----
5000002 LIGHT TRUCKS 1FDHF25F9TEB08405

TAGGED? MODEL # VDR: V 999999999 VENDOR PRIOR TO TERMS
Y 95 MFG: M 000000004 FORD MOTOR COMPANY
VEH: 95-505 TAG: 132626 TITLE: _____

LOCATED CNTR: 9020 MAINTENANCE DEPARTMENT DEPT: __ BLD: 00 RM: 0000

ACQUIRED DATE P.O.# CHECK# OLG OWN CNTR-OBJ-FND-PROJECT-----AMOUNT
042596 _____ 0 _ _____ 22,678.00

MAINT CONTRACT: _
COMMENTS JAY SMITH TOTAL COST: 22,678.00

STATUS INV DT CN ----DISPOSITION---- DISP DT LIF ACCUM DEPR: 22,678.00
_____ G 07 REMOVED 090110 5 CURR VAL:

IF SOLD DATE: RECEIPT NO: SALVAGE: __, __, __. __
SOLD FOR: __, __, __. __

FIXED ASSET RECORD DISPLAYED. NEXT? TERML: 8BID

4-© 1 TERMS 199.44.72.2 TW1H0549 2/41



CITY OF MIDWAY

50 MARTIN LUTHER KING BOULEVARD • P.O. Box 438 • MIDWAY, FL. 32343 • (850) 574-2355 • FAX: (850) 574-0633 • WWW.MIDWAYFL.COM

January 27, 2011

Mr. Reginald James, Superintendent
Gadsden County School District
35 MLK Blvd.
Quincy, Florida 32351

Re: Request for Vehicle Donation

Dear Superintendent James:

The City of Midway is requesting your assistance in obtaining 2 vehicles that was removed from the Gadsden County School District's fleet. City staff met with Gadsden County Department Heads (Wayne Shepard and Joe Lewis) to discuss the possibility of receiving the 2 vehicles from the school district (White GMC3500 Utility Bed Truck & Yellow GMC3500 Utility Bed Truck). My staff was informed that the request must first come to the Superintendent and that will start the process. I am forwarding this request as instructed and hope that you will sign off on the City of Midway receiving the 2 vehicles.

The City of Midway is in the process of making several organizational changes that include Code Enforcement, Roads & Streets and Storm Water Maintenance. Specifically, the City of Midway will start a total beautification process that will require several vehicles for staff to move around in the City and complete extensive work assignments. Your donation to the City will be extremely beneficial.

The City of Midway has always been very supportive of the Gadsden County School District and will continue to provide quality services to all City and County residents. If you require additional information you may contact me at (850) 574-2355 or 212-4453. I look forward to hearing from you and thank you in advance for your assistance.

Respectfully,

Agatha Muse-Salters,
City Manager of Midway

FLORIDA'S RURAL COMMUNITY OF THE YEAR AWARD WINNER - 2004

DIST: 20 FY: 11

2. FIXED ASSETS
NUMB: 00200663

TIME: 17:18

ITEM CODE-----DESCRIPTION -----SERIAL #-----
5000002 LIGHT TRUCKS 1GDGC34J3NE515901

TAGGED? MODEL # VDR: V 999999999 VENDOR PRIOR TO TERMS
Y 92 MFG: M 000000006 GMC
VEH: 92-502 TAG: 132540 TITLE: _____

LOCATED CNTR: 9020 MAINTENANCE DEPARTMENT DEPT: __ BLD: 00 RM: 0000

ACQUIRED DATE P.O.# CHECK# OLG OWN CNTR-OBJ-FND-PROJECT-----AMOUNT
010292 _____ 0 _ _____ 17,864.00

MAINT CONTRACT: _
COMMENTS 3500 SL TOTAL COST: 17,864.00

STATUS INV DT CN ----DISPOSITION---- DISP DT LIF ACCUM DEPR: 17,864.00
_____ P 07 REMOVED 090110 5 CURR VAL:

IF SOLD DATE: RECEIPT NO: SALVAGE: __, __, __. __
SOLD FOR: __, __, __. __

FIXED ASSET RECORD DISPLAYED. NEXT? TERML: 8BON

4-© 1 TERMS 199.44.72.2 TW1H0007 2/41

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10d

DATE OF SCHOOL BOARD MEETING: May 24, 2011

TITLE OF AGENDA ITEM: Educational Plant Five Year Survey Report

DIVISION: Facilities

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

PURPOSE AND SUMMARY OF ITEM: For Board approval of Educational Plant Five Year Survey Report conducted July 12-16, 2010 by the Gadsden School District and the Office of Educational Facilities Staff (see names in report). This report was conducted in accordance with the requirements of and pursuant to specifications in Article IX and Article XII of the Florida Constitution, Chapters 1001, 1011, and 1013 Florida Statutes (F.S.), State Requirements for Educational Facilities (SREF) and the Florida Building Code (FBC).

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

n/a Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District: GADSDEN COUNTY SCHOOL DISTRICT
Survey: Number 3 - Version 1
Survey Status: Active Pending



EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

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Survey: 3 - Version: 1

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Section 1: Survey

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District: 00-GADSDEN COUNTY SCHOOL DISTRICT
 Survey: Survey: 3 - Version: 1
 Status: Active Pending

District: GADSDEN COUNTY SCHOOL DISTRICT
Survey: Number 3 - Version 1
Description: 5 Year Educational Plant Survey
Survey Open Date: 3/1/2011 8:17:04 AM
Board Approval Date:
Survey Expiration Date:
DVE768 Approval Date:
Contact Name: Wayne Shepard
Contact Phone Number: (850)627-9888
Contact Email:

Survey Notes:

The Survey was conducted July 12 - 16, 2010 at the direction of the Gadsden County School District by staffs' of the Florida Department of Education, Office of Educational Facilities and Gadsden County School District. The contact person for information contained in this report is Violet Brown, Survey director and Editor of this Survey document. The other members of the Survey team from the Office of Educational Facilities were Mr. Mark Jeter, Mr. Jimmie Childers, and Mr. John Olson.

The Gadsden County Schools contact person for the Educational Plant Survey was Mr. Wayne Shepard, Facilities Director.

The staffs of the Office of Educational Facilities and Gadsden County Public Schools conducted a 100% Florida Inventory of School Houses (FISH) validation during the week of May 3rd, 2010.

Survey Status	Status Time	User
Active Pending	3/1/2011 8:17:04 AM	Violet Brown

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District:

Survey:

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PREFACE

Report of an educational plant survey, hereinafter also referenced as "survey," conducted in accordance with the requirements of, and pursuant to specifications in, Article IX and Article XII of the Florida Constitution; Chapters 1001, 1011, and 1013, Florida Statutes (F.S.); State Requirements for Educational Facilities (SREF); and the Florida Building Code (FBC). This survey report describes the current educational plants and the estimated capital outlay needs resulting from a systematic study of present educational and ancillary plants. This study also addresses the future needs, including long range planning, to provide an appropriate educational program and services for each student based on projected capital outlay FTE's (COFTE) approved or authorized for use by the Department of Education.

NOTE: All educational plant surveys are valid for five full years and expire on June 30 of the fifth full year from the beginning date of the survey. For example, a survey approved in October will be valid through the remaining fiscal year and for five full years beginning on the following July 1; effectively, this makes the survey approved in October valid for five years and eight months. By the same scenario, a survey approved in May will be valid through the remaining fiscal year and for five full years beginning on the following July 1; effectively, this makes the survey approved in May valid for five years and one month.

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INTRODUCTION TO THE EDUCATIONAL PLANT SURVEY

Definition of an Educational Plant Survey

The educational plant survey is a systematic study of present educational and ancillary plants and the determination of future needs. The survey is not directly concerned with the instructional program but the relationship of educational plants to the instructional program is such that judgments regarding the instructional program are necessarily a part of an educational plant survey.

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Purpose of an Educational Plant Survey

The construction of new educational facilities is a major undertaking even in school systems where such construction is a continuous process. If a 50-year capital investment is to be protected, the location, size, type of materials, arrangement of spaces, and other considerations, regarding each new facility or addition to an existing facility must be determined on the basis of reliable, factual data. To do otherwise would violate the trust of present and future generations of children and of taxpayers.

The purpose of an educational plant survey is to aid in formulating plans for housing the educational activities of students and staff of the school district for the next several years and the survey must consider the local comprehensive plan in its forecast strategies. The development of this plan must be based on a careful study of all available data regarding the current status of educational and ancillary facilities in relation to capital outlay full-time equivalency (COFTE) student membership and the projected changes in COFTE student membership. The intent of a regular, formal educational plant survey is to encourage the thoughtful, orderly development of a program for providing educational and ancillary plants to adequately house the educational and academic support activities of the district.

A formal educational plant survey is required by §1013.31, F.S., to be conducted every five years, but may be conducted as often as necessary. It is sometimes necessary to make changes to the survey recommendations in the interim. Local school administrators are responsible for a regular auditing of survey recommendations and for the initiation of the request for any necessary changes.

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Legal Basis for Educational Plant Surveys

When the Florida School Code of 1939 was developed, the importance of having a valid basis for a school building program was recognized by inclusion of the requirement that district school boards have periodic school plant surveys of building needs in the districts. The 1939 Code directed the district school superintendent to "recommend plans and procedures for having a survey made" and instructed the district boards to "approve and adopt a district-wide school building program...based on the recommendations of the survey."

The provisions in the 1939 Code for periodic school plant surveys were, for the most part, ineffective. No state financing program for school plants was in effect at that time. Further, the coming of World War II, and the resulting cessation of school plant construction, made any statutory provision relating to school plants meaningless.

When the Minimum Foundation Program law was enacted in 1947, the requirement for periodic school plant surveys was included. The law established that a Capital Outlay and Debt Service (CO&DS) annual allotment of \$400 per instruction unit had to be expended in accordance with a planned building program based on a school plant survey. It was at this point that Florida's school plant survey program became a meaningful and established operation.

In 1952, the Florida Constitution §9(d), Article XII, was amended to authorize the issuance of State Board of Education (SBE) bonds guaranteed by the Minimum Foundation Program CO&DS allocation. The SBE bond program led to major school construction activities and further strengthened the school plant survey program by requiring that bond proceeds be expended in accordance with survey recommendations.

In 1957, the Florida Legislature established the School Construction Fund which annually authorized an increase of \$200 per student in average daily attendance, subject to matching by local funds. School Construction Fund monies also had to be expended in accordance with the recommendations of a school plant survey. The program was continued with modifications by subsequent legislatures until 1972.

The 1972 Legislature enacted the School District Supplemental Capital Outlay Act as an interim measure pending the outcome of the proposed amendment to §9, Article XII of the Constitution. The amendment, which was ratified in the November 1972 general election, increased the CO&DS annual allotment from \$400 to \$600 per instruction unit in the school districts for the school fiscal year 1967-1968 plus \$800 for each "growth unit" since 1967-1968.

The 1973 Legislature established the Florida Educational Finance Act which provided funds for comprehensive school construction and debt service. The amount allocated to each school district was determined by formulas prescribed by the Legislature.

In 1974, the Florida Constitution, §9(a) (2), Article XII, was amended to authorize the issuance of state bonds guaranteed by revenues derived from gross receipts utility taxes for the state system of public education, including, but not limited to, institutions of higher learning, junior colleges, vocational-technical schools, and public schools, as defined by law.

Since 1974, regular changes have been made to statutory provisions and the Florida Constitution in regards to educational facilities, including the establishment of a state lottery where funding is specifically earmarked for education as a supplement to other state funding, and the capping of class sizes. The continual changes to educational laws and funding mechanisms are due, in part, to Florida's unrelenting effort to maintain and provide state-of-the art facilities to meet the demands of change for our schools programs and the expectations of our citizenry.

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Method For Making Educational Plant Surveys

The board must arrange for an educational plant survey to be conducted either by district staff, through contractual agreement, or a combination of district staff and private vendors. A survey conducted by the Office of Educational Facilities is a cooperative process with staff from the Office of Educational Facilities and staff from school districts outside of the district being surveyed. Typically, the survey process will include, as a minimum:

- * Spot or grid maps showing the residence of all elementary, middle or junior high, and senior high school students, the school attended by each student, and the location of each school.
- * COFTE student membership trends of each school center for the past five years.
- * A floor plan for each building at each educational plant identifying each building and each room (space) by number as they appear in the Florida Inventory of School Houses (FISH).
- * A list of the construction projects under contract.
- * A statement of the policies of the board with respect to grade organization and the types and sizes of facilities to be provided for new elementary, middle or junior high, and senior high schools (facilities lists).
- * Other information that may affect building costs, population trends, and other related matters that may influence the district educational facilities building needs program.
- * The survey team members visit and evaluate each educational plant; student capacities are carefully evaluated at each school center.
- * The districtwide projection of students is distributed among the various existing school centers and any new school centers are recommended on the basis of past trends and the best judgment of both the District and the County Growth Management Office as to where growth is most likely to occur.
- * The survey team should make logical recommendations based on all relevant information available.

The survey is limited to the study of educational and ancillary plants owned or under long-term lease agreement by the school board. No comprehensive study is made of the instructional program and recommendations made for the improvement of the educational and ancillary plants of the district are not an evaluation of the instructional program. Recommendations, however, must be clearly associated with the relationship between educational facilities and instructional programs.

State-level Requirements

The survey report must include a recommended pattern for housing the student projection for a five-year period, including changes in utilization of existing school centers, phasing out of unsatisfactory facilities and/or school centers, additions at existing school centers, and construction of new school centers. Ancillary facilities should also be considered in the recommendations.

The broad, general state-level conditions that give directions to a survey are established as guidelines only insofar as feasible for application within a given district.

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- * School Size: Any school that is not large enough to justify a full-time principal, a media specialist, food service staff, and special instructional and clerical staff are economically inefficient and restrictive in program offering; simply stated, minimally sized schools are too expensive to operate if a district lacks sufficient financial resources to make such facilities a viable option. Generally, new school centers are not recommended for fewer than 400 students in elementary schools or 100 students per grade level in secondary schools. Where practical, existing schools that are below these sizes should be consolidated.
- * Wooden Buildings: Generally, all wooden exterior buildings (other than relocatables) are considered unsatisfactory and are not assigned student capacity.
- * Unsatisfactory Space: Generally, all wooden exterior buildings (other than relocatables) are considered unsatisfactory and are not assigned student capacity.

NOTE: Unsatisfactory space is typically designated as such due to compromising effects on the structural integrity, safety, or excessive physical deterioration of a building. Space condition should be the same, either satisfactory or unsatisfactory, for all rooms in a building with the exception of rooms reported in relocatable buildings that represent individual units. A space may be structurally unsound (unsatisfactory) and still be adequate in size.

- * Inadequate Space: Generally means that the size of space is not appropriate, sufficient, suitable, or lacks ability to meet the fitting requirements for instruction or instructional support, such as small classrooms or insufficient acreage for a school site. Inadequacy may be a condition brought on by changing standards, or increased enrollment causing overuse thereby resulting in undersized or unsuitable circumstances.

NOTE: Inadequate space is typically designated as such by the capital outlay classifications (COC) C-3 and C-7. Inadequate is a designation for an entire facility, not just a building or room. A space or building may be structurally sound (satisfactory) and still be inadequate.

- * Relocatable Building: Facilities designed and built to be moved from one school to another are recognized as providing valuable flexibility.
 - * Student Station: A student station is the area necessary for a student to engage with a teacher in appropriate subject matter educational (learning) activities. The size of this area will vary with the particular type of activity and by grade level. A laboratory or shop in which the student must move about requires more area per student than a regular classroom where the student remains seated at a desk. The total student stations at a school center are used to determine the capacity of the school.
 - * Student Capacity: The maximum number of students that should be housed in a facility. In an elementary school, students are typically assigned to one classroom throughout the day and student capacity for elementary schools equals the student stations. However, in middle and secondary schools, students usually move from classroom to classroom to participate in different instructional subject matter, which interjects scheduling as a factor in calculating capacity. Experience has shown that the number of students in a secondary school is a major factor for determining the efficiency of space utilization that may be expected at a school.
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- * Utilization Factor: Used to determine "capacity" which is the number of students that may be housed in a facility at any given time based on a utilization percentage of the total number of existing satisfactory student stations:

<u>Type School</u>	<u>Utilization Factor Percentage x</u>	<u>Satisfactory Student Stations</u>
Elementary	100%	all
Middle & Junior High	90%	all
Senior High	70%	300 or less
	75%	301-600
	80%	601-900
	85%	901-1200
	90%	1201-1500
	95%	1501 - and above
Combination Schools	90%	all
Exceptional Student Centers	100%	all
Alternative Education Centers	100%	all
Designated Area Vocational Centers	120%	all
Designated Adult Centers	150%	all

- * Initial and Ultimate Student Capacity: In the recommendations for building a new school center, the initial capacity assigned is the capacity necessary to house the students anticipated to enroll at the school by the end of the survey projection period. The ultimate capacity is usually the maximum capacity school of that type based on applicable district policies (facilities lists). The establishment of an ultimate desirable capacity makes it possible to plan the initial construction within the framework of the ultimate size school-meaning, building core facilities such as media, cafeteria, administration, circulation, and other auxiliary spaces to the full school size and then adding classrooms as the student population projections increase to a level that warrants additional classroom space.

NOTE: Educational plant survey COFTE student projections are determined by the Office of Economic and Demographic Research (EDR). Each five-year survey is based on COFTE projections that are five (5) full years from the official beginning of the survey period, which is July 1 of the first full year of the survey.

- * Use of State and Local Funds for Recommended Facilities: The recommendations made in the survey report are intended, in total, to provide adequate facilities for all of the students projected to be enrolled within the 5-year survey period. The priority systems established in statutes and rules define the eligibility for the expenditure of funds.

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NOTE: Educational plant survey costs for student stations are determined by the Office of Economic and Demographic Research (EDR). Each five-year survey is based on cost factors that are 31 months (January, the midway point of the five-year survey period) from the official beginning of the survey period, which is July 1 of the first full year of the survey. All new capacity construction uses the appropriate grade level student station cost factors; the cost per square foot for new construction, remodeling, and renovation is based on actual statewide average construction cost data with the EDR cost index increase applied to use the same 31 months mid-point of the survey costs for planning purposes. This cost estimate process is applied uniformly to all surveys in all districts so that consistent estimates can be made. Actual costs are reported yearly in the 5-year district facilities work program annual budget.

District School Board Policies and Prerogatives

State funds alone usually are not enough to complete the recommended school plant construction program that will be identified in an educational plant survey. To ensure that all capital outlay funds are used for the best and most efficient purposes, the educational plant survey team should collaborate with the professional and instructional staff of the district on a plan for meeting the projected school plant needs for the next several years.

Some of the specific local board policies and prerogatives that generally apply to the survey report are:

- * Actual assignment of students to school centers in the county as authorized and directed by §1003.02, F.S.;
- * Facilities comprising a standard school plant for each grade grouping;
- * Square footage and special features of each instructional component (state minimums must be met);
- * Special facilities at a school center;
- * Level of custodial service;
- * Level of maintenance service;
- * Level of service indicators for local comprehensive planning;
- * Type of climatic control.

Guide to Capital Outlay Classification (COC)

Educational plants are identified by recommended type of facility for capital outlay expenditures. The COC of educational plants determines the extent to which certain funds may be used for capital improvements, subject to applicable Florida Statutes and SREF standards dealing with budgeting and in some cases priority ratings. The COC of an educational plant can only be assigned or changed by an educational plant survey recommendation made in compliance with all applicable laws, rules, and policies.

The COC is grouped into categories with applicable standards to guide the assignment of the appropriate classification:

C-1: An educational plant that is recommended for continued use. Generally, this includes:

- * Adequate site,
- * Satisfactory building(s),
- * Projected membership within desired size range for the type of school,

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- * Recommended new educational plant.

C-2: An educational plant that is in a period of transition with evidence insufficient to recommend replacement or consolidation, and typically new construction is not recommended for this COC. Generally, this includes:

- * Inadequate site and/or inadequate building(s),
- * Declining or static enrollment,
- * An educational plant that probably would be recommended for consolidation if not for excessive distance required for student transportation.

C-3: An educational plant that is substandard in one or more major aspects. Generally, this includes:

- * Inadequate site and/or unsatisfactory building(s),
- * Declining or static enrollment to a level indicating that the needs of students can better and more economically be served at other educational plants,
- * Abandoned educational plants not currently housing students.

NOTE: Educational plants assigned a C-3 COC and used to house students should be closed when adequate facilities are available elsewhere. Facilities assigned a C-3 COC do not generate PECO maintenance funds even when the facility contains satisfactory space.

C-6: Ancillary facility recommended for continued use. Generally, this includes:

- * Adequate site,
- * Satisfactory building(s),
- * Recommended new site and/or facilities.

C-7: Ancillary facility is substandard. Generally, this includes:

- * Inadequate site and/or unsatisfactory building(s),
- * Abandoned facilities not currently being used.

NOTE: Facilities assigned a C-7 COC that are in current use should be closed when adequate facilities are available elsewhere. Facilities assigned a C-7 COC do not generate PECO maintenance funds even when the facility contains satisfactory space.

C-9: Any district owned facility leased to an entity for use by the lessee for any purpose, including educational, but is not used by the district during the normal school hours of operation.

NOTE 1: Facilities assigned a C-9 COC do not generate PECO maintenance funds.

NOTE 2: Facilities assigned a C-9 COC are to be counted in the district's inventory of available space and may be considered in the determination of new construction needs.

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School centers are usually classified by standard grade groupings (K-5, 6-8, and 9-12), even though a school may have only one or two of the grades present. A school center may be classified as a combination school and recommended to house more than one grade grouping, e.g. grade group K-8, grade group 6-12, or grade group K-12.

Whenever it is feasible, the survey should contain recommendations to upgrade and/or remodel/renovate existing educational plants that are classified as C-1 to meet the district's educational facilities standards for spaces and school size based on the districts adopted facilities lists for each grade grouping.

GUIDELINES FOR SCHOOL PLANT DEVELOPMENT

School Plant Planning

Planning a school plant, either a complete new school or an addition to an existing school, is a long and complex process when properly done. Remodeling and renovation of existing space can also be very time consuming to plan when all potential options for upgrading or replacement considerations are made. Suggestions made in this section are intended to provide useful, basic information and are not an exhaustive description of all available options for planning or meeting the facilities needs of a district school board.

School Size

Generally, new school centers are not recommended for fewer than 400 students in elementary schools or 100 students per grade level in secondary schools. Any school that is not large enough to justify a full-time principal, a media specialist, food service staff, and special instructional and clerical staff are economically inefficient and restrictive in program offerings. Schools that are minimally sized are very expensive to operate.

The number of students in a school is a major factor in determining the efficiency of space utilization; schools that are too small do not offer optimal instructional standards or provide economically advantageous structures. Just like small schools are not economical, very large schools are not frugal to build, maintain, or staff. The logistics of managing and maintaining an overly large school can outweigh the reasons for building mega structures (such as more extensive program offerings in science or performing arts-these functions may be offered through magnet schools, thereby meeting a districtwide or area need without the burden of managing an overly large school reconfigured to offer such services).

Optimally, elementary schools should be planned for about 800 students, middle schools should be planned for about 1,200 students, and senior high schools should be planned for about 2,000 students. Flexibility and program offerings that allow schools to offer a more educationally diverse program or structural configurations that can provide significant economic rewards should always be considered when planning new schools. However, experience has shown that by modifying elementary schools sizes by more than 25% above or below the 800 student mark is not usually cost effective nor educationally practical. Secondary schools can sometimes be subjected to 25% to 50% modifications from the recommended median point and still be practical and efficient for both educational offerings and cost savings. Neither small or large schools provide cost saving benefits for construction nor for day-to-day operations; therefore, limiting the size of schools to near average size is usually preferable and more practical.

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Educational Facilities Planning

The basic concept behind educational facilities planning is a simple one. A school building is primarily a school and secondarily a building. If the "school" is not planned in terms of its purposes, its scope, and its programs, the resulting structure will almost certainly just be a "building." No architect, regardless of talent or experience in school plant design, can plan a school without guidance from the educators who will use it.

The educational facilities planning process is slow and difficult; planning that does not consider school needs beyond the immediate future places an undue burden on the present and future generations of students and taxpayers. Equally as important as long-range planning, no board should commit local and state revenues for a new educational plant that has not been planned by educators. Although the detailed procedures for educational facilities planning will vary considerably from school to school, the ultimate responsibility for the future rests with those professionals who plan today.

School Plant Design

An architect is responsible for designing the building to house the school program developed through the educational facilities planning process. Usually, the architect participates in that process so that educational planning and design do not constitute separate and distinct steps.

The architect uses other specialists in designing the building and the system(s) it will contain; for example, structural engineers, heating and cooling specialists, electrical engineers, and environmental specialists should be involved in the total process. Some broad guidelines appropriate to school building design are:

- * A site (plot) plan should be developed to show the most effective use of the site for present needs and to guide future expansion. The site design and orientation should show awareness of the principles of "Crime Prevention Through Environmental Design" (CPTED) including natural access control, natural surveillance, and territorial reinforcement;
- * A building should be functional in design; it should meet the needs of and facilitate the attainment of the designed or planned program of the school;
- * The building must be made safe and healthful for all students and school staff personnel by observing all safety and sanitary regulations appropriate to school plants;
- * A balance should be achieved between quality and economy in construction and the anticipated maintenance and operation of the plant;
- * A building should be designed to permit economical expansion both in terms of additional classrooms and special facilities which will eventually serve the ultimate capacity of the school; e.g., media centers, cafeterias, circulation, sanitation, utilities, and administration should be built to their ultimate maximum sizes if additional classrooms are going to be needed for future expansion;
- * Adequate lighting, natural and artificial, should be provided for all instructional spaces;
- * A building should be designed to control the transient noise level; the objective in sonic design of instructional spaces is to secure the best hearing and speaking conditions without adversely affecting the surrounding or adjacent instructional programs;
- * Thermal conditioning of school spaces should be provided by economically designed systems that also render long-term cost savings in maintenance and operations.

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Florida Inventory of School Houses (FISH)

The district's educational plant survey extracts facilities data from FISH; therefore, if FISH is not current and accurate, the educational plant survey cannot be a valid assessment of needs. The district's facilities inventory may be corrected at any time when new additions or remodeling occurs, during a validation study conducted by the district or OEF, or as the result of an educational plant survey. FISH is the official inventory of the district's educational facilities. It is the responsibility of the district to maintain an updated inventory. Changes to FISH are subject to review by OEF for compliance with statutory and rule provisions as well as compliance with educational plant survey recommendations.

NOTE: FISH data is imported into the educational plant survey as it exists the moment the survey is created. When a complete new survey is started, the FISH data is imported and does not change even if FISH changes are subsequently made. When a supplemental/spot survey is created, FISH data is imported into the spot survey as it exists for only the selected facilities as of the moment the spot survey is created; this process allows districts to update FISH and then do an updated survey using current FISH data.

School Sites

Before a site is purchased or funds are encumbered for a site, it must meet the criteria established by §1013.36, F.S. Notably, the law requires a school board to coordinate site planning and selection with affected county and city governments to ensure consistency with local land-use plans. This coordination process is detailed in the interlocal agreement between the school board and the general-purpose local governments pursuant to §1013.33(2), F.S.

The choice of sites for new schools is critical to the overall development of a school plant program. In general, new sites should:

- * Provide adequate space for school buildings;
- * Provide adequate off-street parking and off-street loading/unloading;
- * Provide adequate playground area.

In addition, new sites should generally be located to:

- * Minimize transportation costs and provide safe access from neighborhoods to the school;
- * Avoid sites where adjacent land uses may allow the location of undesirable commercial enterprises or industrial activities near the school;
- * Prevent the location of a site adjacent to, or near, high voltage power transmission lines or in an airport approach flight path;
- * Maximize proximity to residential areas and seek to collocate district educational facilities with other public facilities, such as parks, libraries, and community centers.

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Section 2: Facility Lists

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FACILITIES LISTS

Minimum Space Requirements

The Facility Lists component identifies the standard schools programs by grouping and listing the classrooms and support spaces that districts normally consider the most ideal for meeting the districts needs. These lists usually are a combination of elementary, middle, senior high, ancillary, and other special school centers such as exceptional students, alternative, and various types of combination schools, e.g. K-8, K-12, 6-12, etc.

All board approved and adopted facilities lists must conform to standards established in SREF. The facilities lists in EFIS are based on net square footage per space; the gross square footage in a facilities list for new construction is determined by adding a standardized percentage of the net square footage for all auxiliary and support spaces. Elementary schools have 27 percent added for net-to-gross conversions; middle schools have 32 percent added for net-to-gross conversions; and high schools have 34 percent added for net-to-gross conversions. An additional 6 percent is added to each type school for mechanical spaces.

Educational plant survey costs for student stations are determined by the Office of Economic and Demographic Research (EDR). Each five-year survey is based on cost factors that are 31 months (January, the midway point of the five-year survey period) from the official beginning of the survey period, which is July 1 of the first full year of the survey. All new capacity construction uses the appropriate grade level student station cost factors; the cost per square foot for new construction, remodeling, and renovation is based on actual statewide average construction cost data with the EDR cost index increase applied to use the same 31 months mid-point of the survey costs for planning purposes. This cost estimate process is applied uniformly to all surveys in all districts so that consistent estimates can be made. Actual costs are reported yearly in the 5-year district facilities work program annual budget.

Costs for remodeling recommendations are typically based on one-half the cost of new construction, but may vary significantly based on the type of remodeling. Costs for renovation recommendations are typically based on one-third the cost of new construction, and like remodeling costs, may vary significantly based on the renovation project. All cost estimates are best judgment approximations and may vary significantly between projects. Before entering into the planning phase on projects, the district should have a professional review of the estimated cost and assure that the current Uniform Building Code standards are applied when the cost estimates are made.

Cost estimates and recommendations for maintenance and operations of educational plants safety and sanitation deficiencies are not included in this survey. Boards should follow the requirements of §1013.12, F.S., to meet the needs in these areas.

Facilities recommended in accordance with the approved facilities lists at existing or recommended new schools may need to be changed as programs change.

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

0-GADSDEN COUNTY SCHOOL DISTRICT

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Building New Schools Or Additions To Existing Schools Relative To Approved Facility Lists

All facility lists are developed and approved by a district school board to establish the district's standard schools by type and for the ideal size of schools. These lists, once approved by the board and by the Department, are used in the educational plant survey process to identify the space needs of existing schools (comparing FISH and COFTE to the facility lists) and for building new schools. Any new schools constructed or the expansion of existing schools must be relative to the approved facility list and the classroom capacity must not exceed the projected COFTE for that/those schools. When building a new school center or adding classroom capacity to an existing school, the capacity of the instructional spaces (classrooms) for the school may not exceed the projected COFTE planned for the school in the out-year of the survey even though the facility list may be for a larger number of students. The school's core facilities should be built to the full size of the facility list if it is reasonably anticipated that the school will eventually serve the number of students in the facility list; however, the classrooms must initially only be built to serve the projected COFTE; to do otherwise would violate the public trust and abuse tax-payer money.

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

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Level:	ELEMENTARY (PK - 05)	Gross Sq. Feet:	110,974
Target Number of Stations:	807	Utilization:	1.000
Total Stations:	807	Acres Required:	11
Total Capacity:	807		

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
21	1	PK - 03	PRIMARY CLASSROOM (K-3)	882	18,522	18	378	23,522
	808		MATERIAL STORAGE	100	2,100	0	0	2,667
	811		OUTSIDE STORAGE	50	1,050	0	0	1,333
	813		STUDENT STORAGE	40	840	0	0	1,066
	814		STUDENT RESTROOM (BOTH SEXES)	60	1,260	0	0	1,600
14	2	04 - 08	INTERMEDIATE/MIDDLE CLASSROOM (4-8)	858	12,012	22	308	15,255
	808		MATERIAL STORAGE	100	1,400	0	0	1,778
	811		OUTSIDE STORAGE	50	700	0	0	889
	815		STUDENT RESTROOM (MALE)	35	490	0	0	622
	816		STUDENT RESTROOM (FEMALE)	35	490	0	0	622
	10	PK - 03	PRIMARY SKILLS LAB (K-3)	882	2,646	18	0	3,360
	808		MATERIAL STORAGE	100	300	0	0	381
	813		STUDENT STORAGE	40	120	0	0	152
	814		STUDENT RESTROOM (BOTH SEXES)	60	180	0	0	228
1	11	04 - 08	INTERMEDIATE/MIDDLE SKILLS LAB (4-8)	858	858	22	22	1,089
	808		MATERIAL STORAGE	100	100	0	0	127
	815		STUDENT RESTROOM (MALE)	35	35	0	0	44
	816		STUDENT RESTROOM (FEMALE)	35	35	0	0	44
1	13	PK - 05	ELEMENTARY P E STORAGE	315	315	1	0	400
1	14	PK - 05	ELEMENTARY COVERED PLAY AREA	2,880	2,880	80	0	3,657
1	20	04 - 08	INTERMEDIATE/MIDDLE SCIENCE DEMO (4-8)	814	814	22	22	1,033
	808		MATERIAL STORAGE	100	100	0	0	127
	812		PROJECT STORAGE	150	150	0	0	190
1	21	04 - 08	INTERMEDIATE/MIDDLE SCIENCE LAB (4-8)	1,122	1,122	22	22	1,424
	808		MATERIAL STORAGE	100	100	0	0	127
	812		PROJECT STORAGE	150	150	0	0	190
6	40	PK - 12	RESOURCE ROOM	290	1,740	10	0	2,209
	808		MATERIAL STORAGE	100	600	0	0	762
	50	PK - 05	ART - ELEMENTARY	1,000	2,000	22	0	2,540

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	808		MATERIAL STORAGE	100	200	0	0	254
	812		PROJECT STORAGE	150	300	0	0	381
2	55	PK - 05	MUSIC - ELEMENTARY	1,000	2,000	22	0	2,540
	806		REFERENCE	100	200	0	0	254
	808		MATERIAL STORAGE	100	200	0	0	254
	831		MUSIC PRACTICE ROOM	70	140	0	0	177
1	60	PK - PK	E S E PRE-K	475	475	5	5	603
	808		MATERIAL STORAGE	100	100	0	0	127
	813		STUDENT STORAGE	40	40	0	0	50
	817		STUDENT RESTROOM & BATH	110	110	0	0	139
2	61	PK - 12	E S E PART-TIME	975	1,950	15	30	2,476
	808		MATERIAL STORAGE	100	200	0	0	254
	813		STUDENT STORAGE	40	80	0	0	101
	815		STUDENT RESTROOM (MALE)	35	70	0	0	88
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	88
2	62	PK - 12	E S E FULL-TIME	950	1,900	10	20	2,413
	808		MATERIAL STORAGE	100	200	0	0	254
	813		STUDENT STORAGE	40	80	0	0	101
	815		STUDENT RESTROOM (MALE)	35	70	0	0	88
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	88
	817		STUDENT RESTROOM & BATH	110	220	0	0	279
3	65	PK - 12	E S E RESOURCE	380	1,140	4	0	1,447
	808		MATERIAL STORAGE	100	300	0	0	381
	813		STUDENT STORAGE	40	120	0	0	152
2	66	PK - 12	E S E SUPPLEMENTARY INSTRUCTION	100	200	2	0	254
	808		MATERIAL STORAGE	100	200	0	0	254
2	67	PK - 12	E S E OBSERVATION BOOTH	150	300	0	0	381
1	68	PK - 12	E S E TIME-OUT ROOM	40	40	0	0	50
1	70	PK - 12	E S E ITINERANT	200	200	4	0	254
	808		MATERIAL STORAGE	100	100	0	0	127
1	300	PK - VE	PRINCIPAL/DIRECTOR OFFICE	250	250	0	0	317
1	301	PK - VE	ASSISTANT PRINCIPAL/OTHER OFFICE	175	175	0	0	222
	302	PK - VE	BOOKKEEPING OFFICE	125	125	0	0	158
1	303	PK - VE	SECRETARIAL SPACE	158	158	0	0	200

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District:

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Active Pending

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	304	PK - VE	RECEPTION AREA	680	680	40	0	863
1	305	PK - VE	PRODUCTION WORKROOM	320	320	40	0	406
1	306	PK - VE	CONFERENCE ROOM	560	560	40	0	711
1	307	PK - VE	CLINIC	240	240	40	0	304
1	309	PK - VE	VAULT/STUDENT RECORDS	240	240	40	0	304
2	314	PK - VE	ITINERANT OFFICE	125	250	0	0	317
1	316	PK - VE	TEACHER LOUNGE/DINING	320	320	80	0	406
1	330	PK - VE	CUSTODIAL RECEIVING	1,200	1,200	80	0	1,524
1	333	PK - VE	FLAMMABLE STORAGE	155	155	0	0	196
1	334	PK - VE	CUSTODIAL EQUIPMENT STORAGE	500	500	0	0	635
1	340	PK - VE	DINING AREA	3,200	3,200	80	0	4,064
1	341	PK - VE	KITCHEN & SERVING AREA	3,520	3,520	80	0	4,470
1	349	PK - VE	KITCHEN CHAIR STORAGE	160	160	40	0	203
1	361	PK - VE	MULTIPURPOSE ROOM (DINING)	2,480	2,480	80	0	3,149
1	363	PK - VE	STAGE	990	990	1	0	1,257
1	364	PK - VE	STAGE STORAGE	400	400	80	0	508
1	365	PK - VE	STAGE DRESSING ROOM (MALE)	200	200	40	0	254
1	366	PK - VE	STAGE DRESSING ROOM (FEMALE)	200	200	40	0	254
1	367	PK - VE	CONTROL BOOTH/PROJECTION ROOM	100	100	1	0	127
1	368	PK - VE	TEXTBOOK STORAGE	280	280	40	0	355
1	380	PK - VE	LIBRARY (READING ROOM/STACKS)	2,960	2,960	80	0	3,759
1	381	PK - VE	MEDIA TECHNICAL PROCESSING	320	320	80	0	406
1	382	PK - VE	PROFESSIONAL LIBRARY	320	320	80	0	406
1	383	PK - VE	AUDIO VISUAL STORAGE	480	480	80	0	609
1	384	PK - VE	PERIODICAL STORAGE	160	160	80	0	203
1	385	PK - VE	CLOSED CIRCUIT TV LAB	560	560	80	0	711
1	386	PK - VE	CLOSED CIRCUIT STORAGE	400	400	80	0	508
1	387	PK - VE	MEDIA PRODUCTION LAB	400	400	80	0	508
1	388	PK - VE	MEDIA COPYING ROOM	160	160	80	0	203
1	389	PK - VE	MEDIA SMALL GROUP ROOM	80	80	40	0	101
1	390	PK - VE	MEDIA GROUP PROJECTS/INSTRUCTION	400	400	80	0	508
1	391	PK - VE	MEDIA MAINTENANCE/REPAIR	80	80	40	0	101

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

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20-GADSDEN COUNTY SCHOOL DISTRICT

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Level:	MIDDLE (06 - 08)	Gross Sq. Feet:	149,748
Target Number of Stations:	1,045	Utilization:	0.900
Total Stations:	1,045	Acres Required:	13
Total Capacity:	940		

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
25	2	04 - 08	INTERMEDIATE/MIDDLE CLASSROOM (4-8)	858	21,450	22	550	28,314
	808		MATERIAL STORAGE	100	2,500	0	0	3,300
	811		OUTSIDE STORAGE	50	1,250	0	0	1,650
	815		STUDENT RESTROOM (MALE)	35	875	0	0	1,155
	816		STUDENT RESTROOM (FEMALE)	35	875	0	0	1,155
3	11	04 - 08	INTERMEDIATE/MIDDLE SKILLS LAB (4-8)	858	2,574	22	66	3,397
	808		MATERIAL STORAGE	100	300	0	0	396
	815		STUDENT RESTROOM (MALE)	35	105	0	0	138
	816		STUDENT RESTROOM (FEMALE)	35	105	0	0	138
4	20	04 - 08	INTERMEDIATE/MIDDLE SCIENCE DEMO (4-8)	814	3,256	22	88	4,297
	808		MATERIAL STORAGE	100	400	0	0	528
	812		PROJECT STORAGE	150	600	0	0	792
1	21	04 - 08	INTERMEDIATE/MIDDLE SCIENCE LAB (4-8)	1,122	1,122	22	22	1,481
	808		MATERIAL STORAGE	100	100	0	0	132
	812		PROJECT STORAGE	150	150	0	0	198
4	40	PK - 12	RESOURCE ROOM	290	1,160	10	0	1,531
	808		MATERIAL STORAGE	100	400	0	0	528
1	51	04 - 08	ART - MIDDLE	1,260	1,260	30	30	1,663
	803		INSTRUCTIONAL DARKROOM	100	100	0	0	132
	805		KILN	60	60	0	0	79
	808		MATERIAL STORAGE	100	100	0	0	132
	812		PROJECT STORAGE	150	150	0	0	198
2	61	PK - 12	E S E PART-TIME	975	1,950	15	30	2,574
	808		MATERIAL STORAGE	100	200	0	0	264
	813		STUDENT STORAGE	40	80	0	0	105
	815		STUDENT RESTROOM (MALE)	35	70	0	0	92
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	92
2	62	PK - 12	E S E FULL-TIME	950	1,900	10	20	2,508
	808		MATERIAL STORAGE	100	200	0	0	264

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	813		STUDENT STORAGE	40	80	0	0	105
	815		STUDENT RESTROOM (MALE)	35	70	0	0	92
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	92
	817		STUDENT RESTROOM & BATH	110	220	0	0	290
3	65	PK - 12	E S E RESOURCE	380	1,140	4	0	1,504
	808		MATERIAL STORAGE	100	300	0	0	396
	813		STUDENT STORAGE	40	120	0	0	158
2	66	PK - 12	E S E SUPPLEMENTARY INSTRUCTION	100	200	2	0	264
	808		MATERIAL STORAGE	100	200	0	0	264
1	67	PK - 12	E S E OBSERVATION BOOTH	150	150	0	0	198
1	68	PK - 12	E S E TIME-OUT ROOM	40	40	0	0	52
1	70	PK - 12	E S E ITINERANT	200	200	4	0	264
	808		MATERIAL STORAGE	100	100	0	0	132
1	75	06 - 12	VOCAL MUSIC CLASS (MIDDLE-SR HIGH)	1,425	1,425	25	25	1,881
	806		REFERENCE	100	100	0	0	132
	808		MATERIAL STORAGE	100	100	0	0	132
	830		MUSIC ENSEMBLE	300	300	0	0	396
	831		MUSIC PRACTICE ROOM	70	70	0	0	92
	833		ROBE STORAGE	150	150	0	0	198
	836		SHEET MUSIC STORAGE	150	150	0	0	198
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	528
1	76	06 - 12	BAND CLASS (MIDDLE-SR HIGH)	2,000	2,000	40	40	2,640
	806		REFERENCE	100	100	0	0	132
	808		MATERIAL STORAGE	100	100	0	0	132
	830		MUSIC ENSEMBLE	300	300	0	0	396
	831		MUSIC PRACTICE ROOM	70	70	0	0	92
	832		INSTRUMENT STORAGE	600	600	0	0	792
	834		UNIFORM STORAGE	300	300	0	0	396
	835		MUSIC STUDIO	180	180	0	0	237
	836		SHEET MUSIC STORAGE	150	150	0	0	198
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	528
1	81	06 - 12	RECORDING ROOM	225	225	5	0	297
	82	06 - 12	INSTRUMENT REPAIR	0	0	0	0	0
1	90	06 - 12	P E DRESSING ROOM (MALE)	564	564	47	0	744

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	91	06 - 12	P E DRESSING ROOM (FEMALE)	564	564	47	0	744
1	92	06 - 12	P E LOCKER ROOM (MALE)	94	94	47	0	124
1	93	06 - 12	P E LOCKER ROOM (FEMALE)	94	94	47	0	124
1	94	06 - 12	P E SHOWER (MALE)	94	94	47	0	124
1	95	06 - 12	P E SHOWER (FEMALE)	94	94	47	0	124
1	96	06 - 12	P E DRYING AREA (MALE)	94	94	47	0	124
1	97	06 - 12	P E DRYING AREA (FEMALE)	94	94	47	0	124
1	98	06 - 12	P E STORAGE (MIDDLE-SR HIGH)	423	423	47	0	558
1	99	06 - 12	P E TEACHERS SHOWER (MALE)	22	22	1	0	29
1	100	06 - 12	P E TEACHERS SHOWER (FEMALE)	22	22	1	0	29
1	110	06 - 12	P E MULTIPURPOSE ROOM (MIDDLE-SR HIGH)	1,050	1,050	1	0	1,386
1	113	06 - 12	GYMNASIUM SEATING	3,008	3,008	94	0	3,970
1	114	06 - 12	P E LAUNDRY	94	94	47	0	124
1	115	06 - 12	P E FIRST AID	94	94	47	0	124
1	116	06 - 12	P E TRAINING ROOM	250	250	1	0	330
1	117	06 - 12	P E WEIGHT ROOM	1,000	1,000	1	0	1,320
1	118	06 - 12	P E WRESTLING ROOM	1,680	1,680	1	0	2,217
1	119	06 - 12	P E GYMNASTICS & DANCE	1,050	1,050	1	0	1,386
1	120	06 - 12	GYMNASIUM STORAGE	141	141	47	0	186
1	200	06 - 09	AGRICULTURE EXPLORATION LAB	880	880	22	22	1,161
	808		MATERIAL STORAGE	100	100	0	0	132
	812		PROJECT STORAGE	150	150	0	0	198
	840		VOCATIONAL RELATED CLASSROOM	680	680	20	0	897
	841		GREENHOUSE	800	800	0	0	1,056
1	210	06 - 09	BUSINESS EXPLORATION LAB	1,210	1,210	22	22	1,597
	808		MATERIAL STORAGE	100	100	0	0	132
1	220	06 - 09	DISTRIBUTIVE EXPLORATION LAB	880	880	22	22	1,161
	808		MATERIAL STORAGE	100	100	0	0	132
1	230	06 - 09	HOME ECONOMICS EXPLORATION LAB	1,540	1,540	22	22	2,032
	808		MATERIAL STORAGE	100	100	0	0	132
	812		PROJECT STORAGE	150	150	0	0	198
	842		KITCHEN (HOME ECONOMICS)	125	125	0	0	165
	843		LAUNDRY (HOME ECONOMICS)	50	50	0	0	66
	852		VOCATIONAL TECHNOLOGY RESOURCE CENTER	800	800	0	0	1,056

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	240	06 - 09	TECHNOLOGY/INDUSTRY EXPLORATION LAB	2,090	2,090	22	22	2,758
	808		MATERIAL STORAGE	100	100	0	0	132
	849		VOCATIONAL PROJECT STORAGE	310	310	0	0	409
	851		VOCATIONAL TOOL STORAGE (LARGE)	310	310	0	0	409
	852		VOCATIONAL TECHNOLOGY RESOURCE CENTER	800	800	0	0	1,056
1	250	06 - 09	HEALTH EXPLORATION LAB	1,012	1,012	22	22	1,335
	808		MATERIAL STORAGE	100	100	0	0	132
1	260	06 - 09	PUBLIC SERVICE EXPLORATION LAB	1,012	1,012	22	22	1,335
	808		MATERIAL STORAGE	100	100	0	0	132
	810		MATERIAL STORAGE (LARGE)	395	395	0	0	521
1	300	PK - VE	PRINCIPAL/DIRECTOR OFFICE	250	250	0	0	330
4	301	PK - VE	ASSISTANT PRINCIPAL/OTHER OFFICE	175	700	0	0	924
2	302	PK - VE	BOOKKEEPING OFFICE	125	250	0	0	330
3	303	PK - VE	SECRETARIAL SPACE	158	474	0	0	625
	304	PK - VE	RECEPTION AREA	799	799	47	0	1,054
1	305	PK - VE	PRODUCTION WORKROOM	376	376	47	0	496
1	306	PK - VE	CONFERENCE ROOM	658	658	47	0	868
1	307	PK - VE	CLINIC	282	282	47	0	372
1	308	PK - VE	GENERAL SCHOOL STORAGE	470	470	47	0	620
1	309	PK - VE	VAULT/STUDENT RECORDS	282	282	47	0	372
3	314	PK - VE	ITINERANT OFFICE	125	375	0	0	495
1	315	PK - VE	TEACHER PLANNING OFFICE	1,880	1,880	94	0	2,481
1	316	PK - VE	TEACHER LOUNGE/DINING	376	376	94	0	496
1	330	PK - VE	CUSTODIAL RECEIVING	1,410	1,410	94	0	1,861
1	333	PK - VE	FLAMMABLE STORAGE	155	155	0	0	204
1	334	PK - VE	CUSTODIAL EQUIPMENT STORAGE	500	500	0	0	660
1	340	PK - VE	DINING AREA	3,760	3,760	94	0	4,963
1	341	PK - VE	KITCHEN & SERVING AREA	4,136	4,136	94	0	5,459
1	349	PK - VE	KITCHEN CHAIR STORAGE	188	188	47	0	248
1	361	PK - VE	MULTIPURPOSE ROOM (DINING)	2,914	2,914	94	0	3,846
1	362	PK - VE	MULTIPURPOSE ROOM CHAIR STORAGE	188	188	94	0	248
1	363	PK - VE	STAGE	990	990	1	0	1,306
	364	PK - VE	STAGE STORAGE	470	470	94	0	620
1	365	PK - VE	STAGE DRESSING ROOM (MALE)	235	235	47	0	310

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	366	PK - VE	STAGE DRESSING ROOM (FEMALE)	235	235	47	0	310
1	367	PK - VE	CONTROL BOOTH/PROJECTION ROOM	100	100	1	0	132
1	368	PK - VE	TEXTBOOK STORAGE	329	329	47	0	434
1	380	PK - VE	LIBRARY (READING ROOM/STACKS)	3,478	3,478	94	0	4,590
1	381	PK - VE	MEDIA TECHNICAL PROCESSING	376	376	94	0	496
1	382	PK - VE	PROFESSIONAL LIBRARY	376	376	94	0	496
1	383	PK - VE	AUDIO VISUAL STORAGE	564	564	94	0	744
1	384	PK - VE	PERIODICAL STORAGE	188	188	94	0	248
1	385	PK - VE	CLOSED CIRCUIT TV LAB	658	658	94	0	868
1	386	PK - VE	CLOSED CIRCUIT STORAGE	470	470	94	0	620
1	387	PK - VE	MEDIA PRODUCTION LAB	470	470	94	0	620
1	388	PK - VE	MEDIA COPYING ROOM	188	188	94	0	248
1	389	PK - VE	MEDIA SMALL GROUP ROOM	94	94	47	0	124
1	390	PK - VE	MEDIA GROUP PROJECTS/INSTRUCTION	470	470	94	0	620
1	391	PK - VE	MEDIA MAINTENANCE/REPAIR	94	94	47	0	124
1	704	06 - 12	SUSPENSION/DETENTION	600	600	20	20	792
	808		MATERIAL STORAGE	100	100	0	0	132
	815		STUDENT RESTROOM (MALE)	35	35	0	0	46
	816		STUDENT RESTROOM (FEMALE)	35	35	0	0	46
25	815	06 - 12	STUDENT RESTROOM (MALE)	94	2,350	47	0	3,102
25	816	06 - 12	STUDENT RESTROOM (FEMALE)	94	2,350	47	0	3,102

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Level:	SENIOR HIGH (09 - 12)	Gross Sq. Feet:	175,496
Target Number of Stations:	1,234	Utilization:	0.900
Total Stations:	1,234	Acres Required:	23
Total Capacity:	1,110		

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
28	3	09 - 12	SENIOR HIGH CLASSROOM (9-12)	800	22,400	25	700	30,016
	808		MATERIAL STORAGE	100	2,800	0	0	3,752
2	12	09 - 12	SENIOR HIGH SKILLS LAB (9-12)	800	1,600	25	50	2,144
	808		MATERIAL STORAGE	100	200	0	0	268
1	22	09 - 12	SENIOR HIGH SCIENCE DEMO (9-12)	925	925	25	25	1,239
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
2	23	09 - 12	SENIOR HIGH SCIENCE LAB (9-12)	1,275	2,550	25	50	3,417
	808		MATERIAL STORAGE	100	200	0	0	268
	812		PROJECT STORAGE	150	300	0	0	402
	40	PK - 12	RESOURCE ROOM	290	1,450	10	0	1,943
	808		MATERIAL STORAGE	100	500	0	0	670
1	52	09 - 12	ART - SENIOR HIGH	1,590	1,590	30	30	2,130
	803		INSTRUCTIONAL DARKROOM	100	100	0	0	134
	805		KILN	60	60	0	0	80
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
3	61	PK - 12	E S E PART-TIME	975	2,925	15	45	3,919
	808		MATERIAL STORAGE	100	300	0	0	402
	813		STUDENT STORAGE	40	120	0	0	160
	815		STUDENT RESTROOM (MALE)	35	105	0	0	140
	816		STUDENT RESTROOM (FEMALE)	35	105	0	0	140
3	62	PK - 12	E S E FULL-TIME	950	2,850	10	30	3,819
	808		MATERIAL STORAGE	100	300	0	0	402
	813		STUDENT STORAGE	40	120	0	0	160
	815		STUDENT RESTROOM (MALE)	35	105	0	0	140
	816		STUDENT RESTROOM (FEMALE)	35	105	0	0	140
	817		STUDENT RESTROOM & BATH	110	330	0	0	442
	63	PK - 12	E S E VOCATIONAL	1,140	2,280	12	24	3,055

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	808		MATERIAL STORAGE	100	200	0	0	268
	815		STUDENT RESTROOM (MALE)	35	70	0	0	93
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	93
4	65	PK - 12	E S E RESOURCE	380	1,520	4	0	2,036
	808		MATERIAL STORAGE	100	400	0	0	536
	813		STUDENT STORAGE	40	160	0	0	214
3	66	PK - 12	E S E SUPPLEMENTARY INSTRUCTION	100	300	2	0	402
	808		MATERIAL STORAGE	100	300	0	0	402
3	67	PK - 12	E S E OBSERVATION BOOTH	150	450	0	0	603
1	68	PK - 12	E S E TIME-OUT ROOM	40	40	0	0	53
1	70	PK - 12	E S E ITINERANT	200	200	4	0	268
	808		MATERIAL STORAGE	100	100	0	0	134
1	75	06 - 12	VOCAL MUSIC CLASS (MIDDLE-SR HIGH)	1,425	1,425	25	25	1,909
	806		REFERENCE	100	100	0	0	134
	808		MATERIAL STORAGE	100	100	0	0	134
	830		MUSIC ENSEMBLE	300	300	0	0	402
	831		MUSIC PRACTICE ROOM	70	70	0	0	93
	833		ROBE STORAGE	150	150	0	0	201
	836		SHEET MUSIC STORAGE	150	150	0	0	201
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	536
1	76	06 - 12	BAND CLASS (MIDDLE-SR HIGH)	2,000	2,000	45	45	2,680
	806		REFERENCE	100	100	0	0	134
	808		MATERIAL STORAGE	100	100	0	0	134
	830		MUSIC ENSEMBLE	300	300	0	0	402
	831		MUSIC PRACTICE ROOM	70	70	0	0	93
	832		INSTRUMENT STORAGE	600	600	0	0	804
	834		UNIFORM STORAGE	300	300	0	0	402
	835		MUSIC STUDIO	180	180	0	0	241
	836		SHEET MUSIC STORAGE	150	150	0	0	201
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	536
1	81	06 - 12	RECORDING ROOM	225	225	5	0	301
1	82	06 - 12	INSTRUMENT REPAIR	0	0	0	0	0
	90	06 - 12	P E DRESSING ROOM (MALE)	660	660	55	0	884
1	91	06 - 12	P E DRESSING ROOM (FEMALE)	660	660	55	0	884

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	92	06 - 12	P E LOCKER ROOM (MALE)	110	110	55	0	147
1	93	06 - 12	P E LOCKER ROOM (FEMALE)	110	110	55	0	147
1	94	06 - 12	P E SHOWER (MALE)	110	110	55	0	147
1	95	06 - 12	P E SHOWER (FEMALE)	110	110	55	0	147
1	96	06 - 12	P E DRYING AREA (MALE)	110	110	55	0	147
1	97	06 - 12	P E DRYING AREA (FEMALE)	110	110	55	0	147
1	98	06 - 12	P E STORAGE (MIDDLE-SR HIGH)	495	495	55	0	663
1	99	06 - 12	P E TEACHERS SHOWER (MALE)	22	22	1	0	29
1	100	06 - 12	P E TEACHERS SHOWER (FEMALE)	22	22	1	0	29
1	110	06 - 12	P E MULTIPURPOSE ROOM (MIDDLE-SR HIGH)	1,050	1,050	1	0	1,407
1	112	09 - 12	SR HIGH GYMNASIUM	6,500	6,500	60	60	8,710
1	113	06 - 12	GYMNASIUM SEATING	3,552	3,552	111	0	4,759
1	114	06 - 12	P E LAUNDRY	110	110	55	0	147
1	115	06 - 12	P E FIRST AID	110	110	55	0	147
1	116	06 - 12	P E TRAINING ROOM	250	250	1	0	335
1	117	06 - 12	P E WEIGHT ROOM	1,000	1,000	1	0	1,340
1	118	06 - 12	P E WRESTLING ROOM	1,680	1,680	1	0	2,251
1	119	06 - 12	P E GYMNASTICS & DANCE	1,050	1,050	1	0	1,407
1	120	06 - 12	GYMNASIUM STORAGE	165	165	55	0	221
1	201	09 - 12	PRACTICAL AGRICULTURE LAB	1,250	1,250	25	25	1,675
	806		REFERENCE	100	100	0	0	134
	810		MATERIAL STORAGE (LARGE)	395	395	0	0	529
	840		VOCATIONAL RELATED CLASSROOM	680	680	20	0	911
	841		GREENHOUSE	800	800	0	0	1,072
	847		VOCATIONAL FLAMMABLE STORAGE	125	125	0	0	167
	848		VOCATIONAL MACHINERY STORAGE	1,100	1,100	0	0	1,474
	850		VOCATIONAL TOOL STORAGE (SMALL)	195	195	0	0	261
1	211	09 - 12	PRACTICAL BUSINESS LAB	1,550	1,550	25	25	2,077
	808		MATERIAL STORAGE	100	100	0	0	134
1	231	09 - 12	PRACTICAL HOME ECONOMICS LAB	1,600	1,600	25	25	2,144
	808		MATERIAL STORAGE	100	100	0	0	134
	843		LAUNDRY (HOME ECONOMICS)	50	50	0	0	67
	852		VOCATIONAL TECHNOLOGY RESOURCE CENTER	800	800	0	0	1,072
1	241	09 - 12	SMALL TECHNOLOGY LAB	1,625	1,625	25	25	2,177

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	808		MATERIAL STORAGE	100	100	0	0	134
	852		VOCATIONAL TECHNOLOGY RESOURCE CENTER	800	800	0	0	1,072
1	251	09 - 12	PRACTICAL HEALTH LAB	1,400	1,400	25	25	1,876
	808		MATERIAL STORAGE	100	100	0	0	134
1	270	09 - VE	WORK EVALUATION LAB	1,110	1,110	15	0	1,487
	810		MATERIAL STORAGE (LARGE)	395	395	0	0	529
	853		VOCATIONAL TESTING	250	250	0	0	335
1	271	09 - VE	VPI LAB	705	705	15	0	944
	802		INSTRUCTIONAL CONFERENCE ROOM	225	225	0	0	301
	808		MATERIAL STORAGE	100	100	0	0	134
	840		VOCATIONAL RELATED CLASSROOM	680	680	20	0	911
	846		RECEPTION (VOC ED INSTRUCTION)	90	90	0	0	120
	853		VOCATIONAL TESTING	250	250	0	0	335
1	300	PK - VE	PRINCIPAL/DIRECTOR OFFICE	250	250	0	0	335
1	301	PK - VE	ASSISTANT PRINCIPAL/OTHER OFFICE	175	1,050	0	0	1,407
2	302	PK - VE	BOOKKEEPING OFFICE	125	250	0	0	335
4	303	PK - VE	SECRETARIAL SPACE	158	632	0	0	846
1	304	PK - VE	RECEPTION AREA	935	935	55	0	1,252
1	305	PK - VE	PRODUCTION WORKROOM	440	440	55	0	589
1	306	PK - VE	CONFERENCE ROOM	770	770	55	0	1,031
1	307	PK - VE	CLINIC	330	330	55	0	442
1	308	PK - VE	GENERAL SCHOOL STORAGE	550	550	55	0	737
1	309	PK - VE	VAULT/STUDENT RECORDS	330	330	55	0	442
3	314	PK - VE	ITINERANT OFFICE	125	375	0	0	502
1	315	PK - VE	TEACHER PLANNING OFFICE	2,220	2,220	111	0	2,974
1	316	PK - VE	TEACHER LOUNGE/DINING	444	444	111	0	594
1	330	PK - VE	CUSTODIAL RECEIVING	1,665	1,665	111	0	2,231
1	333	PK - VE	FLAMMABLE STORAGE	155	155	0	0	207
1	334	PK - VE	CUSTODIAL EQUIPMENT STORAGE	500	500	0	0	670
1	340	PK - VE	DINING AREA	4,440	4,440	111	0	5,949
1	341	PK - VE	KITCHEN & SERVING AREA	4,884	4,884	111	0	6,544
1	349	PK - VE	KITCHEN CHAIR STORAGE	220	220	55	0	294
	361	PK - VE	MULTIPURPOSE ROOM (DINING)	3,441	3,441	111	0	4,610
1	362	PK - VE	MULTIPURPOSE ROOM CHAIR STORAGE	222	222	111	0	297

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1	363	PK - VE	STAGE	990	990	1	0	1,326
1	364	PK - VE	STAGE STORAGE	555	555	111	0	743
1	365	PK - VE	STAGE DRESSING ROOM (MALE)	275	275	55	0	368
1	366	PK - VE	STAGE DRESSING ROOM (FEMALE)	275	275	55	0	368
1	367	PK - VE	CONTROL BOOTH/PROJECTION ROOM	100	100	1	0	134
1	368	PK - VE	TEXTBOOK STORAGE	385	385	55	0	515
1	369	06 - VE	STUDENT PERSONAL STORAGE	555	555	111	0	743
1	380	PK - VE	LIBRARY (READING ROOM/STACKS)	4,107	4,107	111	0	5,503
1	381	PK - VE	MEDIA TECHNICAL PROCESSING	444	444	111	0	594
1	382	PK - VE	PROFESSIONAL LIBRARY	444	444	111	0	594
1	383	PK - VE	AUDIO VISUAL STORAGE	666	666	111	0	892
1	384	PK - VE	PERIODICAL STORAGE	222	222	111	0	297
1	385	PK - VE	CLOSED CIRCUIT TV LAB	777	777	111	0	1,041
1	386	PK - VE	CLOSED CIRCUIT STORAGE	555	555	111	0	743
1	387	PK - VE	MEDIA PRODUCTION LAB	555	555	111	0	743
1	388	PK - VE	MEDIA COPYING ROOM	222	222	111	0	297
1	389	PK - VE	MEDIA SMALL GROUP ROOM	110	110	55	0	147
1	390	PK - VE	MEDIA GROUP PROJECTS/INSTRUCTION	555	555	111	0	743
1	391	PK - VE	MEDIA MAINTENANCE/REPAIR	110	110	55	0	147
1	708	09 - 12	JROTC	1,050	1,050	25	25	1,407
	800		ARMS ROOM	150	150	0	0	201
	801		FIRING RANGE (INDOOR)	2,400	2,400	0	0	3,216
	802		INSTRUCTIONAL CONFERENCE ROOM	225	225	0	0	301
	808		MATERIAL STORAGE	100	100	0	0	134
3	815	06 - 12	STUDENT RESTROOM (MALE)	110	330	55	0	442
3	816	06 - 12	STUDENT RESTROOM (FEMALE)	110	330	55	0	442

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Level:	COMBINATION (PK - 08)	Gross Sq. Feet:	174,162
Target Number of Stations:	1,078	Utilization:	0.900
Total Stations:	1,078	Acres Required:	21
Total Capacity:	970		

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
20	1	PK - 03	PRIMARY CLASSROOM (K-3)	882	17,640	18	360	23,637
	808		MATERIAL STORAGE	100	2,000	0	0	2,680
	811		OUTSIDE STORAGE	50	1,000	0	0	1,340
	813		STUDENT STORAGE	40	800	0	0	1,072
	814		STUDENT RESTROOM (BOTH SEXES)	60	1,200	0	0	1,608
15	2	04 - 08	INTERMEDIATE/MIDDLE CLASSROOM (4-8)	858	12,870	22	330	17,245
	808		MATERIAL STORAGE	100	1,500	0	0	2,010
	811		OUTSIDE STORAGE	50	750	0	0	1,005
	815		STUDENT RESTROOM (MALE)	35	525	0	0	703
	816		STUDENT RESTROOM (FEMALE)	35	525	0	0	703
	10	PK - 03	PRIMARY SKILLS LAB (K-3)	882	2,646	18	0	3,545
	808		MATERIAL STORAGE	100	300	0	0	402
	813		STUDENT STORAGE	40	120	0	0	160
	814		STUDENT RESTROOM (BOTH SEXES)	60	180	0	0	241
1	11	04 - 08	INTERMEDIATE/MIDDLE SKILLS LAB (4-8)	858	858	22	22	1,149
	808		MATERIAL STORAGE	100	100	0	0	134
	815		STUDENT RESTROOM (MALE)	35	35	0	0	46
	816		STUDENT RESTROOM (FEMALE)	35	35	0	0	46
1	14	PK - 05	ELEMENTARY COVERED PLAY AREA	3,492	3,492	97	0	4,679
1	20	04 - 08	INTERMEDIATE/MIDDLE SCIENCE DEMO (4-8)	814	814	22	22	1,090
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
1	21	04 - 08	INTERMEDIATE/MIDDLE SCIENCE LAB (4-8)	1,122	1,122	22	22	1,503
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
4	40	PK - 12	RESOURCE ROOM	290	1,160	10	0	1,554
	808		MATERIAL STORAGE	100	400	0	0	536
2	50	PK - 05	ART - ELEMENTARY	1,000	2,000	22	0	2,680
	808		MATERIAL STORAGE	100	200	0	0	268

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	812		PROJECT STORAGE	150	300	0	0	402
2	55	PK - 05	MUSIC - ELEMENTARY	1,000	2,000	22	0	2,680
	806		REFERENCE	100	200	0	0	268
	808		MATERIAL STORAGE	100	200	0	0	268
	831		MUSIC PRACTICE ROOM	70	140	0	0	187
1	60	PK - PK	E S E PRE-K	475	475	5	5	636
	808		MATERIAL STORAGE	100	100	0	0	134
	813		STUDENT STORAGE	40	40	0	0	53
	817		STUDENT RESTROOM & BATH	110	110	0	0	147
2	61	PK - 12	E S E PART-TIME	975	1,950	15	30	2,613
	808		MATERIAL STORAGE	100	200	0	0	268
	813		STUDENT STORAGE	40	80	0	0	107
	815		STUDENT RESTROOM (MALE)	35	70	0	0	93
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	93
2	62	PK - 12	E S E FULL-TIME	950	1,900	10	20	2,546
	808		MATERIAL STORAGE	100	200	0	0	268
	813		STUDENT STORAGE	40	80	0	0	107
	815		STUDENT RESTROOM (MALE)	35	70	0	0	93
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	93
	817		STUDENT RESTROOM & BATH	110	220	0	0	294
1	63	PK - 12	E S E VOCATIONAL	1,140	1,140	12	12	1,527
	808		MATERIAL STORAGE	100	100	0	0	134
	815		STUDENT RESTROOM (MALE)	35	35	0	0	46
	816		STUDENT RESTROOM (FEMALE)	35	35	0	0	46
3	65	PK - 12	E S E RESOURCE	380	1,140	4	0	1,527
	808		MATERIAL STORAGE	100	300	0	0	402
	813		STUDENT STORAGE	40	120	0	0	160
2	66	PK - 12	E S E SUPPLEMENTARY INSTRUCTION	100	200	2	0	268
	808		MATERIAL STORAGE	100	200	0	0	268
1	67	PK - 12	E S E OBSERVATION BOOTH	150	150	0	0	201
1	68	PK - 12	E S E TIME-OUT ROOM	40	40	0	0	53
1	70	PK - 12	E S E ITINERANT	200	200	4	0	268
	808		MATERIAL STORAGE	100	100	0	0	134
1	75	06 - 12	VOCAL MUSIC CLASS (MIDDLE-SR HIGH)	1,425	1,425	25	25	1,909

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	806		REFERENCE	100	100	0	0	134
	808		MATERIAL STORAGE	100	100	0	0	134
	830		MUSIC ENSEMBLE	300	300	0	0	402
	831		MUSIC PRACTICE ROOM	70	70	0	0	93
	833		ROBE STORAGE	150	150	0	0	201
	836		SHEET MUSIC STORAGE	150	150	0	0	201
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	536
1	76	06 - 12	BAND CLASS (MIDDLE-SR HIGH)	2,000	2,000	40	40	2,680
	806		REFERENCE	100	100	0	0	134
	808		MATERIAL STORAGE	100	100	0	0	134
	830		MUSIC ENSEMBLE	300	300	0	0	402
	831		MUSIC PRACTICE ROOM	70	70	0	0	93
	832		INSTRUMENT STORAGE	600	600	0	0	804
	834		UNIFORM STORAGE	300	300	0	0	402
	835		MUSIC STUDIO	180	180	0	0	241
	836		SHEET MUSIC STORAGE	150	150	0	0	201
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	536
1	81	06 - 12	RECORDING ROOM	225	225	5	0	301
1	82	06 - 12	INSTRUMENT REPAIR	0	0	0	0	0
1	90	06 - 12	P E DRESSING ROOM (MALE)	576	576	48	0	771
1	91	06 - 12	P E DRESSING ROOM (FEMALE)	576	576	48	0	771
1	92	06 - 12	P E LOCKER ROOM (MALE)	96	96	48	0	128
1	93	06 - 12	P E LOCKER ROOM (FEMALE)	96	96	48	0	128
1	94	06 - 12	P E SHOWER (MALE)	96	96	48	0	128
1	95	06 - 12	P E SHOWER (FEMALE)	96	96	48	0	128
1	96	06 - 12	P E DRYING AREA (MALE)	96	96	48	0	128
1	97	06 - 12	P E DRYING AREA (FEMALE)	96	96	48	0	128
1	98	06 - 12	P E STORAGE (MIDDLE-SR HIGH)	432	432	48	0	578
1	99	06 - 12	P E TEACHERS SHOWER (MALE)	22	22	1	0	29
1	100	06 - 12	P E TEACHERS SHOWER (FEMALE)	22	22	1	0	29
1	110	06 - 12	P E MULTIPURPOSE ROOM (MIDDLE-SR HIGH)	1,050	1,050	1	0	1,407
1	111	06 - 09	JR HIGH GYMNASIUM	5,800	5,800	80	80	7,772
	113	06 - 12	GYMNASIUM SEATING	3,104	3,104	97	0	4,159
1	114	06 - 12	P E LAUNDRY	96	96	48	0	128

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EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

0-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	115	06 - 12	P E FIRST AID	96	96	48	0	128
1	116	06 - 12	P E TRAINING ROOM	250	250	1	0	335
1	117	06 - 12	P E WEIGHT ROOM	1,000	1,000	1	0	1,340
1	118	06 - 12	P E WRESTLING ROOM	1,680	1,680	1	0	2,251
1	120	06 - 12	GYMNASIUM STORAGE	144	144	48	0	192
1	200	06 - 09	AGRICULTURE EXPLORATION LAB	880	880	22	22	1,179
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
	840		VOCATIONAL RELATED CLASSROOM	680	680	20	0	911
	841		GREENHOUSE	800	800	0	0	1,072
1	210	06 - 09	BUSINESS EXPLORATION LAB	1,210	1,210	22	22	1,621
	808		MATERIAL STORAGE	100	100	0	0	134
1	230	06 - 09	HOME ECONOMICS EXPLORATION LAB	1,540	1,540	22	22	2,063
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
	842		KITCHEN (HOME ECONOMICS)	125	125	0	0	167
	843		LAUNDRY (HOME ECONOMICS)	50	50	0	0	67
	852		VOCATIONAL TECHNOLOGY RESOURCE CENTER	800	800	0	0	1,072
1	240	06 - 09	TECHNOLOGY/INDUSTRY EXPLORATION LAB	2,090	2,090	22	22	2,800
	808		MATERIAL STORAGE	100	100	0	0	134
	849		VOCATIONAL PROJECT STORAGE	310	310	0	0	415
	851		VOCATIONAL TOOL STORAGE (LARGE)	310	310	0	0	415
	852		VOCATIONAL TECHNOLOGY RESOURCE CENTER	800	800	0	0	1,072
1	250	06 - 09	HEALTH EXPLORATION LAB	1,012	1,012	22	22	1,356
	808		MATERIAL STORAGE	100	100	0	0	134
1	300	PK - VE	PRINCIPAL/DIRECTOR OFFICE	250	250	0	0	335
4	301	PK - VE	ASSISTANT PRINCIPAL/OTHER OFFICE	175	700	0	0	938
1	302	PK - VE	BOOKKEEPING OFFICE	125	125	0	0	167
1	303	PK - VE	SECRETARIAL SPACE	158	158	0	0	211
1	304	PK - VE	RECEPTION AREA	816	816	48	0	1,093
1	305	PK - VE	PRODUCTION WORKROOM	384	384	48	0	514
1	306	PK - VE	CONFERENCE ROOM	672	672	48	0	900
	307	PK - VE	CLINIC	288	288	48	0	385
1	308	PK - VE	GENERAL SCHOOL STORAGE	480	480	48	0	643

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

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0-GADSDEN COUNTY SCHOOL DISTRICT

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Active Pending

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	309	PK - VE	VAULT/STUDENT RECORDS	288	288	48	0	385
3	314	PK - VE	ITINERANT OFFICE	125	375	0	0	502
1	315	PK - VE	TEACHER PLANNING OFFICE	1,940	1,940	97	0	2,599
1	316	PK - VE	TEACHER LOUNGE/DINING	388	388	97	0	519
1	330	PK - VE	CUSTODIAL RECEIVING	1,455	1,455	97	0	1,949
1	333	PK - VE	FLAMMABLE STORAGE	155	155	0	0	207
1	334	PK - VE	CUSTODIAL EQUIPMENT STORAGE	500	500	0	0	670
1	340	PK - VE	DINING AREA	3,880	3,880	97	0	5,199
1	341	PK - VE	KITCHEN & SERVING AREA	4,268	4,268	97	0	5,719
1	349	PK - VE	KITCHEN CHAIR STORAGE	192	192	48	0	257
1	361	PK - VE	MULTIPURPOSE ROOM (DINING)	3,007	3,007	97	0	4,029
1	362	PK - VE	MULTIPURPOSE ROOM CHAIR STORAGE	194	194	97	0	259
1	380	PK - VE	LIBRARY (READING ROOM/STACKS)	3,589	3,589	97	0	4,809
1	381	PK - VE	MEDIA TECHNICAL PROCESSING	388	388	97	0	519
1	382	PK - VE	PROFESSIONAL LIBRARY	388	388	97	0	519
1	383	PK - VE	AUDIO VISUAL STORAGE	582	582	97	0	779
1	384	PK - VE	PERIODICAL STORAGE	194	194	97	0	259
1	385	PK - VE	CLOSED CIRCUIT TV LAB	679	679	97	0	909
1	386	PK - VE	CLOSED CIRCUIT STORAGE	485	485	97	0	649
1	387	PK - VE	MEDIA PRODUCTION LAB	485	485	97	0	649
1	388	PK - VE	MEDIA COPYING ROOM	194	194	97	0	259
1	389	PK - VE	MEDIA SMALL GROUP ROOM	96	96	48	0	128
1	390	PK - VE	MEDIA GROUP PROJECTS/INSTRUCTION	485	485	97	0	649
1	391	PK - VE	MEDIA MAINTENANCE/REPAIR	96	96	48	0	128
15	815	06 - 12	STUDENT RESTROOM (MALE)	96	1,440	48	0	1,929
15	816	06 - 12	STUDENT RESTROOM (FEMALE)	96	1,440	48	0	1,929

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

Level: COUNTY ADMINISTRATION (CA - CA)

Gross Sq. Feet: 0

Target Number of Stations: 0

Utilization: 0.000

Total Stations: 0

Acres Required: 7

Total Capacity: 0

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	400	CA - DS	SUPERINTENDENTS OFFICE	0	0	0	0	0
1	401	CA - DS	ANCILLARY CONFERENCE ROOM	0	0	0	0	0
1	402	CA - DS	SUPERINTENDENTS SECRETARY	0	0	0	0	0
1	403	CA - DS	ANCILLARY SECRETARIAL/CLERICAL OFFICE	0	0	0	0	0
1	404	CA - DS	ANCILLARY RECEPTION AREA	0	0	0	0	0
1	405	CA - DS	VAULT	0	0	0	0	0
1	406	CA - DS	ASSISTANT SUPERINTENDENTS OFFICE	0	0	0	0	0
1	407	CA - DS	ANCILLARY ADMINISTRATIVE OFFICE	0	0	0	0	0
1	408	CA - DS	BUSINESS OPERATIONS WORK AREA	0	0	0	0	0
1	409	CA - DS	BUSINESS OPERATIONS STORAGE	0	0	0	0	0
	410	CA - DS	SCHOOL PLANT PLANNING	0	0	0	0	0
1	412	CA - DS	PERSONNEL SERVICES	0	0	0	0	0
1	413	CA - DS	CENTRAL REPRODUCTION & COPY	0	0	0	0	0
1	414	CA - DS	CENTRAL ADMINISTRATIVE SUPPLY	0	0	0	0	0
1	415	CA - DS	MAIL ROOM	0	0	0	0	0
1	416	CA - DS	ANCILLARY CUSTODIAL SERVICES	0	0	0	0	0
1	418	CA - DS	ANCILLARY ADMINISTRATIVE STORAGE	0	0	0	0	0
1	419	CA - DS	ANCILLARY FLAMMABLE STORAGE	0	0	0	0	0
1	420	CA - DS	SCHOOL BOARD MEETING ROOM	0	0	0	0	0
1	421	CA - DS	ANCILLARY STAFF LOUNGE	0	0	0	0	0
1	422	CA - DS	MAIN LOBBY & SWITCHBOARD	0	0	0	0	0
1	424	CA - DS	DIRECTORS OFFICE	0	0	0	0	0
1	425	CA - DS	ASSISTANT DIRECTORS OFFICE	0	0	0	0	0
1	426	CA - DS	GENERAL ANCILLARY OFFICE	0	0	0	0	0
1	428	CA - DS	OTHER ANCILLARY ADMINISTRATIVE SUPPORT	0	0	0	0	0
1	501	CA - DS	DATA PROCESSING TECHNICAL AREA	0	0	0	0	0
1	520	CA - DS	CARPENTRY SHOP	0	0	0	0	0
1	540	CA - DS	ELECTRONICS SHOP	0	0	0	0	0
	545	CA - DS	ELECTRICAL SHOP	0	0	0	0	0

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EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

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Active Pending

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	550	CA - DS	MACHINE SHOP	0	0	0	0	0
1	555	CA - DS	PLUMBING SHOP	0	0	0	0	0
1	570	CA - DS	AIR CONDITIONING SHOP	0	0	0	0	0
1	580	CA - DS	LOCKSMITH SHOP	0	0	0	0	0
1	701	CA - DS	COVERED WALKWAY	0	0	0	0	0
2	702	CA - DS	MECHANICAL ROOM	0	0	0	0	0
2	703	CA - DS	ELECTRICAL ROOM	0	0	0	0	0
2	707	CA - DS	TELEPHONE EQUIPMENT/COMMUNICATION CLOSET	0	0	0	0	0
2	824	CA - DS	ANCILLARY RESTROOM (MALE)	0	0	0	0	0
2	825	CA - DS	ANCILLARY RESTROOM (FEMALE)	0	0	0	0	0

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

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00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

Level:	TRANSPORTATION (DS - DS)	Gross Sq. Feet:	0
Target Number of Stations:	0	Utilization:	0.000
Total Stations:	0	Acres Required:	7
Total Capacity:	0		

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	407	CA - DS	ANCILLARY ADMINISTRATIVE OFFICE	0	0	0	0	0
1	416	CA - DS	ANCILLARY CUSTODIAL SERVICES	0	0	0	0	0
1	419	CA - DS	ANCILLARY FLAMMABLE STORAGE	0	0	0	0	0
1	424	CA - DS	DIRECTORS OFFICE	0	0	0	0	0
3	426	CA - DS	GENERAL ANCILLARY OFFICE	0	0	0	0	0
1	428	CA - DS	OTHER ANCILLARY ADMINISTRATIVE SUPPORT	0	0	0	0	0
1	545	CA - DS	ELECTRICAL SHOP	0	0	0	0	0
1	585	CA - DS	SCHOOL BUS PARTS ROOM	0	0	0	0	0
1	586	CA - DS	SCHOOL BUS MACHINE SHOP	0	0	0	0	0
2	589	CA - DS	SCHOOL BUS PAINT/FLAMMABLE STORAGE	0	0	0	0	0
	591	CA - DS	SCHOOL BUS TIRE STORAGE & MOUNTING	0	0	0	0	0
3	592	CA - DS	SCHOOL BUS WORK BAY	0	0	0	0	0
1	593	CA - DS	SCHOOL BUS DRIVERS CLASSROOM	0	0	0	0	0
2	701	CA - DS	COVERED WALKWAY	0	0	0	0	0
3	702	CA - DS	MECHANICAL ROOM	0	0	0	0	0
1	703	CA - DS	ELECTRICAL ROOM	0	0	0	0	0
1	707	CA - DS	TELEPHONE EQUIPMENT/COMMUNICATION CLOSET	0	0	0	0	0
1	824	CA - DS	ANCILLARY RESTROOM (MALE)	0	0	0	0	0
1	825	CA - DS	ANCILLARY RESTROOM (FEMALE)	0	0	0	0	0

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

Level: ELEMENTARY (PK - 06)

Gross Sq. Feet: 110,537

Target Number of Stations: 785

Utilization: 1.000

Total Stations: 785

Acres Required: 10

Total Capacity: 785

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
21	1	PK - 03	PRIMARY CLASSROOM (K-3)	882	18,522	18	378	23,522
	808		MATERIAL STORAGE	100	2,100	0	0	2,667
	811		OUTSIDE STORAGE	50	1,050	0	0	1,333
	813		STUDENT STORAGE	40	840	0	0	1,066
	814		STUDENT RESTROOM (BOTH SEXES)	60	1,260	0	0	1,600
14	2	04 - 08	INTERMEDIATE/MIDDLE CLASSROOM (4-8)	858	12,012	22	308	15,255
	808		MATERIAL STORAGE	100	1,400	0	0	1,778
	811		OUTSIDE STORAGE	50	700	0	0	889
	815		STUDENT RESTROOM (MALE)	35	490	0	0	622
	816		STUDENT RESTROOM (FEMALE)	35	490	0	0	622
	10	PK - 03	PRIMARY SKILLS LAB (K-3)	882	2,646	18	0	3,360
	808		MATERIAL STORAGE	100	300	0	0	381
	813		STUDENT STORAGE	40	120	0	0	152
	814		STUDENT RESTROOM (BOTH SEXES)	60	180	0	0	228
1	11	04 - 08	INTERMEDIATE/MIDDLE SKILLS LAB (4-8)	858	858	22	22	1,089
	808		MATERIAL STORAGE	100	100	0	0	127
	815		STUDENT RESTROOM (MALE)	35	35	0	0	44
	816		STUDENT RESTROOM (FEMALE)	35	35	0	0	44
1	13	PK - 05	ELEMENTARY P E STORAGE	315	315	1	0	400
1	14	PK - 05	ELEMENTARY COVERED PLAY AREA	2,808	2,808	78	0	3,566
1	20	04 - 08	INTERMEDIATE/MIDDLE SCIENCE DEMO (4-8)	814	814	22	22	1,033
	808		MATERIAL STORAGE	100	100	0	0	127
	812		PROJECT STORAGE	150	150	0	0	190
5	40	PK - 12	RESOURCE ROOM	290	1,450	10	0	1,841
	808		MATERIAL STORAGE	100	500	0	0	635
2	50	PK - 05	ART - ELEMENTARY	1,000	2,000	22	0	2,540
	808		MATERIAL STORAGE	100	200	0	0	254
	812		PROJECT STORAGE	150	300	0	0	381
	55	PK - 05	MUSIC - ELEMENTARY	1,000	2,000	22	0	2,540

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Active Pending

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	806		REFERENCE	100	200	0	0	254
	808		MATERIAL STORAGE	100	200	0	0	254
	831		MUSIC PRACTICE ROOM	70	140	0	0	177
1	60	PK - PK	E S E PRE-K	475	475	5	5	603
	808		MATERIAL STORAGE	100	100	0	0	127
	813		STUDENT STORAGE	40	40	0	0	50
	817		STUDENT RESTROOM & BATH	110	110	0	0	139
2	61	PK - 12	E S E PART-TIME	975	1,950	15	30	2,476
	808		MATERIAL STORAGE	100	200	0	0	254
	813		STUDENT STORAGE	40	80	0	0	101
	815		STUDENT RESTROOM (MALE)	35	70	0	0	88
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	88
2	62	PK - 12	E S E FULL-TIME	950	1,900	10	20	2,413
	808		MATERIAL STORAGE	100	200	0	0	254
	813		STUDENT STORAGE	40	80	0	0	101
	815		STUDENT RESTROOM (MALE)	35	70	0	0	88
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	88
	817		STUDENT RESTROOM & BATH	110	220	0	0	279
3	65	PK - 12	E S E RESOURCE	380	1,140	4	0	1,447
	808		MATERIAL STORAGE	100	300	0	0	381
	813		STUDENT STORAGE	40	120	0	0	152
2	66	PK - 12	E S E SUPPLEMENTARY INSTRUCTION	100	200	2	0	254
	808		MATERIAL STORAGE	100	200	0	0	254
1	67	PK - 12	E S E OBSERVATION BOOTH	150	150	0	0	190
1	68	PK - 12	E S E TIME-OUT ROOM	40	40	0	0	50
1	70	PK - 12	E S E ITINERANT	200	200	4	0	254
	808		MATERIAL STORAGE	100	100	0	0	127
1	300	PK - VE	PRINCIPAL/DIRECTOR OFFICE	250	250	0	0	317
1	301	PK - VE	ASSISTANT PRINCIPAL/OTHER OFFICE	175	175	0	0	222
1	302	PK - VE	BOOKKEEPING OFFICE	125	125	0	0	158
1	303	PK - VE	SECRETARIAL SPACE	158	158	0	0	200
1	304	PK - VE	RECEPTION AREA	663	663	39	0	842
	305	PK - VE	PRODUCTION WORKROOM	312	312	39	0	396
1	306	PK - VE	CONFERENCE ROOM	546	546	39	0	693

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Active Pending

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	307	PK - VE	CLINIC	234	234	39	0	297
1	308	PK - VE	GENERAL SCHOOL STORAGE	390	390	39	0	495
1	309	PK - VE	VAULT/STUDENT RECORDS	234	234	39	0	297
2	314	PK - VE	ITINERANT OFFICE	125	250	0	0	317
1	315	PK - VE	TEACHER PLANNING OFFICE	1,560	1,560	78	0	1,981
1	316	PK - VE	TEACHER LOUNGE/DINING	312	312	78	0	396
1	330	PK - VE	CUSTODIAL RECEIVING	1,170	1,170	78	0	1,485
1	333	PK - VE	FLAMMABLE STORAGE	155	155	0	0	196
1	334	PK - VE	CUSTODIAL EQUIPMENT STORAGE	500	500	0	0	635
1	340	PK - VE	DINING AREA	3,120	3,120	78	0	3,962
1	341	PK - VE	KITCHEN & SERVING AREA	3,432	3,432	78	0	4,358
1	349	PK - VE	KITCHEN CHAIR STORAGE	156	156	39	0	198
1	361	PK - VE	MULTIPURPOSE ROOM (DINING)	2,418	2,418	78	0	3,070
1	362	PK - VE	MULTIPURPOSE ROOM CHAIR STORAGE	156	156	78	0	198
1	380	PK - VE	LIBRARY (READING ROOM/STACKS)	2,886	2,886	78	0	3,665
1	381	PK - VE	MEDIA TECHNICAL PROCESSING	312	312	78	0	396
1	382	PK - VE	PROFESSIONAL LIBRARY	312	312	78	0	396
1	383	PK - VE	AUDIO VISUAL STORAGE	468	468	78	0	594
1	384	PK - VE	PERIODICAL STORAGE	156	156	78	0	198
1	385	PK - VE	CLOSED CIRCUIT TV LAB	546	546	78	0	693
1	386	PK - VE	CLOSED CIRCUIT STORAGE	390	390	78	0	495
1	387	PK - VE	MEDIA PRODUCTION LAB	390	390	78	0	495
1	388	PK - VE	MEDIA COPYING ROOM	156	156	78	0	198
1	389	PK - VE	MEDIA SMALL GROUP ROOM	78	78	39	0	99
1	390	PK - VE	MEDIA GROUP PROJECTS/INSTRUCTION	390	390	78	0	495
1	391	PK - VE	MEDIA MAINTENANCE/REPAIR	78	78	39	0	99
14	815	06 - 12	STUDENT RESTROOM (MALE)	78	1,092	39	0	1,386
14	816	06 - 12	STUDENT RESTROOM (FEMALE)	78	1,092	39	0	1,386

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District:

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Survey:

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Status:

Active Pending

Level:	COMBINATION (06 - 12)	Gross Sq. Feet:	117,281
Target Number of Stations:	755	Utilization:	0.900
Total Stations:	755	Acres Required:	15
Total Capacity:	679		

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
2	2	04 - 08	INTERMEDIATE/MIDDLE CLASSROOM (4-8)	858	1,716	22	44	2,299
	808		MATERIAL STORAGE	100	200	0	0	268
	811		OUTSIDE STORAGE	50	100	0	0	134
	815		STUDENT RESTROOM (MALE)	35	70	0	0	93
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	93
13	3	09 - 12	SENIOR HIGH CLASSROOM (9-12)	800	10,400	25	325	13,936
	808		MATERIAL STORAGE	100	1,300	0	0	1,742
1	11	04 - 08	INTERMEDIATE/MIDDLE SKILLS LAB (4-8)	858	858	22	22	1,149
	808		MATERIAL STORAGE	100	100	0	0	134
	815		STUDENT RESTROOM (MALE)	35	35	0	0	46
	816		STUDENT RESTROOM (FEMALE)	35	35	0	0	46
1	12	09 - 12	SENIOR HIGH SKILLS LAB (9-12)	800	800	25	25	1,072
	808		MATERIAL STORAGE	100	100	0	0	134
2	23	09 - 12	SENIOR HIGH SCIENCE LAB (9-12)	1,275	2,550	25	50	3,417
	808		MATERIAL STORAGE	100	200	0	0	268
	812		PROJECT STORAGE	150	300	0	0	402
3	40	PK - 12	RESOURCE ROOM	290	870	10	0	1,165
	808		MATERIAL STORAGE	100	300	0	0	402
1	51	04 - 08	ART - MIDDLE	1,260	1,260	30	30	1,688
	803		INSTRUCTIONAL DARKROOM	100	100	0	0	134
	805		KILN	60	60	0	0	80
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
2	61	PK - 12	E S E PART-TIME	975	1,950	15	30	2,613
	808		MATERIAL STORAGE	100	200	0	0	268
	813		STUDENT STORAGE	40	80	0	0	107
	815		STUDENT RESTROOM (MALE)	35	70	0	0	93
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	93
2	62	PK - 12	E S E FULL-TIME	950	1,900	10	20	2,546

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District:

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00-GADSDEN COUNTY SCHOOL DISTRICT

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Active Pending

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	808		MATERIAL STORAGE	100	200	0	0	268
	813		STUDENT STORAGE	40	80	0	0	107
	815		STUDENT RESTROOM (MALE)	35	70	0	0	93
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	93
	817		STUDENT RESTROOM & BATH	110	220	0	0	294
1	63	PK - 12	E S E VOCATIONAL	1,140	1,140	12	12	1,527
	808		MATERIAL STORAGE	100	100	0	0	134
	815		STUDENT RESTROOM (MALE)	35	35	0	0	46
	816		STUDENT RESTROOM (FEMALE)	35	35	0	0	46
2	65	PK - 12	E S E RESOURCE	380	760	4	0	1,018
	808		MATERIAL STORAGE	100	200	0	0	268
	813		STUDENT STORAGE	40	80	0	0	107
2	66	PK - 12	E S E SUPPLEMENTARY INSTRUCTION	100	200	2	0	268
	808		MATERIAL STORAGE	100	200	0	0	268
1	67	PK - 12	E S E OBSERVATION BOOTH	150	150	0	0	201
1	68	PK - 12	E S E TIME-OUT ROOM	40	40	0	0	53
1	70	PK - 12	E S E ITINERANT	200	200	4	0	268
	808		MATERIAL STORAGE	100	100	0	0	134
1	75	06 - 12	VOCAL MUSIC CLASS (MIDDLE-SR HIGH)	1,425	1,425	25	25	1,909
	806		REFERENCE	100	100	0	0	134
	808		MATERIAL STORAGE	100	100	0	0	134
	830		MUSIC ENSEMBLE	300	300	0	0	402
	831		MUSIC PRACTICE ROOM	70	70	0	0	93
	833		ROBE STORAGE	150	150	0	0	201
	836		SHEET MUSIC STORAGE	150	150	0	0	201
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	536
1	76	06 - 12	BAND CLASS (MIDDLE-SR HIGH)	2,000	2,000	35	35	2,680
	806		REFERENCE	100	100	0	0	134
	808		MATERIAL STORAGE	100	100	0	0	134
	830		MUSIC ENSEMBLE	300	300	0	0	402
	831		MUSIC PRACTICE ROOM	70	70	0	0	93
	832		INSTRUMENT STORAGE	600	600	0	0	804
	834		UNIFORM STORAGE	300	300	0	0	402
	835		MUSIC STUDIO	180	180	0	0	241

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EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

0-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	836		SHEET MUSIC STORAGE	150	150	0	0	201
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	536
1	81	06 - 12	RECORDING ROOM	225	225	5	0	301
1	82	06 - 12	INSTRUMENT REPAIR	0	0	0	0	0
1	90	06 - 12	P E DRESSING ROOM (MALE)	396	396	33	0	530
1	91	06 - 12	P E DRESSING ROOM (FEMALE)	396	396	33	0	530
1	92	06 - 12	P E LOCKER ROOM (MALE)	66	66	33	0	88
1	93	06 - 12	P E LOCKER ROOM (FEMALE)	66	66	33	0	88
1	94	06 - 12	P E SHOWER (MALE)	66	66	33	0	88
1	95	06 - 12	P E SHOWER (FEMALE)	66	66	33	0	88
1	96	06 - 12	P E DRYING AREA (MALE)	66	66	33	0	88
1	97	06 - 12	P E DRYING AREA (FEMALE)	66	66	33	0	88
1	98	06 - 12	P E STORAGE (MIDDLE-SR HIGH)	297	297	33	0	397
1	99	06 - 12	P E TEACHERS SHOWER (MALE)	22	22	1	0	29
1	100	06 - 12	P E TEACHERS SHOWER (FEMALE)	22	22	1	0	29
1	110	06 - 12	P E MULTIPURPOSE ROOM (MIDDLE-SR HIGH)	1,050	1,050	1	0	1,407
1	112	09 - 12	SR HIGH GYMNASIUM	6,500	6,500	40	40	8,710
1	113	06 - 12	GYMNASIUM SEATING	2,144	2,144	67	0	2,872
1	114	06 - 12	P E LAUNDRY	66	66	33	0	88
1	115	06 - 12	P E FIRST AID	66	66	33	0	88
1	116	06 - 12	P E TRAINING ROOM	250	250	1	0	335
1	117	06 - 12	P E WEIGHT ROOM	1,000	1,000	1	0	1,340
1	118	06 - 12	P E WRESTLING ROOM	1,680	1,680	1	0	2,251
1	120	06 - 12	GYMNASIUM STORAGE	99	99	33	0	132
1	201	09 - 12	PRACTICAL AGRICULTURE LAB	1,250	1,250	25	25	1,675
	806		REFERENCE	100	100	0	0	134
	810		MATERIAL STORAGE (LARGE)	395	395	0	0	529
	847		VOCATIONAL FLAMMABLE STORAGE	125	125	0	0	167
	848		VOCATIONAL MACHINERY STORAGE	1,100	1,100	0	0	1,474
	850		VOCATIONAL TOOL STORAGE (SMALL)	195	195	0	0	261
	840		VOCATIONAL RELATED CLASSROOM	680	680	20	0	911
	841		GREENHOUSE	800	800	0	0	1,072
	210	06 - 09	BUSINESS EXPLORATION LAB	1,210	1,210	22	22	1,621
	808		MATERIAL STORAGE	100	100	0	0	134

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EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	231	09 - 12	PRACTICAL HOME ECONOMICS LAB	1,600	1,600	25	25	2,144
	808		MATERIAL STORAGE	100	100	0	0	134
	843		LAUNDRY (HOME ECONOMICS)	50	50	0	0	67
	852		VOCATIONAL TECHNOLOGY RESOURCE CENTER	800	800	0	0	1,072
1	270	09 - VE	WORK EVALUATION LAB	1,110	1,110	15	0	1,487
	810		MATERIAL STORAGE (LARGE)	395	395	0	0	529
	853		VOCATIONAL TESTING	250	250	0	0	335
1	271	09 - VE	VPI LAB	705	705	15	0	944
	802		INSTRUCTIONAL CONFERENCE ROOM	225	225	0	0	301
	808		MATERIAL STORAGE	100	100	0	0	134
	840		VOCATIONAL RELATED CLASSROOM	680	680	20	0	911
	846		RECEPTION (VOC ED INSTRUCTION)	90	90	0	0	120
	853		VOCATIONAL TESTING	250	250	0	0	335
1	300	PK - VE	PRINCIPAL/DIRECTOR OFFICE	250	250	0	0	335
1	301	PK - VE	ASSISTANT PRINCIPAL/OTHER OFFICE	175	175	0	0	234
1	302	PK - VE	BOOKKEEPING OFFICE	125	125	0	0	167
1	303	PK - VE	SECRETARIAL SPACE	158	158	0	0	211
1	304	PK - VE	RECEPTION AREA	561	561	33	0	751
1	305	PK - VE	PRODUCTION WORKROOM	264	264	33	0	353
1	306	PK - VE	CONFERENCE ROOM	462	462	33	0	619
1	307	PK - VE	CLINIC	198	198	33	0	265
1	308	PK - VE	GENERAL SCHOOL STORAGE	330	330	33	0	442
1	309	PK - VE	VAULT/STUDENT RECORDS	198	198	33	0	265
2	314	PK - VE	ITINERANT OFFICE	125	250	0	0	335
1	315	PK - VE	TEACHER PLANNING OFFICE	1,340	1,340	67	0	1,795
1	316	PK - VE	TEACHER LOUNGE/DINING	268	268	67	0	359
1	330	PK - VE	CUSTODIAL RECEIVING	1,005	1,005	67	0	1,346
1	333	PK - VE	FLAMMABLE STORAGE	155	155	0	0	207
1	334	PK - VE	CUSTODIAL EQUIPMENT STORAGE	500	500	0	0	670
1	340	PK - VE	DINING AREA	2,680	2,680	67	0	3,591
1	341	PK - VE	KITCHEN & SERVING AREA	2,948	2,948	67	0	3,950
1	349	PK - VE	KITCHEN CHAIR STORAGE	132	132	33	0	176
	361	PK - VE	MULTIPURPOSE ROOM (DINING)	2,077	2,077	67	0	2,783
1	362	PK - VE	MULTIPURPOSE ROOM CHAIR STORAGE	134	134	67	0	179

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EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

20-GADSDEN COUNTY SCHOOL DISTRICT

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Active Pending

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	368	PK - VE	TEXTBOOK STORAGE	231	231	33	0	309
1	380	PK - VE	LIBRARY (READING ROOM/STACKS)	2,479	2,479	67	0	3,321
1	381	PK - VE	MEDIA TECHNICAL PROCESSING	268	268	67	0	359
1	382	PK - VE	PROFESSIONAL LIBRARY	268	268	67	0	359
1	383	PK - VE	AUDIO VISUAL STORAGE	402	402	67	0	538
1	384	PK - VE	PERIODICAL STORAGE	134	134	67	0	179
1	385	PK - VE	CLOSED CIRCUIT TV LAB	469	469	67	0	628
1	386	PK - VE	CLOSED CIRCUIT STORAGE	335	335	67	0	448
1	387	PK - VE	MEDIA PRODUCTION LAB	335	335	67	0	448
1	388	PK - VE	MEDIA COPYING ROOM	134	134	67	0	179
1	389	PK - VE	MEDIA SMALL GROUP ROOM	66	66	33	0	88
1	390	PK - VE	MEDIA GROUP PROJECTS/INSTRUCTION	335	335	67	0	448
1	391	PK - VE	MEDIA MAINTENANCE/REPAIR	66	66	33	0	88
1	708	09 - 12	JROTC	1,050	1,050	25	25	1,407
	800		ARMS ROOM	150	150	0	0	201
	801		FIRING RANGE (INDOOR)	2,400	2,400	0	0	3,216
	802		INSTRUCTIONAL CONFERENCE ROOM	225	225	0	0	301
	808		MATERIAL STORAGE	100	100	0	0	134
2	815	06 - 12	STUDENT RESTROOM (MALE)	66	132	33	0	176
2	816	06 - 12	STUDENT RESTROOM (FEMALE)	66	132	33	0	176

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

0-GADSDEN COUNTY SCHOOL DISTRICT

Survey:

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Status:

Active Pending

Section 3: Recommendations

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT

Survey: Number 3 - Version 1

Facility Name: CARTER-PARRAMORE ALTERNATIVE SCHOOL

Address: 631 S STEWART STREET, QUINCY

	Existing	Recommended
Capital Outlay Classification	1 - SCHOOL RECOMMENDED FOR CONTINUED USE	1 - SCHOOL RECOMMENDED FOR CONTINUED USE
Facility Use	ALTERNATIVE EDUCATION	ALTERNATIVE EDUCATION
Low Grade	KINDERGARTEN	KINDERGARTEN
High Grade	GRADE 12	GRADE 12
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	952	0	952
Reloc. Stations	101	0	101
Mod. Stations	0	0	0
Total Stations	1,053	0	1053
Utilization Factor	100%		100%
School Capacity	1,053		1053
COFTE Student Membership	356		186
Survey Annotation			

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Total Project Cost					\$0	

CARTER-PARRAMORE ALTERNATIVE SCHOOL	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT

Survey: Number 3 - Version 1

Facility Name: CHATTAHOOCHEE ELEMENTARY

Address: MAPLE STREET, CHATTAHOOCHEE

	Existing	Recommended
Capital Outlay Classification	1 - SCHOOL RECOMMENDED FOR CONTINUED USE	1 - SCHOOL RECOMMENDED FOR CONTINUED USE
Facility Use	ELEMENTARY	ELEMENTARY
Low Grade	PRE-K E S E	PRE-K E S E
High Grade	GRADE 6	GRADE 6
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	409	0	409
Reloc. Stations	76	0	76
Mod. Stations	0	0	0
Total Stations	485	0	485
Utilization Factor	100%		100%
School Capacity	485		485
COFTE Student Membership	213		199
Survey Annotation	District wide recommendations will cover maintenance and general upkeep of facility.		

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$0	\$0	\$304,300
			Estimated Total Project Cost			\$304,300

CHATTAHOOCHEE ELEMENTARY	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station
New Construction 2013			New Construction: Adding 1 unit of ELEMENTARY COVERED PLAY AREA (1700 NSF)	1,700	0	\$304,300	\$179	\$0

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT

Survey: Number 3 - Version 1

Facility Name: EAST GADSDEN HIGH SCHOOL

Address: 27001 BLUE STAR MEMORIAL HIGHWAY, HAVANA

	Existing	Recommended
Capital Outlay Classification	1 - SCHOOL RECOMMENDED FOR CONTINUED USE	1 - SCHOOL RECOMMENDED FOR CONTINUED USE
Facility Use	SENIOR HIGH	SENIOR HIGH
Low Grade	GRADE 9	GRADE 9
High Grade	GRADE 12	GRADE 12
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	1,542	0	1542
Reloc. Stations	0	0	0
Mod. Stations	0	0	0
Total Stations	1,542	0	1542
Utilization Factor	95%		95%
School Capacity	1,464		1464
COFTE Student Membership	873		774
Survey Annotation	District wide recommendations will cover general maintenance and upkeep of facility.		

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Total Project Cost					\$0	

EAST GADSDEN HIGH SCHOOL	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

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Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT
Survey: Number 3 - Version 1
Facility Name: GADSDEN ELEMENTARY MAGNET SCHOOL
Address: W KING STREET, QUINCY

	Existing	Recommended
Capital Outlay Classification	1 - SCHOOL RECOMMENDED FOR CONTINUED USE	1 - SCHOOL RECOMMENDED FOR CONTINUED USE
Facility Use	ELEMENTARY	ELEMENTARY
Low Grade	PRE-K E S E	PRE-K E S E
High Grade	GRADE 5	GRADE 5
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	246	0	246
Reloc. Stations	0	0	0
Mod. Stations	0	0	0
Total Stations	246	0	246
Utilization Factor	100%		100%
School Capacity	246		246
COFTE Student Membership	124		143
Survey Annotation			

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Total Project Cost					\$0	

GADSDEN ELEMENTARY MAGNET SCHOOL	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT

Survey: Number 3 - Version 1

Facility Name: GADSDEN TECHNICAL INSTITUTE

Address: 201 EXPERIMENT STATION ROAD, QUINCY

	Existing	Recommended
Capital Outlay Classification	1 - SCHOOL RECOMMENDED FOR CONTINUED USE	1 - SCHOOL RECOMMENDED FOR CONTINUED USE
Facility Use	ALTERNATIVE EDUCATION	VOCATIONAL TECHNICAL
Low Grade	GRADE 9	VOCATIONAL EDUCATION
High Grade	GRADE 12	VOCATIONAL EDUCATION
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	233	0	233
Reloc. Stations	100	0	100
Mod. Stations	0	0	0
Total Stations	333	0	333
Utilization Factor	100%		120%
School Capacity	333		399
COFTE Student Membership	14		0
Survey Annotation	District wide will cover maintenance and general upkeep of facility.		

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Total Project Cost					\$0	

GADSDEN TECHNICAL INSTITUTE	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT

Survey: Number 3 - Version 1

Facility Name: GEORGE W MUNROE ELEMENTARY

Address: 1830 W KING STREET, QUINCY

	Existing	Recommended
Capital Outlay Classification	1 - SCHOOL RECOMMENDED FOR CONTINUED USE	1 - SCHOOL RECOMMENDED FOR CONTINUED USE
Facility Use	ELEMENTARY	ELEMENTARY
Low Grade	PRE-K E S E	PRE-K E S E
High Grade	GRADE 5	GRADE 5
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	681	0	681
Reloc. Stations	196	0	196
Mod. Stations	0	0	0
Total Stations	877	0	877
Utilization Factor	100%		100%
School Capacity	877		877
COFTE Student Membership	655		608
Survey Annotation	District wide recommendations will cover maintenance and general upkeep of facility.		

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$165,000	\$0	\$0	\$565,640
			Estimated Total Project Cost		\$730,640	

GEORGE W MUNROE ELEMENTARY	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station
New Construction 2012			New Construction: Adding 1 unit of ELEMENTARY P E STORAGE (3160 NSF)	3,160	0	\$565,640	\$179	\$0

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

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Active Pending

District Name: **GADSDEN COUNTY SCHOOL DISTRICT**

Survey: **Number 3 - Version 1**

Facility Name: **GREENSBORO ELEMENTARY (OLD)**

Address: **STATE ROAD 270, GREENSBORO**

	Existing	Recommended
Capital Outlay Classification	2 - SCHOOL CONDITIONALLY RECOMMENDED FOR CONTINUED USE	2 - SCHOOL CONDITIONALLY RECOMMENDED FOR CONTINUED USE
Facility Use	VACANT	ELEMENTARY
Low Grade	PRE-K E S E	PRE-K E S E
High Grade	GRADE 6	GRADE 6
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	468	0	468
Reloc. Stations	56	0	56
Mod. Stations	0	0	0
Total Stations	524	0	524
Utilization Factor	0%		100%
School Capacity	0		524
COFTE Student Membership	0		0
Survey Annotation	No recommendations.		

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Total Project Cost					\$0	

GREENSBORO ELEMENTARY (OLD)	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

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Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT

Survey: Number 3 - Version 1

Facility Name: GREENSBORO ELEMENTARY SCHOOL (NEW)

Address: HIGHWAY 12, GREENSBORO

	Existing	Recommended
Capital Outlay Classification	1 - SCHOOL RECOMMENDED FOR CONTINUED USE	1 - SCHOOL RECOMMENDED FOR CONTINUED USE
Facility Use	ELEMENTARY	ELEMENTARY
Low Grade	PRE-K E S E	PRE-K E S E
High Grade	GRADE 5	GRADE 5
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	371	0	371
Reloc. Stations	142	0	142
Mod. Stations	0	0	0
Total Stations	513	0	513
Utilization Factor	100%		100%
School Capacity	513		513
COFTE Student Membership	352		350
Survey Annotation	District wide recommendations will cover maintenance and general upkeep of facility.		

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Total Project Cost					\$0	

GREENSBORO ELEMENTARY SCHOOL (NEW)	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

90-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT

Survey: Number 3 - Version 1

Facility Name: GRETNA ELEMENTARY

Address: 34 HIGHWAY 90 W, GRETNA

	Existing	Recommended
Capital Outlay Classification	2 - SCHOOL CONDITIONALLY RECOMMENDED FOR CONTINUED USE	2 - SCHOOL CONDITIONALLY RECOMMENDED FOR CONTINUED USE
Facility Use	ELEMENTARY	ELEMENTARY
Low Grade	PRE-K E S E	PRE-K E S E
High Grade	GRADE 5	GRADE 5
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	433	0	433
Reloc. Stations	36	0	36
Mod. Stations	0	0	0
Total Stations	469	0	469
Utilization Factor	100%		100%
School Capacity	469		469
COFTE Student Membership	276		286
Survey Annotation	District wide recommendations will cover maintenance and general upkeep of facility.		

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$0	\$0	\$304,300
Estimated Total Project Cost					\$304,300	

GRETNA ELEMENTARY	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station
New Construction 2011			New Construction: Adding 1 unit of ELEMENTARY COVERED PLAY AREA (1700 NSF)	1,700	0	\$304,300	\$179	\$0

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

70-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT

Survey: Number 3 - Version 1

Facility Name: HAVANA ELEMENTARY

Address: 705 U S 27 S, HAVANA

	Existing	Recommended
Capital Outlay Classification	1 - SCHOOL RECOMMENDED FOR CONTINUED USE	2 - SCHOOL CONDITIONALLY RECOMMENDED FOR CONTINUED USE
Facility Use	ELEMENTARY	ELEMENTARY
Low Grade	PRE-K E S E	PRE-K E S E
High Grade	GRADE 5	GRADE 5
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	744	0	744
Reloc. Stations	94	0	94
Mod. Stations	0	0	0
Total Stations	838	0	838
Utilization Factor	100%		100%
School Capacity	838		838
COFTE Student Membership	492		0
Survey Annotation	Students in Havana Elementary will move to Havana Middle when construction on 25 new classrooms are complete, Havana Middle will then be Havana K-8.		

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Total Project Cost					\$0	

HAVANA ELEMENTARY	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

70-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT

Survey: Number 3 - Version 1

Facility Name: HAVANA MIDDLE (NEW)

Address: 1100 E 9TH AVENUE, HAVANA

	Existing	Recommended
Capital Outlay Classification	1 - SCHOOL RECOMMENDED FOR CONTINUED USE	1 - SCHOOL RECOMMENDED FOR CONTINUED USE
Facility Use	MIDDLE	COMBINATION
Low Grade	GRADE 6	PRE-K E S E
High Grade	GRADE 8	GRADE 8
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	575	244	819
Reloc. Stations	0	0	0
Mod. Stations	0	0	0
Total Stations	575	244	819
Utilization Factor	90%		90%
School Capacity	517		737
COFTE Student Membership	187		710
Survey Annotation	<p>Construction of 16 classroom addition to accomodate elementary students from Havana Elementary.</p> <p>Building 9 is to be used as a school based health clinic, to provide primary health services for students, employees and families in collaboration with the Gadsden County School Board and the Gadsden Co. Health Department. Building 9 has been removed from FISH in order to remove student stations and turn over it's use to the GCHD.</p>		

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$662,500	\$12,832,636	\$8,491,104
			Estimated Total Project Cost		\$21,986,240	

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

0-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

HAVANA MIDDLE (NEW)	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station
New Construction 2012			New Construction: Adding 16 units of PRIMARY CLASSROOM (K-3) (882 NSF), 8 units of STUDENT RESTROOM (MALE) (50 NSF), 8 units of STUDENT RESTROOM (FEMALE) (50 NSF)	18,912	288	\$8,491,104	\$449	\$29,483
Remodeling 2011	20	9	Removed NSF (6250), Added NSF (0), Difference NSF (6250), Percent (100%), Removed Stations (44), Added Stations (0) Remodeling: Removing Room 902 (529 NSF), Room 903 (35 NSF), Room 904 (35 NSF), Room 905 (113 NSF), Room 906 (183 NSF), Room 906A (60 NSF), Room 907 (997 NSF), Room 908 (39 NSF), Room 910 (61 NSF), Room 911 (2740 NSF), Room 913 (95 NSF), Room 914 (73 NSF), Room 915 (216 NSF), Room 917 (206 NSF), Room 918 (868 NSF)	-6,250	-44	\$662,500	\$106	\$0
Renovation 2013			Renovating: Apply HVAC Systems to the entire facility HAVANA MIDDLE (NEW).	103,489	0	\$6,416,318	\$62	\$0
Renovation 2013			Renovating: Apply Floor Cover to the entire facility HAVANA MIDDLE (NEW).	103,489	0	\$6,416,318	\$62	\$0

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

0-GADSDEN COUNTY SCHOOL DISTRICT

Survey:

Survey: 3 - Version: 1

Status:

Active Pending

District Name:

GADSDEN COUNTY SCHOOL DISTRICT

Survey:

Number 3 - Version 1

Facility Name:

JAMES A SHANKS MIDDLE SCHOOL

Address:

1400 W KING STREET, QUINCY

	Existing	Recommended
Capital Outlay Classification	1 - SCHOOL RECOMMENDED FOR CONTINUED USE	1 - SCHOOL RECOMMENDED FOR CONTINUED USE
Facility Use	MIDDLE	MIDDLE
Low Grade	GRADE 6	GRADE 6
High Grade	GRADE 8	GRADE 8
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	1,043	0	1043
Reloc. Stations	140	0	140
Mod. Stations	0	0	0
Total Stations	1,183	0	1183
Utilization Factor	90%		90%
School Capacity	1,064		1064
COFTE Student Membership	576		544
Survey Annotation			

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$0	\$100,000	\$0
Estimated Total Project Cost					\$100,000	

JAMES A SHANKS MIDDLE SCHOOL	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station
Renovation 2012			Renovating: Apply Windows to the entire facility JAMES A SHANKS MIDDLE SCHOOL.	136,878	0	\$100,000	\$1	\$0

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT

Survey: Number 3 - Version 1

Facility Name: M D WALKER ADMINISTRATIVE CENTER

Address: 35 EXPERIMENT STATION ROAD, QUINCY

	Existing	Recommended
Capital Outlay Classification	6 - ANCILLARY RECOMMENDED FOR CONTINUED USE	6 - ANCILLARY RECOMMENDED FOR CONTINUED USE
Facility Use	COUNTY ADMINISTRATION	COUNTY ADMINISTRATION
Low Grade	COUNTY ADMINISTRATION	COUNTY ADMINISTRATION
High Grade	COUNTY ADMINISTRATION	COUNTY ADMINISTRATION
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	0	0	0
Reloc. Stations	54	0	54
Mod. Stations	0	0	0
Total Stations	54	0	54
Utilization Factor	0%		0%
School Capacity	0		0
COFTE Student Membership	0		0
Survey Annotation	District wide recommendations will cover the maintenance and upkeep of facility.		

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Total Project Cost					\$0	

M D WALKER ADMINISTRATIVE CENTER	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

0-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT

Survey: Number 3 - Version 1

Facility Name: SAINT JOHNS ELEMENTARY

Address: 186 OLD BAINBRIDGE ROAD, QUINCY

	Existing	Recommended
Capital Outlay Classification	2 - SCHOOL CONDITIONALLY RECOMMENDED FOR CONTINUED USE	2 - SCHOOL CONDITIONALLY RECOMMENDED FOR CONTINUED USE
Facility Use	ELEMENTARY	ELEMENTARY
Low Grade	PRE-K E S E	PRE-K E S E
High Grade	GRADE 5	GRADE 5
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	433	0	433
Reloc. Stations	36	0	36
Mod. Stations	0	0	0
Total Stations	469	0	469
Utilization Factor	100%		100%
School Capacity	469		469
COFTE Student Membership	318		303
Survey Annotation			

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$65,000	\$0	\$120,000	\$304,300
Estimated Total Project Cost					\$489,300	

SAINT JOHNS ELEMENTARY	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station
New Construction 2011			New Construction: Adding 1 unit of ELEMENTARY COVERED PLAY AREA (1700 NSF)	1,700	0	\$304,300	\$179	\$0

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

SAINT JOHNS ELEMENTARY	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station
Renovation 2012	11	2	Renovating: Apply HVAC Systems to Room 016 (744 NSF), Room 017 (744 NSF), Room 018 (744 NSF), Room 019 (744 NSF), Room 020 (270 NSF), Room 020A (54 NSF), Room 021 (102 NSF), Room 021A (200 NSF), Room 021B (190 NSF), Room 022 (40 NSF), Room 023 (270 NSF), Room 023A (54 NSF), Room 024 (744 NSF), Room 025 (744 NSF), Room 026 (744 NSF), Room 027 (744 NSF), Room 028 (744 NSF), Room 029 (744 NSF), Room 030 (744 NSF), Room 031 (741 NSF), Room 032 (221 NSF), Room 048 (2478 NSF)	12,804	0	\$60,000	\$5	\$0
Renovation 2012	11	4	Renovating: Apply HVAC Systems to Room 033 (2626 NSF), Room 033A (193 NSF), Room 033B (84 NSF), Room 033C (180 NSF), Room 034 (180 NSF), Room 035 (336 NSF), Room 036 (40 NSF), Room 037 (562 NSF), Room 038 (341 NSF), Room 039 (744 NSF), Room 040 (744 NSF), Room 041 (744 NSF), Room 042 (744 NSF), Room 043 (744 NSF), Room 044 (744 NSF), Room 049 (1479 NSF), Room 050 (2144 NSF), Room 051 (649 NSF)	13,278	0	\$60,000	\$5	\$0

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

70-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT

Survey: Number 3 - Version 1

Facility Name: STEWART STREET ELEMENTARY

Address: S STEWART STREET, QUINCY

	Existing	Recommended
Capital Outlay Classification	1 - SCHOOL RECOMMENDED FOR CONTINUED USE	1 - SCHOOL RECOMMENDED FOR CONTINUED USE
Facility Use	ELEMENTARY	ELEMENTARY
Low Grade	PRE-K E S E	PRE-K E S E
High Grade	GRADE 5	GRADE 5
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	683	0	683
Reloc. Stations	100	0	100
Mod. Stations	0	0	0
Total Stations	783	0	783
Utilization Factor	100%		100%
School Capacity	783		783
COFTE Student Membership	547		523
Survey Annotation			

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$0	\$0	\$504,780
Estimated Total Project Cost					\$504,780	

STEWART STREET ELEMENTARY	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station
New Construction 2011			New Construction: Adding 1 unit of ELEMENTARY COVERED PLAY AREA (2820 NSF)	2,820	0	\$504,780	\$179	\$0

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT

Survey: Number 3 - Version 1

Facility Name: TRANSPORTATION CENTER

Address: 720 S STEWART STREET, QUINCY

	Existing	Recommended
Capital Outlay Classification	6 - ANCILLARY RECOMMENDED FOR CONTINUED USE	6 - ANCILLARY RECOMMENDED FOR CONTINUED USE
Facility Use	TRANSPORTATION	TRANSPORTATION
Low Grade	DISTRICT SERVICES	DISTRICT SERVICES
High Grade	DISTRICT SERVICES	DISTRICT SERVICES
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	0	0	0
Reloc. Stations	0	0	0
Mod. Stations	0	0	0
Total Stations	0	0	0
Utilization Factor	0%		0%
School Capacity	0		0
COFTE Student Membership	0		0
Survey Annotation			

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Total Project Cost					\$0	

TRANSPORTATION CENTER	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT

Survey: Number 3 - Version 1

Facility Name: WEST GADSDEN HIGH SCHOOL (NEW)

Address: HIGHWAY 12, GREENSBORO

	Existing	Recommended
Capital Outlay Classification	1 - SCHOOL RECOMMENDED FOR CONTINUED USE	1 - SCHOOL RECOMMENDED FOR CONTINUED USE
Facility Use	COMBINATION	COMBINATION
Low Grade	GRADE 9	GRADE 6
High Grade	GRADE 12	GRADE 12
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	757	0	757
Reloc. Stations	0	0	0
Mod. Stations	0	0	0
Total Stations	757	0	757
Utilization Factor	90%		90%
School Capacity	681		681
COFTE Student Membership	466		364
Survey Annotation	85,000 in Other category is to construct physical education fields.		

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$85,000	\$0	\$0	\$0
Estimated Total Project Cost					\$85,000	

WEST GADSDEN HIGH SCHOOL (NEW)	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

0-GADSDEN COUNTY SCHOOL DISTRICT

Survey:

Survey: 3 - Version: 1

Status:

Active Pending

DISTRICTWIDE RECOMMENDATIONS

The following recommendations are made on a districtwide basis and include each school or facility where applicable.

1. Correct deficiencies relating to safety to life, health, and sanitation as identified in the comprehensive Safety Inspection Report pursuant to §4.4(5), §4.4(6), §5(1), and §5(13), SREF 2007.
2. Necessary modifications for the physically disabled in existing buildings recommended for continued use as provided for in §255.21, F.S.
3. Additional, or replacement of, equipment for existing school buildings recommended for continued use as provided in §2.1(9)(e), SREF 2007.
4. Replacement of roofs at existing facilities as provided in §1.2(55) and §4.1(1)(c), SREF 2007.
5. Provide storage, custodial spaces, and sanitation facilities to serve students, staff, and the general public as provided in §6.1, SREF 2007, and §423.20, FBC.
6. Provide paved auto parking areas pursuant to §5(f)10, SREF 2007, and §423.10.2.7, FBC.
7. Purchase sites for educational and ancillary facilities for future use beyond the projection period of this survey pursuant to §1.4, SREF 2007.
8. Retrofit existing schools for technology, which may include the creation, or improvement of, cable distribution points (closets in telephone parlance). Provide "clean power" and convenient access to video, data, and voice signal wiring, the built-in equipment involved in distributing video, data, and voice signals pursuant to §5, SREF 2007. This recommendation does not include new construction, remodeling, or terminal equipment (workstations, terminals, receiving equipment, and similar items).

The cost estimates for these districtwide recommendations are not included in the section on Financing the Proposed Program.

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

Section 4: COFTE

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

0-GADSDEN COUNTY SCHOOL DISTRICT

Survey:

Survey: 3 - Version: 1

Status:

Active Pending

ANALYSIS OF STUDENT POPULATIONS

Technique for Predicting COFTE Student Membership Trends

The projection of future student population change is based on empirical evidence of historical trends in the student population; annually, the Office of Economic and Demographic Research (EDR) prepares COFTE enrollment projections. The projections do not include summer school, regular pre-kindergarten, hospital/homebound, or area vocational school adults attending basic and high school classes. The projections are most accurate in counties where growth and migration occur at a reasonably constant and predictable rate and, conversely, are least accurate if major changes in the economy and development of the county occur during the projection period.

Even though the out-year COFTE projections used for a 5-year survey period may be less (or more) than the district anticipates, the annual recalculation of COFTE projections assures that current, accurate data can be inserted into a new survey to guarantee that the most reliable projections are used for facilities planning purposes.

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

20-GADSDEN COUNTY SCHOOL DISTRICT

Survey:

Survey: 3 - Version: 1

Status:

Active Pending

ORGANIZATION: 20-GADSDEN COUNTY SCHOOL DISTRICT

SURVEY: Number 3 - Version 1

HISTORY

Year	PK-3	4-8	9-12	PK-12
2011 - 2012	2,075	1,970	1,110	5,155

PROJECTED

Year	PK-3	4-8	9-12	PK-12
2015 - 2016	2,115	1,863	1,015	4,992

ANALYSIS OF CHANGE PROJECTED

PK-3	4-8	9-12	PK-12
40	-108	-95	-164

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

Section 5: Student Membership

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

0-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

FACILITY NAME	PK-3 Memb. Proj.	4-8 Memb. Proj.	9-12 Memb. Proj.	PK-3 Memb. In	4-8 Memb. In	9-12 Memb. In	PK-3 Memb. Out	4-8 Memb. Out	9-12 Memb. Out	PK-3 Memb. Reco.	4-8 Memb. Reco.	9-12 Memb. Reco.	Total COFTE	Exist. Satis. Stud. Stat.	Pos. Remo. Sta.	Neg. Remo. Sta.	New Const. Sta.	Total Sta.	Util. Fact or	Reco. Capac.	Year- Round Capac.
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Elementary

CHATTAHOOC EE ELEMENTAR	127	72	0	0	0	0	0	0	0	127	72	0	199	485	0	0	0	485	1.00	485	582
GADSDEN ELEMENTARY M	87	56	0	0	0	0	0	0	0	87	56	0	143	246	0	0	0	246	1.00	246	295
GEORGE W MUNROE ELEME	454	154	0	0	0	0	0	0	0	454	154	0	608	877	0	0	0	877	1.00	877	1,052
GREENSBORO ELEMENTARY (O	0	0	0	0	0	0	0	0	0	0	0	0	0	524	0	0	0	524	1.00	524	628
GREENSBORO ELEMENTARY S	247	103	0	0	0	0	0	0	0	247	103	0	350	513	0	0	0	513	1.00	513	615
GRENA ELEMENTARY	222	64	0	0	0	0	0	0	0	222	64	0	286	469	0	0	0	469	1.00	469	562
HAVANA ELEMENTARY	382	149	0	0	0	0	382	149	0	0	0	0	0	838	0	0	0	838	1.00	838	1,005
SAINT JOHNS ELEMENTARY	217	86	0	0	0	0	0	0	0	217	86	0	303	469	0	0	0	469	1.00	469	562
STEWART STREET ELEME	369	154	0	0	0	0	0	0	0	369	154	0	523	783	0	0	0	783	1.00	783	939

**Middle & Junior
High**

JAMES A HANKS MIDDLE	0	544	0	0	0	0	0	0	0	0	544	0	544	1,183	0	0	0	1,183	0.90	1,064	1,419
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Senior High

EAST GADSDEN HIGH SCHOOL	0	0	774	0	0	0	0	0	0	0	0	0	774	774	1,542	0	0	0	1,542	0.95	1,464	1,850
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Combination

HAVANA MIDDLE (NEW)	0	179	0	382	149	0	0	0	0	382	328	0	710	575	0	-44	288	819	0.90	737	982
WEST GADSDEN HIGH SCHOOL (0	189	175	0	0	0	0	0	0	0	189	175	364	757	0	0	0	757	0.90	681	908

ESE/Alternative

CARTER- PARRAMORE AL	9	112	65	0	0	0	0	0	0	9	112	65	186	1,053	0	0	0	1,053	1.00	1,053	1,263
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Vocational/Adult

GADSDEN TECHNICAL INST	0	0	0	0	0	0	0	0	0	0	0	0	0	333	0	0	0	333	1.20	399	399
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Ancillary

M D WALKER ADMINISTRATIV	0	0	0	0	0	0	0	0	0	0	0	0	0	54	0	0	0	54	0.00	0	0
TRANSPORTATI ON CENTER	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0	0

	2,114	1,862	1,014	382	149	0	382	149	0	2,114	1,862	1,014	4,990	10,701	0	-44	288	10,945		10,602	13,061
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EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

	out of	out of	out of	
	2,114	1,862	1,014	

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

0-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

Section 6: Financial Summary

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

20-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

Facility	Site Expansion Cost	Total Site Development Cost	Total Site Improvement Cost	Total Remodeling Cost	Total Renovation Cost	Total New Construction Cost	Overall Totals	Estimated Cost If Year Round School
Elementary								
CHATTAHOOCHEE ELEME	\$0	\$0	\$0	\$0	\$0	\$304,300	\$304,300	\$243,440
GADSDEN ELEMENTARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
GEORGE W MUNROE ELE	\$0	\$0	\$165,000	\$0	\$0	\$565,640	\$730,640	\$452,512
GREENSBORO ELEMENTA	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
GREENSBORO ELEMENTA	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
GRETNA ELEMENTARY	\$0	\$0	\$0	\$0	\$0	\$304,300	\$304,300	\$243,440
HAVANA ELEMENTARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
SAINT JOHNS ELEMENTA	\$0	\$0	\$65,000	\$0	\$120,000	\$304,300	\$489,300	\$243,440
STEWART STREET ELEME	\$0	\$0	\$0	\$0	\$0	\$504,780	\$504,780	\$403,824

Middle & Junior High								
JAMES A SHANKS MIDDLE	\$0	\$0	\$0	\$0	\$100,000	\$0	\$100,000	

Senior High								
EAST GADSDEN HIGH SC	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

Combination								
HAVANA MIDDLE (NEW)	\$0	\$0	\$0	\$662,500	\$12,832,636	\$8,491,104	\$21,986,240	\$6,792,883
WEST GADSDEN HIGH SC	\$0	\$0	\$85,000	\$0	\$0	\$0	\$85,000	

ESE/Alternative								
CARTER-PARRAMORE AL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

Vocational/Adult								
GADSDEN TECHNICAL INS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

Ancillary								
M D WALKER ADMINISTRA	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
TRANSPORTATION CENTE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

Total	\$0	\$0	\$315,000	\$662,500	\$13,052,636	\$10,474,424	\$24,504,560	\$8,379,539
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EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey:

Survey: 3 - Version: 1

Status:

Active Pending

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

0-GADSDEN COUNTY SCHOOL DISTRICT

Survey:

Survey: 3 - Version: 1

Status:

Active Pending

Section 7: Long Range Planning Summary

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey:

Survey: 3 - Version: 1

Status:

Active Pending

Five Year Survey - Ten Year Capacity

GADSDEN COUNTY SCHOOL DISTRICT

5/2/2011

Schedule of capital outlay projects projected to ensure the availability of satisfactory student stations for the projected student enrollment in K - 12 programs for the future 5 years beyond the 5-year district facilities work program.

No items meet the criteria.

Five Year Survey - Ten Year Infrastructure

GADSDEN COUNTY SCHOOL DISTRICT

5/2/2011

Proposed Location of Planned New, Remodeled, or New Additions to Facilities in 6 thru 10 out years (Section 28).

No items meet the criteria.

Plans for closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues in the 6 thru 10 out years (Section 29).

No items meet the criteria.

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

0-GADSDEN COUNTY SCHOOL DISTRICT

Survey:

Survey: 3 - Version: 1

Status:

Active Pending

Five Year Survey - Ten Year Maintenance

GADSDEN COUNTY SCHOOL DISTRICT

5/2/2011

District projects and locations regarding the projected need for major renovation, repair, and maintenance projects within the district in years 6 - 10 beyond the projects plans detailed in the five years covered by the work plan.

No items match the criteria.

Five Year Survey - Ten Year Utilization

GADSDEN COUNTY SCHOOL DISTRICT

5/2/2011

Schedule of planned capital outlay projects identifying the standard grade groupings, capacities, and planned utilization rates of future educational facilities of the district for both permanent and relocatable facilities.

Grade Level Projections	FISH Student Stations	Actual FISH Capacity	Actual COFTE	Actual Utilization	Actual new Student Capacity to be added/removed	Projected COFTE	Projected Utilization
Elementary - District Totals	4,777	4,777	2,975.34	62.28 %	0	0	0.00 %
Middle - District Totals	2,515	2,262	1,228.42	54.31 %	0	0	0.00 %
High - District Totals	1,542	1,464	872.63	59.61 %	0	0	0.00 %
Other - ESE, etc	1,964	1,386	369.74	26.68 %	0	0	0.00 %
	10,798	9,889	5,446.13	55.07 %	0	0	0.00 %

Combination schools are included with the middle schools for student stations, capacity, COFTE and utilization purposes because these facilities all have a 90% utilization factor. Use this space to explain or define the grade groupings for combination schools.

0 comments to report.

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

00-GADSDEN COUNTY SCHOOL DISTRICT

Survey:

Survey: 3 - Version: 1

Status:

Active Pending

Five Year Survey - Twenty Year Capacity

GADSDEN COUNTY SCHOOL DISTRICT

5/2/2011

Schedule of capital outlay projects projected to ensure the availability of satisfactory student stations for the projected student enrollment in K - 12 programs for the future 11 - 20 years beyond the 5-year district facilities work program.

No items match the criteria.

Five Year Survey - Twenty Year Infrastructure

GADSDEN COUNTY SCHOOL DISTRICT

5/2/2011

Proposed Location of Planned New, Remodeled, or New Additions to Facilities in the 11 through 20 out years (Section 28).

No items meet the criteria.

Plans for closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues in the 11 through 20 out years (Section 29).

No items meet the criteria.

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

0-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

Five Year Survey - Twenty Year Maintenance

GADSDEN COUNTY SCHOOL DISTRICT

5/2/2011

District projects and locations regarding the projected need for major renovation, repair, and maintenance projects within the district in years 11 - 20 beyond the projects plans detailed in the five years covered by the work plan.

No items match the criteria.

Five Year Survey - Twenty Year Utilization

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5/2/2011

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No comments to report.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11a

DATE OF SCHOOL BOARD MEETING: May 24, 2011

TITLE OF AGENDA ITEMS: Procedures for Safety Program

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board Policy 8.10 provides for a safety program that is administered through Safety Committees. The District Safety Committee requests Board approval for the attached safety procedures to enhance the safety practices throughout the District.

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

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School Board of Gadsden County

Please be advised that this plan can be reproduced and or used in part of as a whole without the permission of the Gadsden County School System. It is hoped that this may assist other school districts in developing a comprehensive safety plan. If you have any comments or suggestions with regards to this plan please send them to: woodb@mail.gcps.k12.fl.us

MANAGEMENT COMMITMENT AND INVOLVEMENT

Policy Statement

The management of this organization is committed to providing employees with a safe and healthful work place. It is the policy of this organization that employees report unsafe conditions and do not perform work tasks if the work is considered unsafe. Employees must report all accidents, injuries, and unsafe conditions to their supervisors. No such report will result in retaliation, penalty, or other disincentive. Employee recommendations to improve safety and health conditions will be given thorough consideration by our management team. Management will give top priority to and provide the financial resources for the correction of unsafe conditions. Similarly, management will take disciplinary action against any employee who willfully or repeatedly violates work place safety rules. This action may include verbal or written reprimands and may ultimately result in termination of employment. The primary responsibility for the coordination, implementation, and maintenance of our work place safety program has been assigned to:

Name:
Title:
Telephone:

Senior management will be actively involved with employees in establishing and maintaining an effective safety program. Our safety program coordinator and other members of our management team will participate with employees in ongoing safety and health program activities, which include:

- **Promoting safety committee participation.**
- **Providing safety and health education and training.**
- **Reviewing and updating work place safety rules.**

This policy statement serves to express management's commitment to and involvement in providing our employees with a safe and healthful work place. This work place safety program will be incorporated as the standard practice for this organization. Compliance with the safety rules will be required of all employees as a condition of employment.

Section I

SAFETY COMMITTEE

Safety Committee Organization

A safety committee has been established to recommend improvements to our work place safety program and to identify corrective measures needed to eliminate or control, recognized safety and health hazards. The safety committee consists of the following supervisory and non-supervisory members of our organization:

Safety Program Coordinator
Maintenance Worker
Administrative Employee Representative
Technical Professional
Secretarial Representative
Teacher
Custodial Representative
Representative of HUSW White Collar
Bus Driver Representative
Representative of HUSW Blue Collar
Food Service Worker

One representative from each cost center will serve on the Committee. The committee will have 32 members.

Responsibilities

The safety committee shall determine the schedule for evaluating the effectiveness of control measures used to protect employees from safety and health hazards in the work place. The safety committee will be responsible for assisting management in reviewing and updating work place safety rules based on accident investigation findings, any inspection findings, employee reports of unsafe conditions or work practices, and accepting and addressing anonymous complaints and suggestions from employees.

The safety committee will be responsible for assisting management in updating the work place safety program by evaluating employee injury and accident records, identifying trends and patterns, and formulating corrective measures to prevent recurrence. The safety committee will be responsible for assisting management in evaluating employee accident and illness prevention programs, and promoting safety and health awareness and coworker participation through continuous improvements to the work place safety program. Safety committee members will participate in safety training and be responsible for assisting management in monitoring work place safety education and training to ensure that it is in place, that it is effective, and that it is documented.

Meetings

Safety meetings are held quarterly and more often if needed. The safety program coordinator will post the minutes of each meeting within one week after each meeting.

FORMAT FOR SAFETY COMMITTEE MINUTES

Date of Committee Meeting:
Minutes Prepared by:
Members in attendance
Members not in attendance
Name Previous Action Items:
Review of Accidents Since Previous Meeting:
Recommendations for Prevention:
Recommendations from Anonymous Employees:
Suggestions from Employees:
Recommended Updates to Safety Program:
Recommendations from Accident Investigation Reports:
Safety Training Recommendations:
Committee members input:

Section I

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Recommended Updates to Safety Program:

Recommendations from Accident Investigation Reports:

Safety Training Recommendations:

Committee members input:

Section II.

SAFETY AND HEALTH TRAINING

Safety and Health Orientation

Work place safety and health orientation begins on the first day of initial employment or job transfer. Each employee has access to a copy of this safety manual, through his or her supervisor, for review and future reference, and will be given a personal copy of the safety rules, policies, and procedures pertaining to his or her job. Supervisors will ask questions of employees and answer employee's questions to ensure knowledge and understanding of safety rules, policies, and job specific procedures described in our work place safety program manual. All employees will be instructed by their supervisors that compliance with the safety rules described in the work place safety manual is required.

Job Specific Training

1. Supervisors will initially train employees on how to perform assigned job tasks safely.
2. Supervisors will carefully review with each employee the specific safety rules, policies and procedures that are applicable and that are described in the workplace safety manual.
3. Supervisors will give employees verbal instructions and specific directions on how to do the work safely.
4. Supervisors will observe employees performing the work. If necessary, the supervisor will provide a demonstration using safe work practices, or remedial instruction to correct training deficiencies before an employee is permitted to do the work without supervision.
5. All employees will receive safe operating instruction on seldom used or new equipment before using the equipment.
6. Supervisors will review safe work practices with employees before permitting the performance of new, non-routine or specialized procedures.
7. All employees will be retrained periodically on safety rules, policies and procedures, and when changes are made to the work place safety manual.
8. Individual employees will be retrained after the occurrence of a work related injury caused by an unsafe act or work practice, and when a supervisor observes employees displaying unsafe acts, practices, or behaviors.

Section III.

FIRST AID PROCEDURES

EMERGENCY PHONE NUMBERS

Safety Coordinator (352) 797-7054 (cell) (352) 279-6626
Poison Control (800) 282-3171
Oak Hill Hospital (352) 596-6632
Chemtrec (800) 424-9300
Spring Hill Regional (352) 688-8200
National Response Ctr: (800) 424-8802
Brooksville Regional Hospital (352) 796-5111
Fire, Police, Ambulance: 911
Workman's Comp (352) 797-7070 ext. 430

MINOR FIRST AID TREATMENT

First aid kits are kept in each vehicle and at least one kit per building.
If you sustain an injury or are involved in an accident requiring minor first aid treatment:
Inform your supervisor.
Administer first aid treatment to the injury or wound.
If a first aid kit is used, indicate usage on the accident investigation report.
Access to a first aid kit is not intended to be a substitute for medical attention.
Provide details for the completion of the accident investigation report.

EMERGENCY MEDICAL TREATMENT

If you sustain a severe injury requiring emergency treatment:
Call for help and seek assistance from a co-worker.
2. Use the emergency telephone numbers and instructions posted next to the telephone
in your work area to request assistance and transportation to the local hospital
emergency room. Provide details for the completion of the accident investigation report.

FIRST AID TRAINING

Each employee will receive training and instructions from his or her supervisor on our
first aid procedures.

FIRST AID INSTRUCTIONS

In all cases requiring emergency medical treatment, immediately call, or have a co-
worker call to request emergency medical assistance. **WOUNDS:**

Minor: Cuts, lacerations, abrasions or punctures:

1. Wash the wound using soap and water; rinse it well.
2. Cover the wound using clean dressing.

Major: Large cuts, gashes and heavy bleeding:

1. Stop the bleeding by pressing directly on the wound, using a bandage or cloth.
2. Keep pressure on the wound until medical help arrives.

BROKEN BONES:

1. Do not move the victim unless it is absolutely necessary.
2. If the victim must be moved, "splint" the injured area. Use a board, cardboard, or rolled newspaper as a splint.

BURNS:

Thermal (Heat):

Rinse the burned area, without scrubbing it, and immerse it in cold water; do not use ice water. Blot dry the area and cover it using sterile gauze or a clean cloth.

Chemical:

Flush the exposed area with cool water immediately for 15-20 minutes.

EYE INJURY:

Small particles:

1. Do not rub your eyes.
2. Use the corner of a soft clean cloth to draw particles out, or hold the eyelids open and flush the eyes continuously with water.

Large or stuck particles:

- If a particle is stuck in the eye, do not attempt to remove it.
- Cover both eyes with bandage.

Chemical:

Immediately irrigate the eyes and under the eyelids with water for 30 minutes.

HEAD AND SPINE INJURY:

1. If the victim appears to have injured his or her neck or spine, or is unable to move his or her arm or leg, do not attempt to move the victim unless it is

- absolutely necessary.
- 2. Call 911 for emergency medical help.

HEAT EXHAUSTION:

- 1. Loosen the victim's tight clothing.
- 2. Give the victim "sips" of cool water.
- 3. Make the victim lie down in a cooler place with the feet raised.

Section IV

ACCIDENT INVESTIGATION

ACCIDENT INVESTIGATION PROCEDURES: An accident investigation will be performed by the supervisor at the location where the accident occurred. The safety coordinator is responsible for seeing that the accident investigation reports are being filled out completely and the recommendations are being addressed. Supervisors will investigate all accidents, injuries, and occupational diseases using the following investigation procedures:

- Implement temporary control measures to prevent any further injuries to employees.
- Review the equipment, operations, and processes to gain an understanding of the accident situation.
- Identify and interview each witness and any other person who might provide clues to the accident's causes.
- Investigate causal conditions and unsafe acts; make conclusions based on existing facts.
- Complete the accident investigation report.
- Provide recommendations for corrective actions.
- Indicate the need for additional or remedial safety training.
- Accident investigation reports must be submitted to the safety coordinator within 24 hours of the accident.
-

SUPERVISOR'S CORRECTIVE ACTION AND ACCIDENT INVESTIGATION REPORT

INSTRUCTIONS: Directions for completion of this form can be found on the next page. Please complete in triplicate.

SCHOOL DISTRICT: _____ LOCATION CODE: _____ SCHOOL NAME: _____

1. Name of Injured Employee/Student: _____ Social Security #: _____

2. Sex: ()M ()F Age: _____ Date of Accident: _____ Day of Accident: _____

3. Time of Accident: _____ a.m. p.m. Employee's job title: _____

4. Length of experience on job: _____(years) _____(months)

5. Address of location where accident occurred: _____

On school premises: () yes ()no

6. Nature of injury type, and part of the body affected: _____

Number of workdays lost (days away from work or school): _____

7. Describe the accident and how it occurred: _____

8. Cause of the accident _____

9. Was personal protective equipment required? ()yes ()no If yes, what type was required? _____

Was it provided? () yes ()no Was it being used? ()yes ()no If "no" explain: _____

10. Witness(es): _____

11. Safety training provided to the injured employee? ()yes ()no If "no" explain: _____

12. Corrective action recommended to prevent

recurrence: _____

13. Date of report _____ 19__ Prepared by: _____

14. Supervisor (signature) _____ Date: _____

14. Safety Coordinator (signature) _____ Date: _____

15. Type of Accident (check one):

Workers' Compensation--Name of Employee _____

Property Loss--Describe Property Damaged or Loss _____

Automobile and Truck--Identify Vehicle _____

School Bus Accident--Bus Number _____

General Liability--Claimant's Name _____

Student Accident, Recordable--Name of Student _____

INSTRUCTIONS FOR COMPLETING THE ACCIDENT INVESTIGATION REPORT

An accident investigation is not designed to find fault or place blame but is an analysis of the accident to determine the causes that can be controlled or eliminated.

Identification: This section is self explanatory.

Nature of Injury:

Describe the injury, e.g., strain, sprain, cut, burn, fracture.

Injury type:

First aid:

Injury resulted in minor injury/treated on premises .

Medical:

Injury treated off premises by physician. Lost time:

Injured missed more than one day of work.

No injury:

No injury, near-miss type of accident.

Part of the body:

Part of the body directly affected, e.g., foot, arm, hand, and head. Describe the

accident:

Describe the accident including exactly what happened, and where and how it happened. Describe the equipment or materials involved.

Cause of the accident:

1. Describe all conditions or acts which contributed to the accident, i.e.: unsafe conditions--spills, grease on the floor, poor housekeeping or other physical conditions.
2. Unsafe acts--unsafe work practices such as failure to warn or failure to use required personal protective equipment.

Personal protective equipment: Self explanatory.

Witness (es):

List name(s), address(es), and phone number(s).

Safety training provided:

Was any safety training provided to the injured related to the work activity being performed?

Interim corrective action:

Measures taken by supervisor to prevent recurrence of incident, i.e.: barricading accident area, posting warning signs, shutting down operations.

Follow up:

Once the investigation is complete, the safety coordinator shall review and follow up the investigation to ensure that corrective actions recommended by the safety committee and approved by the employer are taken, and control measures have been implemented.

RECORD KEEPING PROCEDURES

The risk management coordinator will control and maintain all employee accident and injury records. Records are maintained for a minimum of three (3) years and include:

1. Accident Investigation Reports.
2. Workers' Compensation Notice of Injury Reports DWC 1.

3. Log and Summary of Occupational Injuries and Illnesses LES SAF 200.

Section V.

SAFETY RULES, POLICIES AND PROCEDURES

The safety rules contained on these pages have been prepared to protect you in your daily work. Employees are to follow these rules, review them often and use good common sense in carrying out assigned duties.

Electricians

Carpenters

Plumbers

Electronics Technicians

Automotive Technicians

Landscaping

Machine Shop Personnel

Warehouse

Delivery Drivers

Fork Lift Operators

Painters

Teachers/Aides/Volunteers

AC Technicians

Custodians

Bus Drivers

Secretaries/Clerical

Food Service Workers

Miscellaneous

Access and Egress Safety For Cranes, Highlifts and Backhoes

1. Do not use load hooks that are cracked, bent or broken.
2. Do not use cranes that do not have their rated load capacity indicated on each side of the crane or on its load block.
3. Passengers are not permitted to ride inside the operator's cab of a truck crane or high lift.
4. Keep crane windows clean. Do not use a crane if its windows are broken.
5. Do not exceed the rated load capacity as specified by the manufacturer.
6. Do not operate a crane or lift on soft ground without using cribbing and mats.
7. Fully extend outriggers before attempting a lift.
8. Stay outside the barricades of the posted swing radius.
9. Do not perform any crane or lift refits or modifications without the manufacturer's approval.
10. Do not leave the crane or lift unattended with a hoisted load.
11. Do not hoist loads over people.
12. Do not drive on the road shoulders.
13. Wear a high visibility vest when working as a signalman.
14. Only follow the signals of the person designated to give you signals when operating a crane or lift.
15. Replace the belts, gears or rotating shaft guards after servicing a crane or lift; do not use the crane or lift if guards are missing from these areas.

Aggression Control Procedures

If you perceive no immediate physical threat:

1. Notify other staff members and have a stand-by to render assistance
2. State clearly who you are, what you can do to help, and your time limits.

If you perceive the possibility of severe physical injury:

1. State in clear concise terms what you want the individual to do.
2. State what you can do to help.
3. Speak with authority.
4. Assume a non-threatening physical posture and voice tone.
5. Make direct commands.
6. Set a time limit. At the end of set time limit, seek assistance.

If you are assaulted:

1. Leave area.

2. Report assault to law enforcement and to your supervisor.
3. Do not return alone. Bring assistance with you.

Breaking up altercations:

1. When spotting an altercation, GET HELP. Do not attempt to break it up alone.
2. Call for or send someone for help in the event of an altercation.
3. Wait for help from at least one other person. Do not intervene alone
4. Do not go between two people during an altercation. Use two or more people to separate them.

Automotive Lifts

1. Remove all tools, cords, hoses, trash and any other debris from the lift area and wipe up all grease and oil spills before driving a car or truck into your service bay.
2. Position the lift arms, adapters and supports to the center of the lift out of the way of the car's tires before driving the vehicle into the service bay.
3. Do not stand in front of a vehicle being driven into the service bay.
4. Do not use any lift that has cracked contact pads, cracked lift arms or any other visible damage.
5. Do not use wood or concrete blocks as a substitute for an extender.
6. Use wheel blocks to chock the wheels of any vehicle on a runway lift while the vehicle is on the lift.
7. Do not leave the controls unattended while the lift is in motion.
8. Do not block or "tie open" the lift's control while the lift is in motion.
9. Do not use the engine or transmission supports or stands as a substitute for jack stands.
10. If the vehicle begins to slip off the lift, run in the opposite direction of the fall but not toward a wall or work bench that might trap you between the object and the vehicle.
11. Before you lower the vehicle, remove tool trays, jack, engine and transmission stands, and other obstructions from under the vehicle.
12. Before removing the vehicle from your service bay, position lift arms and supports to the center of the lift away from the wheels of the vehicles.
13. Do not "tie down" or override the air or control valves of the lift.
14. Do not raise the vehicle with anyone inside.
15. When raising a vehicle, use the following procedure:
 - A. Use the lift to raise the vehicle about one foot off the ground and moderately push the rear or front bumper of the vehicle to ensure the vehicle frame is stably mounted on the support contact pads of the lift.
 - B. If the frame of the vehicle is not firmly touching a support contact pad or is slipping, immediately lower the vehicle and start over.

- C. Once the vehicle is secure on the lift, lift the vehicle to the desired work height and visually check those contact points for misalignment before going under the vehicle.
- D. As you raise the vehicle, you will hear a "clicking" noise, which indicates that the lift's locking device is engaging. If you do not hear the "clicking" noise, stop the lift, fully lower the vehicle and use another lift. Place an "Out of Service" tag on the control switch of the damaged lift and do not use it.
- E. If you will be working under a lift that will be positioned at a point below where the lift's locking device engages, place four jack-stands under the vehicle's frame or suspension for additional support before working under the vehicle.
- F. Wear safety goggles when working underneath vehicle lifts.

Backhoe/Power Shovel Operations

- 1. Do not operate backhoe, power shovels and other heavy equipment within two (2) feet from the edge of the excavation.
- 2. Do not use a bucket or other attachments as a staging or temporary platform for workers.
- 3. Stay in the compartment during operation of the backhoe or power shovel. Do not reach in or attempt to operate controls from outside the backhoe or power shovel.

Backpack Blowers

- 1. Do not use the blower to clean yourself.
- 2. Do not direct the blower toward bystanders.

Band Saws

- 1. If the material binds or pinches on the blade, turn the power switch of the band saw to "off" and allow the blade to stop before attempting to back the work away from the blade.
- 2. If the saw blade breaks, follow this procedure:
 - A. Shut off the power.
 - B. Lock the start switch in the "off" position.
- C. Do not attempt to remove any part of the saw blade until the machine has completely stopped.
 - 1. Set the work-piece securely against the jig before beginning the cut.
 - 2. Guide the work-piece using a clinched fist. Do not lay your hand flat on the work-piece.

3. Do not use your hands to clear scraps around the cutting blade of the band saw; use the pusher stick.

Batteries

1. Do not lay tools or metal parts on top of a battery.
2. Do not use a screwdriver to test the charge of a battery.
3. Turn battery chargers off prior to connecting the cables to the battery posts.
4. Always connect jumper cables to the good battery first. Always connect the ground on the battery needing to be charged last.
5. Do not connect the ground of a jumper cable directly to the battery being charged. Connect it to the metal frame of the car to keep sparks away from the body.
6. Do not smoke in the battery charging areas.
7. Manually flip the fan motor to the "on" position before operating the battery charger.
8. When charging or jumping batteries always connect the positive leads to the battery first and the negative leads last. When removing jumper cables or battery charger cables, always disconnect the negative cable first and the positive cable last.

Bus Drivers Bus Operation

1. Adjust all mirrors so that you have a clear view behind you and to the side of the bus.
2. Do not coast with the clutch disengaged or with the automatic transmission in neutral.
3. Shut off the motor and set the parking brake before leaving the bus. Do not leave the key in the ignition when the bus is left unattended.

Procedures at Railroad Crossings:

1. When approaching railroad tracks, bring your vehicle to a complete stop before crossing the tracks.
2. Do not shift gears when crossing railroad tracks.
3. Do not drive your vehicle through, around or under any crossing gate or barrier at a railroad crossing while such gate or barrier is closed or being opened or closed.

Cafeteria/Food Service Safety

1. Unplug the power cord from the wall outlet on electrical appliances such as blenders, grinders, and coffee pots before cleaning them.
2. Wear shoes with closed-toe, low-heel, and rubber or neoprene soles in the cafeteria kitchen.
3. Turn on the range exhaust hood fans when ranges are in operation.

4. Do not lean against equipment such as mixers, blenders or toasters when turning them "on" or "off".

Chain Saw Safety

1. When transporting a chain saw in a vehicle, keep the chain and the bar covered with a guard and, secure the saw to prevent fuel spillage.
2. When transporting a chain saw by hand, stop the engine, grip the saw handle, place the muffler at the side away from your body and position the guide bar to the rear. Do not remove the chain brake or alter handles, chain brake, chain or covers.
3. Always start a 10" or larger bar chain saw on the ground. Engage the chain brake, place one foot through the bottom handle, hold the top handle and pull the starter rope.
4. Do not place a chain saw on your knee when starting it.
5. Always use both hands to maintain control of the chain saw.
6. When moving from tree to tree or cut to cut, activate the chain brake, remove your finger from the trigger and keep the bar away from your body.
7. Do not operate a chain saw above your shoulder height.
8. Keep the nose of the bar clear of other nearby objects during cutting to prevent kickback.
9. Do not set a saw down while the blades are engaged.
10. Stop the engine and turn the switch to "off" when the chain saw will be left unattended.

Chemical Spills

1. Wear neoprene gloves, rubber boots, shoe covers, rubber aprons, and protective eyewear when cleaning spills from containers labeled "Flammable", "Corrosive", "Caustic" or "Poisonous".
2. Do not use protective clothing or equipment that has split seams, pin holes, cuts, tears, or other visible signs of damage.
3. Each time you use your gloves, wash your gloves before removing them using cold tap water and normal hand washing motion. Always wash your hands after removing the gloves.

4. If you come in contact with hazardous materials such as fertilizers, insecticides, drain openers, pool chemicals or paint products, wash the exposed area with water.
5. If a product is spilled onto your clothes, change your clothes as soon as possible.
6. Dispose used rags, debris and other waste in sealed bags or other closed containers after cleaning up a hazardous spill.

Circular Saws

1. Disconnect the plug from the power supply when the circular saw is not being used, before changing the blades, when making cutting depth or bevel adjustments, or when inspecting or cleaning the saw.

2. Do not use the circular saw if the lower guard does not close briskly and completely over the saw blade.

1. Do not wedge or tie the lower guard of the circular saw "open".
2. When pocket cutting, raise the lower guard of the circular saw by pulling the retracting lever.
3. Finger-tighten the depth and level adjustments before using the circular saw.
4. Do not use a washer or bolt to adjust the arbor size of the blade of the circular saw.
5. Grip the circular saw only by its handles when operating or transporting the saw.

Classroom and Office Safety

1. Close drawers and doors immediately after use.
2. Open one file cabinet drawer at a time.
3. Put heavy files in the bottom drawers of file cabinets.
4. Use the handle when closing doors, drawers, and files.
5. Use a ladder or step stool to retrieve or store items that are located above your head; do not stand on furniture to reach high places.
6. Do not kick objects out of your pathway; pick them up or push them out of the way.
7. Do not block your view by carrying large or bulky items; use a dolly or hand truck or get assistance from a fellow employee.
8. Store sharp objects, such as pens, pencils, letter openers or scissors in drawers or with the points down in a container.
9. Keep floors clear of items such as paper clips, pencils, tacks or staples.
10. Do not tilt the chair you are sitting in onto its back two legs.
11. Carry pencils, scissors and other sharp objects with the points down.
12. Position hands and fingers onto the handle of the paper cutter before pressing down on the blade.
13. Keep the paper cutter handle in the closed/locked position when it is not in use.
14. Do not use paper cutting devices if the finger guard is missing.
15. Keep fingers away from the ejector slot when loading or testing stapling

- devices.
16. Point the ejector slot away from yourself and bystanders when refilling staplers.
 17. Do not use extension or power cords that have the ground prong removed or broken off.
 18. Use a cord cover or tape the cord down when running electrical or other cords across aisles, between desks or across entrances or exits.
 19. Do not place your fingers in or near the feed of a paper shredder.
 20. Do not connect multiple electrical devices into a single outlet.
 21. Do not throw matches, cigarettes or other smoking materials into trash baskets.
 22. Keep doors in hallways fully open or fully closed.
 23. Use a staple remover, not your fingers, for removing staples.
 24. Turn off and unplug office machines before adjusting, lubricating or cleaning them.
 25. Do not use fans that have excessive vibration, frayed cords or missing guards.
 26. Do not place floor type fans in walkways, aisles or doorways.
 27. Use handrails when ascending or descending stairs or ramps.
 28. Obey all posted safety and danger signs.
 29. Do not use frayed, cut or cracked electrical cords.
 30. Do not store or leave items on stairways or walkways.
 31. Do not run on stairs or take more than one step at a time.
 32. Do not jump from ramps, platforms, ladders or step stools.
 33. Clean up spills or leaks immediately by using a paper towel, rag or a mop and bucket.

Compressed Gas Cylinders

Storage and Handling:

1. Do not handle oxygen cylinders if your gloves are greasy or oily.
2. Store all cylinders in the upright position.
3. Place valve protection caps on gas cylinders that are in storage or not in use.
4. Do not lift cylinders by the valve protection cap.
5. Do not store compressed gas cylinders in areas where they can come in contact with chemicals labeled "Corrosive".
6. Place cylinders on a cradle, slingboard, pallet or cylinder basket to hoist them.
7. Do not place cylinders against electrical panels or live electrical cords where the cylinder can become part of the circuit.

Cranes and Hoists

1. Do not use load hooks that are cracked, bent or broken.
2. Do not use cranes that do not have their rated load capacity indicated on each side of the crane or on its load block.
3. Passengers are not permitted to ride inside the operator's cab of a truck crane.
4. Keep crane windows clean. Do not use a crane if its windows are broken.
5. Do not exceed the rated load capacity as specified by the manufacturer.
6. Do not operate a crane on soft ground without cribbing and mats.
7. Fully extend outriggers before attempting a lift.
8. Stay outside the barricades of the posted swing radius.
9. Do not perform any crane refits or modifications without the manufacturer's approval.
10. Do not leave the crane unattended with a hoisted load.
11. Do not hoist loads over people.
12. Do not drive on the road shoulders.
13. Wear a high visibility vest when working as a signalman.
14. Only follow the signals of the person designated to give you signals when operating a crane.
15. Replace the belts, gears or rotating shaft guards after servicing a crane; do not use the crane if guards are missing from these areas.

Driving Rules

1. Slide materials to the end of the tailgate before attempting to lift them off of a pickup truck. Do not lift over the walls or tailgate of the truck bed.
2. Shut all doors and fasten your seat belt before moving the vehicle.
3. Obey all traffic patterns and signs at all times.
4. Maintain a three point contact using both hands and one foot or both feet and one hand when climbing into and out of trucks.
5. Only service delivery personnel are permitted to operate a service vehicle.
6. Do not ride in the bed of a pick-up truck.
7. Allow for greater stopping distance with heavier loads.

Edging

1. Do not start an edger if the blade is touching the ground.
2. Operate the edger at full blade speed.
3. When edging along roads, stay as close to the curb as possible.

Electrical Powered Tools

1. Do not use power equipment or tools on which you have not been trained.

2. Do not use cords that have splices, exposed wires or cracked or frayed ends.
3. Do not carry plugged in equipment or tools with your finger on the switch.
4. Do not carry equipment or tools by the cord.
5. Do not operate power hand tools or portable appliances while holding a part of the metal casing or holding the extension cord in your hand. Hold all portable power tools by the plastic hand grip or other nonconductive areas designed for gripping purposes.
6. Disconnect the tool from the outlet by pulling on the plug, not the cord.
7. Turn the tool off before plugging or unplugging it.
8. Do not leave tools that are "on" unattended.
9. Do not handle or operate electrical tools when your hands are wet or when you are standing on wet floors.
10. Turn off electrical tools and disconnect the power source from the outlet before attempting repairs or service work. Tag the tool "Out of Service".
11. Do not remove the ground prong from electrical cords.
12. Do not use an adapter such as a cheater plug that eliminates the ground.
13. Do not connect multiple electrical tools into a single outlet.
14. Do not run extension cords through doorways, through holes in ceilings, walls or floors.
15. Do not drag, step on or place objects on a cord.

Electrical Safety

1. Don't wear metal jewelry that might make contact with electric current.
2. Wear eye protection where required.
3. Wear rubber soled shoes or boots on damp or wet surfaces.
4. Wear safety approved rubber and leather gloves when you work with electricity.
5. Read warning signs. They're posted to inform and protect you.
6. Study the operation manual for tools and equipment before you use them, then follow instructions.
7. Light your work safely with extension lamps that have nonconductive handles, sockets and guards.
8. Take care of extension cords so they don't twist or break. Make sure they're out of the way, so they won't get walked on.
9. Disconnect cords by grasping the plug. Don't yank them out.
10. Watch for makeshift wiring that can cause shocks and fires.
11. Follow lockout and tag out procedures before you begin repairs. Move the switch into the "off" position. Test equipment with meters.
12. Use Ground Fault Circuit Interrupters.
13. Choose battery powered tools wherever possible, especially when you're working outside.
14. Report immediately any defective or damaged equipment, machinery,

tools or wiring to your supervisor.

Files

- 1. Do not use a file as a pry bar, hammer, screwdriver or chisel.**
- 2. When using a file or a rasp, grasp the handle in one hand and the toe of the file in the other.**
- 3. Do not hammer on a file.**

Flooring

- 1. Do not start to work on tiered buildings until the floor has been planked or decked over its entire surface, except for access openings.**
- 2. Do not erect temporary flooring above protruding re-bar needles.**

Forklift Operators Pre-Use Inspection

Do not use a forklift if any of the following conditions exist:

- 1. The mast has broken or cracked weld-points.**
- 2. The roller tracks are not greased or the chains are not free to travel.**
- 3. Forks are unequally spaced or cracks exist along the blade or at the heels.**
- 4. Hydraulic fluid levels are low.**
- 5. Hydraulic line and fitting have excessive wear or are crimped.**
- 6. Fluid is leaking from the lift or the tilt cylinders.**
- 7. The hardware on the cylinders is loose.**
- 8. Tires are excessively worn, split or have missing tire material.**
- 9. Air filled tires are not filled to the operating pressure indicated on the tire.**
- 10. Batteries have cracks or holes, uncapped cells, frayed cables, broken cable insulation, loose connections or clogged vent caps.**

Forklift Safety Rules

- 1. Do not exceed the lift capacity of the forklift. Read the lift capacity plate on the forklift if you are unsure.**
- 2. Follow the manufacturer's guidelines concerning changes in the lift capacity before adding an attachment to a forklift.**
- 3. Lift the load an inch or two to test for stability: If the rear wheels are not in firm contact with the floor, take a lighter load or use a forklift with a higher lift capacity.**
- 4. Do not raise or lower a load while you are en-route. Wait until you are in the loading area and have stopped before raising or lowering the load.**
- 5. After picking up a load, adjust the forks so that the load is tilted slightly**

- backward for added stability.
6. Drive with the load at a ground clearance height of 4-6 inches at the tips and 2 inches at the heels in order to clear most uneven surfaces and debris.
 7. Drive at a walking pace and apply brakes slowly to stop when driving on slippery surfaces such as icy or wet floors.
 8. Approach railroad tracks at a 45 degree angle.
 9. Do not drive over objects in your pathway.
 10. Do not drive into an area with a ceiling height that is lower than the height of the mast or overhead guard.
 11. Steer wide when making turns.
 12. Do not drive up to anyone standing or working in front of a fixed object such as a wall.
 13. Do not drive along the edge of an unguarded elevated surface such as a loading dock or staging platform.
 14. Obey all traffic rules and signs.
 15. Sound horn when approaching blind corners, doorways or aisles to alert other operators and pedestrians.
 16. Do not exceed a safe working speed of five miles per hour; slow down in congested areas.
 17. Stay a minimum distance of three truck lengths from other operating mobile equipment.
 18. Drive in reverse and use a signal person when your vision is blocked by the load.
 19. Look in the direction that you are driving; proceed when you have a clear path.
 20. Do not use bare forks as a man-lift platform.
 21. Do not drive the forklift while people are on the attached man-lift platform.
 22. Drive loaded forklifts forward up ramps.
 23. Raise the forks an additional two inches to avoid hitting or scraping the ramp surface as you approach the ramp.
 24. Drive loaded forklifts in reverse when driving down a ramp.
 25. Drive unloaded forklifts in reverse when going up a ramp and forward when going down a ramp.
 26. Do not attempt to turn around on a ramp.
 27. Do not use "reverse" to brake.
 28. Lower the mast completely, turn off the engine and set the parking brake before leaving your forklift.

Fueling Vehicles

1. Turn the vehicle off before fueling.
2. Do not smoke while fueling a vehicle.
3. Wash hands with soap and water if you spill gasoline on your hands.
4. Do not over-fill vehicles.

5. Turn off all electrical switches on vehicles or attached power equipment.

Gasoline Powered Lawn Maintenance Tools

1. Do not operate powered equipment if you have not been trained.
2. Do not use tools that have parts, which are loose, worn, cracked or otherwise visibly damaged.
3. Do not alter or bypass any safety device provided by the manufacturer.
4. Only use grip locations specified by the manufacturer as handholds when operating the unit.
5. Do not pour fuel into the tank of a running engine.
6. Do not smoke while servicing, using or refueling a gasoline powered tool.
7. Do not run a gasoline engine inside the storage shed.
8. Turn the power switch of the engine to "off" when you are not cutting or trimming.
9. Allow the engine to cool before performing maintenance on it or refueling it.
10. Allow the engine to cool before covering or storing it in the storage shed.

General Machine Shop Safety

1. Replace the guards before starting machines, after making adjustments or repairs.
2. Do not remove, alter or bypass any safety guards or devices when operating any piece of equipment or machinery.
3. Do not wear loose clothing or jewelry in the machine shop.
4. Long hair must be contained under a hat or hair net, regardless of gender.
5. Read and obey safety warnings posted on or near any machinery.
6. Follow the safe handling instructions listed on the label of the container or listed on the corresponding Material Safety Data Sheet when handling each chemical in the machine shop.
7. Use personal protective clothing or equipment such as rubber gloves and protective eyewear, when using chemicals labeled "Flammable".
8. Do not use protective clothing or equipment that has split seams, pin holes, cuts, tears, or other signs of visible damage.
9. Each time you use your gloves, wash your gloves before removing them using cold tap water and normal hand washing motion. Always wash your hands after removing the gloves.
10. Do not handle or load any containers of chemicals if their containers are cracked or leaking.
11. Do not use chemicals from unlabeled containers and unmarked cylinders.

Grinders

1. Wear safety glasses, goggles or face shields when operating a grinder.
2. Do not continue to work if your safety glasses become fogged. Stop work and clean the glasses until the lenses are clear and defogged.
3. Do not use grinding wheels that have chips, cracks or grooves.
4. Adjust the tongue guard so that it is no more than 1/4 inch from the grinding wheel.
5. Do not try to stop the wheel with your hand, even if you are wearing gloves.

Hammers

1. Do not strike a hardened steel surface, such as a cold chisel, with a claw hammer.
2. Do not use a hammer if your hands are oily, greasy or wet.
3. Do not use a hammer as a wedge or a pry bar.
4. Use only sledge type hammer on a striking face wrench.

Hand Tool Safety

1. Tag worn, damaged or defective tools "Out of Service" and do not use them.
2. Do not use a tool if its handle has splinters, burrs, cracks or splits, or if the head of the tool is loose.
3. Do not use impact tools such as hammers or chisels that have mushroomed heads.
4. When handing a tool to another person, direct sharp points and cutting edges away from yourself and the other person.
5. Do not carry a sharp or pointed hand tool such as a screwdriver, chisel, or file in your pocket unless the tool or pocket is sheathed.
6. Do not perform "make-shift" repairs to tools.
7. Transport hand tools only in tool boxes or tool belts.
8. Wear safety glasses, goggles or face shield when operating grinders.
9. Do not continue to work if your safety glasses become fogged. Stop work and clean the glasses until the lenses are clear and defogged.
10. Keep the blade of all cutting tools sharp.
11. Carry all sharp tools in a sheath or holster.
12. When using knives, shears or other cutting tools, cut in a direction away from your body.
13. Do not carry sharp or pointed hand tools such as screwdrivers, scribes or files in your pocket unless the tool or pocket is sheathed.

Handling Chemicals

1. Read and follow the safety instructions on the chemical container label

and on the corresponding Material Safety Data Sheets before using, handling, or applying the chemicals in your workplace.

2. Wash your hands after stocking bags labeled "fertilizers" and "insecticides".
3. Do not use chemicals from unlabeled containers and unmarked cylinders. These chemicals should be identified and marked or disposed of properly.
4. Do not drag containers labeled "Flammable".

Heavy Equipment Safety

1. Wear hard hats, hearing protection and safety goggles while operating heavy equipment.
2. Wear seat belts when operating scrapers, loaders, dozers, tractors and graders.
3. No passengers are permitted on heavy equipment.
4. Keep windows and windshield clean.
5. Do not use heavy equipment if its horn and backup alarm do not sound.
6. Do not crawl under the raised dump body during inspection of a dump truck.
7. Turn off the engine before leaving heavy equipment unattended.
8. Do not jump off of or on to any heavy equipment.
9. Do not stay in the cab of haulage vehicles while the payload is being loaded or unloaded by cranes or loaders.
10. When finished using bulldozers or loaders, land the blade on the ground, set the brakes, turn off the power and shift the gear lever into neutral.
11. Keep heavy equipment in gear when going down grade. Do not use neutral.
12. Do not enter the bucket swing radius while the equipment is in operation.
13. Display the "Slow Moving Vehicle" sign when operating heavy equipment on roads.

Tractors

1. Stop the tractor, place it in neutral, and set the brakes before coupling any equipment to the tractor.
2. Do not make sharp turns when traveling downhill or traversing a slope.
3. Keep the tractor in gear when going downhill. Do not use neutral. If the brakes will not hold the load, drop or drag the bowl to make an emergency stop.
4. When replacing blades on tractors, lift the blade to the desired height and place blocks under the bottom of the blade near the ground plates.

Housekeeping

1. Do not place material such as boxes or trash in walkways and

- passageways.
2. Keep walking surfaces of elevated working platforms, such as scaffolds, clear of tools and materials that are not being used.
 3. Remove protruding nails or bend them down into the lumber by using a claw hammer.
 4. Return tools to their storage places after use.
 5. Do not use gasoline for cleaning purposes.

Job Site Traffic Control

1. Always set barricade work areas to protect workers from traffic.
2. Do not work outside the barricaded work area.

Lifting Procedures

1. Plan the move before lifting; remove obstructions from your chosen pathway.
2. Test the weight of the load before lifting by pushing the load along its resting surface.
3. If the load is too heavy or bulky, use lifting and carrying aids such as hand trucks, dollies, pallet jacks and carts, or get assistance from a coworker.
4. If assistance is required to perform a lift, coordinate and communicate your movements with those of your coworker.
5. Position your feet 6 to 12 inches apart with one foot slightly in front of the other.
6. Face the load.
7. Bend at the knees, not at the back.
8. Keep your back straight.
9. Get a firm grip on the object with your hands and fingers (use handles when present).
10. Never lift anything if your hands are greasy or wet.
11. Wear protective gloves when lifting objects with sharp corners or jagged edges.
12. Hold objects as close to your body as possible.
13. Perform lifting movements smoothly and gradually; do not jerk the load.
14. If you must change direction while lifting or carrying the load, pivot your feet and turn your entire body. Do not twist at the waist.
15. Set down objects in the same manner as you picked them up, except in reverse.
16. Do not lift an object from the floor to a level above your waist in one motion. Set the load down on a table or bench and then adjust your grip before lifting it higher.
17. Slide materials to the end of the tailgate before attempting to lift them off a pickup truck. Do not lift over the walls or tailgate of the truck bed.

Line Trimming/Weed Eater

Before refueling the trimmer, remove it from your harness, place it on the ground, and allow the engine to cool.

Loading and Unloading

1. Engage air brakes or chock the wheels of the truck or trailer.
2. Do not drive away without first inspecting to see if all people and forklifts are out of the vehicle bed area.
3. Park the vehicle in such a location that exposure to traffic when unloading is limited.

Loading Docks

1. Keep the forklift clear of the dock edge while vehicles are backing up to the dock.
2. Do not begin loading or unloading until the supply truck has come to a complete stop, the engine has been turned off, the dock lock has been engaged, and the wheels have been chocked.
3. Attach the bridge or dock plate before driving the forklift into the truck.
4. Do not drive the forklift into a truck bed that has soft or loose decking or other unstable flooring.
5. Drive straight across the bridge plates when entering or exiting the trailer.
6. Use dock lights or headlights when working in a dark trailer.

Material Handling

1. Do not stand on a truck while materials are being loaded into it or unloaded from it by cranes.
2. Store materials at least six (6) feet away from the edge of floors that are elevated more than 36 inches (three (3) feet) from the ground.
3. Store all flammable materials in approved flammable cabinets or rooms.

Mowing

1. Visually inspect the area to be mowed. Remove or mow around hazards such as tree stumps, roots, rocks, branches, sprinklers, hoses, electrical cords, light fixtures, pipes, clotheslines, and toys.
2. Never bypass the kill switch on the mower handle.
3. Only the operator is permitted to ride on a riding mower.
4. Put the riding power mower into neutral before starting it or "shutting it off".
5. Turn the mower to "off" before dumping the grass catcher or removing clogged grass from the chute.

6. When using a riding mower, mow up and down the slope. Do not mow across a slope.
7. To mow across a slope, use the upright mower.
8. Keep the mower in gear when going down slopes.
9. Do not ride over raised sprinkler heads or plastic edging while blades are running.
10. Do not mow areas where students or staff are present.

Painting Safety

1. Store rags that have oil or paint on them in closed metal containers labeled "oily rags".
2. Press the pressure relief valve on painting canisters and painting guns prior to disconnecting them.
3. Do not store food or eat where spray painting is being performed.
4. Close the lids of containers of paint and thinner tightly, after each use, or when these containers are not being used.

Pesticide and Fertilizer Application/Spraying Operators

1. Do not handle or spray pesticides if you have open cuts or scratches on exposed skin surfaces on your arms or hands.
2. Visually inspect the area to be sprayed for trip hazards, low branches, and clothes lines before beginning the job. Avoid these hazards as you spray.
3. Keep containers tightly closed when you have finished using them.
4. Do not transfer pesticides or fertilizers into an unmarked or unlabeled container.
5. Do not transport a pesticide container in the cab of a service vehicle.
6. Always spray downwind; do not stand downwind when others are spraying.
7. Do not smoke or carry smoking materials while handling or spraying from containers.
8. Wash pesticide contaminated clothes separately from other clothing.
9. Carry fresh water and soap in the service vehicle when you are going to a pesticide or fertilizer spraying job.
10. Remove work clothes immediately whenever clothing becomes soaked or wet with liquids from containers.
11. Do not use empty or washed containers labeled "Pesticide" as eating or drinking containers.
12. At the end of the workday, remove work clothes and take a shower in the employee locker room before going home.
13. Refill the containers labeled "Hand wash", "Soap cleanser", and "Drinking water" that are on the service vehicles before going to a pesticide or fertilizer spraying job. Do not drink from the "Hand wash"

container; do not wash hands from the "Drinking water" container.

14. Label all areas that have been treated with pesticides in order to alert students and staff.

Picking Up a Load

1. "Square up" on the center of the load and approach it straight on with the forks in the travel position.
2. Stop when the tips of your forks are about a foot from the load.
3. Level the forks and slowly drive forward until the load is resting against the backrest of the mast.
4. Lift the load high enough to clear whatever is under it.
5. Back up about one foot then slowly and evenly tilt the mast backwards to stabilize the load.

Putting a Load Down

1. "Square-up" and stop about one foot from desired location.
2. Level the forks and drive to the loading spot.
3. Slowly lower the load to the floor.
4. Tilt the forks slightly forward so that you do not hook the load.
5. When the path behind you is clear of obstructions, back straight out until the forks have cleared the pallet.

Pliers

1. Do not use pliers as a wrench or a hammer.
2. Do not slip a pipe over the handles of pliers to increase leverage.
3. Use pliers with an insulated handle for electrical work.
4. Do not use pliers that are cracked, broken or sprung.

Rules Power Saw General

1. Wear safety goggles, protective gloves, a dust mask and hearing protection when operating a power saw.
2. Do not continue to work if your safety glasses become fogged. Stop work and clean the glasses until the lenses are clear and defogged.
3. Do not wear loose clothing or jewelry.
4. Long hair must be contained under a hat or hair net, regardless of gender.
5. Read and obey safety warnings posted on or near any power saw.
6. Replace the guard before starting a power saw and after making adjustments or repairs.
7. Do not remove, alter or bypass any safety guards or devices when operating any power saw.

8. Do not use a power saw that has cracked, broken, or loose guards or other visible damage.
9. Remove all nails from the stock before using the power saw to cut the stock.
10. Do not make measurements to the stock while the power saw is running. Make the measurements before turning the power switch to the "on" position.
11. When using the power saw, do not hold the workpiece against your body when making the cut.
12. Do not perform cutting operations with the power saw while standing on a wet or slippery floor.
13. When using the power saw, do not reach across the cutting operation.
14. Cut away from your body and below your shoulder level when you are using a power saw.
15. Use the pusher stick to guide materials through the power saw when cutting short stock.
16. Do not try to stop a work-piece as it goes through any power saw. If the power saw becomes jammed, disconnect the power before clearing the jam.
17. Turn the power switch of the saw to "off" and allow the blade to stop before attempting to pull out an incomplete cut.
18. Do not feed the material faster than the power saw can cut it.

Radial Arm Saws

1. Stop using the saw if the lower portion of the blade hood is not adjusting itself to the thickness of the material being cut as the blade passes through the material.
2. When cutting, pull the radial arm saw to the point necessary to complete the cut, release it, then let it return to its stored position. If the saw movement is sluggish or hesitant and it does not return to its stored position in a smooth and timely fashion, turn the power switch of the saw to "off" and tag it "Out of Service".
3. Allow the radial arm saw to return to its stored position before removing the stock from the table.
4. Lay the stock "squarely" and "solidly" on the table for cross-cutting.
5. Use a clamp to secure cylindrical stock to the table before cutting the stock with a radial arm saw.
6. Use the anti-kickback device on the radial arm saw when it is used for ripping.
7. Use the spreader when ripping to prevent the wood from immediately coming back together and binding the blade.
8. Position the spreader directly in line with the blade.
9. Feed the material to be cut against the revolving blade from the side where the blade rotates upward.

Riveting and Bolting

1. Do not use your hands to guide a bit into place when riveting or bolting steel.
2. Disconnect the snap and plunger from an air hammer when it is not in use.
3. Do not pass air powered tools by the hose from one worker to another.
4. Do not throw material from one person to another. Use tag lines and a basket to hoist bolts, washers, drift pins and tools.
5. Use a receptacle or a net to catch rivets or bolts that are knocked off or backed out from your work area.
6. Do not carry nuts, bolts, rivets or drift pins in your hands or pockets; use the carrying/storing container provided for this purpose.

Roofing Safety

Do not stand, work, or operate equipment such as felt-laying machines or mechanical moppers within three feet of any unprotected roof opening or within five feet of any unprotected roof edge.

Fall Protection Guidelines

A. General

1. Fall protection systems shall comply with the applicable provisions of OSHA Standard 1926.502.
2. Employers shall provide and install all fall protection systems required by this subpart for an employee, and shall comply with all other pertinent requirements of this subpart before that employee begins the work that necessitates the fall protection.

A. Guardrail systems.

1. Guardrail systems and their use shall comply with the provisions of OSHA 1926.502.
2. Guardrail systems shall be capable of withstanding, without failure, a force of at least 200 pounds (890N), applied within 2 inches (5.1 cm) of the top edge, in any outward or downward direction, at any point along the top edge.

A. Safety net systems.

1. Safety net systems and their use shall comply with the provisions of OSHA 1926.502.

2. Safety nets shall extend outward from the outer most projection of the work surface as follows:

Minimum required horizontal distance

**Vertical distance from working level of outer edge of net from the edge of
To horizontal plane of net the working surface**

Up to 5 feet 8 feet

More than 5 feet up to 10 feet 10 feet

More than 10 feet 13 feet

A. Personal fall arrest systems.

1. Personal fall arrest systems and their use shall comply with OSHA 1926.502.
2. Effective January 1, 1998, body belts are not acceptable as part of a personal fall arrest system. Note: The use of a body belt in a positioning device system is acceptable and is regulated under paragraph (e) of OSHA 1926.502.

A. Controlled access zones.

1. Controlled access zones shall conform to OSHA 1926.501(b)(9) and 1926.502(k).
2. When used to control access to areas where leading edge and other operations are taking place the controlled access zone shall be defined

by a control line or by any other means that restricts access.

A. Safety monitoring systems.

1. Safety monitoring systems shall conform to OSHA 1926.501(b)(10) and 1926.502(k).
2. The employer shall designate a competent person to monitor the safety of other employees and employer shall ensure that the safety monitor complies with the following requirements:
 - a. The safety monitor shall be competent to recognize fall hazards;
 - b. The safety monitor shall warn the employee when it appears that the employee is unaware of a fall hazard or is acting in an unsafe manner;
 - c. The safety monitor shall be on the same walking/working surface and within visual sighting distance of the employee being monitored;
 - d. The safety monitor shall be close enough to communicate orally with the employee; and
 - e. The safety monitor shall not have other responsibilities which could take the monitor's attention from the monitoring function.

A. Covers.

1. All holes in floors, roofs, and other walking/working surfaces shall be covered
2. All covers shall be capable of supporting, without failure, at least twice the weight of employees, equipment, and materials that may be imposed on the cover at any one time.

A. Toeboards.

1) Toeboards, when used as falling object protection, shall be erected along the edge of the overhead walking/working surface for a distance sufficient to protect employees below.

Sanding Equipment

1. Always leave the floor sanding machine(s) unplugged until ready for use.
2. Unplug the belt sander when changing the sander belt.
3. Always use approved dust mask when sanding.

Screwdrivers

1. Always match the size and type of screwdriver blade to fit the head of the screw.
2. Do not hold the work-piece against your body while using a screwdriver.
3. Do not put your fingers near the blade of the screwdriver when tightening a screw.
4. Do not force a screwdriver by using a hammer or pliers on it.
5. Do not use a screwdriver as a punch, chisel or pry bar.
6. Use a screwdriver that has an insulated handle for electrical work.
7. Do not use a screwdriver if your hands are wet, oily or greasy.
8. When using a spiral ratchet screwdriver, push down firmly and slowly.

Self Propelled Boom

1. Never fill fuel tank while engine is running or hot; avoid the possibility of spilled fuel causing a fire.
2. Always refuel slowly to avoid spillage.
3. When starting engine, maintain a safe distance from moving parts of equipment.
4. Do not start engine with clutch engaged.
5. Do not spin hand crank when starting. Keep cranking components clean and free from conditions which might cause the crank jaw to bind and not release properly. Oil periodically to prevent rust.
6. Never run engine with governor disconnected, or operate at load speeds in excess of 2800 RPM for model VH4D, 2400RPM, for model VG4D and 3000 RPM for model V-465D.
7. Do not operate engine in a closed building unless the exhaust is piped outside. This exhaust contains carbon monoxide, a poisonous, odorless and invisible gas, which if breathed causes serious illness and possible death.
8. Never make adjustments on machinery while it is connected to the engine without first removing the ignition cables from the spark plugs. Turning the machinery over by hand during adjusting or cleaning might start the engine and machinery with it, causing serious injury to the operator.
9. Precaution is the best insurance against accidents.

Shop Safety

1. Wear safety goggles when working underneath vehicles or around solvents.
2. Do not take any cigarette lighters into the shop area.
3. Do not wear jewelry or loose clothing while working in the shop area.

4. Return tools to their storage places after use.
5. Use personal protective clothing or equipment such as neoprene gloves, rubber boots, shoe covers, rubber aprons and protective eyewear, when using chemicals labeled "Flammable", "Corrosive", "Caustic" or "Poisonous".
6. Do not use gasoline or thinners for cleaning purposes.
7. Wear your bump cap when working underneath a vehicle.
8. Wear safety glasses or your full-face shield when working on a brake drum of an automobile.
9. Do not use air hoses to clean brake drums.
10. Wash down all brake drums and components with a liquid soap cleaning solution, or water before removing them.
11. Follow these steps when handling hot automotive parts that have been removed from vehicles:

A. Pick up the part using gloves, heat resistant pads or dry rags.

B. Place hot parts such as loose pipes and mufflers in metal containers that are labeled "Hot Metal Parts Only".

1. Use a flexible exhaust hose to vent engine exhaust to the outside when the shop bay doors are closed.
2. Use a cord cover or tape the cord down when running electrical or other cords across aisles, between desks or across entrances or exits.

Servicing Multi-Piece and Single Rim Wheels

Scope:

This section applies to the servicing of multi-piece and single piece rim wheels used on large vehicles such as trucks, tractors, trailers, buses and off-road machines. It does not apply to the servicing of rim wheels used on automobiles, or on pickup trucks and vans utilizing automobile tires or truck tires designated "LT".

This section does not apply to employers and places of employment regulated under the Construction Safety Standards, 29 CFR Part 1926; the Agriculture Standards, 29 CFR Part 1928; the Shipyard Standards, 29 CFR Part 1915; or the Longshoring Standards, 29 CFR Part 1918.

All provisions of this section apply to the servicing of both single piece rim wheels and multi-piece rim wheels unless designated otherwise.

Definitions:

Barrier means a fence, wall or other structure or object placed between a single

piece rim wheel and an employee during tire inflation to contain the rim wheel components in the event of the sudden release of the contained air of the single piece rim wheel.

Charts means the U.S. Department of Labor, Occupational Safety and Health Administration publications entitled "Demounting and Mounting Procedures for Truck/Bus Tires" and "Multi-Piece Rim Wheel Matching Chart", the National Highway Traffic Safety Administration (NHTSA) publications entitled

"Demounting and Mounting Procedures for Truck/Bus Tires" and "Multi-Piece Rim Wheel Matching Chart", or any other poster which contains at least the same instructions, safety precautions and other information contained in the charts that is applicable to the types of wheels being serviced.

Installing a rim wheel means the transfer and attachment of an assembled rim wheel onto a vehicle axle hub.

Removing means the opposite of installing.

Mounting a tire means the assembly or putting together of the wheel and tire components to form a rim wheel, including inflation.

Demounting means the opposite of mounting.

Multi-piece rim wheel means the assemblage of a multi-piece wheel with the tire tube and other components.

Multi-piece wheel means a vehicle wheel consisting of two or more parts, one of which is a side or locking ring designed to hold the tire on the wheel by interlocking components when the tire is inflated.

Restraining device means an apparatus such as a cage, rack, assemblage of bars and other components that will constrain all rim wheel components during an explosive separation of a multi-piece rim wheel or during the sudden release of the contained air of a single piece rim wheel.

Rim manual means a publication containing instructions from the manufacturer or other qualified organization for correct mounting, demounting, maintenance, and safety precautions peculiar to the type of wheel being serviced.

Rim wheel means an assemblage of tire, tube and liner (where appropriate), and wheel components.

Service or servicing means the mounting and demounting of rim wheels, and related activities such as inflating, deflating, installing, removing, and handling.

Service area means that part of an employer's premises used for the servicing of rim wheels or any other place where an employee services rim wheels.

Single piece rim wheel means the assemblage of single piece rim wheel with the tire and other components.

Trajectory means any potential path or route that a rim wheel component may travel during an explosive separation, or the sudden release of the pressurized air, or an area at which an airblast from a single piece rim wheel may be released. The trajectory may deviate from paths which are perpendicular to the assembled position of the rim wheel at the time of separation or explosion (See Appendix A for examples of trajectories).

Wheel means that portion of a rim wheel which provides the method of attachment of the assembly to the axle of a vehicle and also provides the means to contain the inflated portion of the assembly (i.e.: the tire and/or tube).

Employee Training

- 1. The employer shall provide a program to train all employees who service rim wheels in the hazards involved in servicing those rim wheels and the safety procedures to be followed.**
- 2. The employer shall assure that no employee services any rim wheel unless the employee has been trained and instructed in correct procedures of servicing the type of wheel being serviced and in the safe operating procedures described in paragraphs of this section.**
- 3. Information to be used in the training program shall include, at a minimum, the applicable data contained in the charts (rim manuals) and the contents of this standard.**
- 4. Where an employer knows or has reason to believe that any of his employees is unable to read and understand the charts or rim manual, the employer shall assure the employee is instructed concerning the contents of the charts and rim manual in a manner which the employee is able to understand.**
- 5. The employer shall assure each employee demonstrates and maintains the ability to service rim wheels safely, including performance of the following tasks:**
 - A. Demounting of tires (including deflation)**
 - B. Inspection and identification of the rim wheel components**
 - C. Mounting of tires (including inflation with a restraining device or other safeguard required by this section).**
 - D. Use of the restraining device or barrier and other equipment required by this section.**

- E. Handling of rim wheels**
 - F. Inflation of the tire when a single piece rim wheel is mounted on a vehicle.**
 - G. An understanding of the necessity of standing outside the trajectory both during inflation of the tire and during inspection of the rim wheel following inflation and installation and removal of rim wheels.**
- 1. The employer shall evaluate each employee's ability to perform these tasks and to service rim wheels safely, and shall provide additional training as necessary to assure each employee maintains his or her proficiency.**

Tire Servicing Equipment

- 1. The employer shall furnish a restraining device for inflating tires on multi-piece wheels.**
- 2. The employer shall provide a restraining device or barrier for inflating tires on single piece wheels unless the rim wheel will be bolted onto a vehicle during inflation.**
- 3. Restraining devices and barriers shall comply with the following requirements:**
 - A. Each restraining device or barrier shall have the capacity to withstand the maximum force that would be transferred to it during a rim wheel separation occurring at 150% of the maximum tire specification pressure for the type of rim wheel being serviced.**
 - B. Restraining devices and barriers shall be capable of preventing the rim wheel components from being thrown outside or beyond the device.**
 - C. Restraining devices and barriers shall be visually inspected prior to each day's use and after any separation of the rim wheel components or sudden release of contained air. Any restraining device or barrier exhibiting damage such as the following defects shall be immediately removed from service:**
 - 1. Cracks at welds**
 - 2. Cracked or broken components**
 - 3. Bent or sprung components caused by mishandling, abuse, tire explosion or rim wheel separation**
 - 4. Pitting of components due to corrosion**
 - 5. Other structural damage which would decrease its effectiveness**
- 1. Restraining devices or barriers removed from service shall not be returned to service until they are repaired and reinspected. Restraining devices or barriers requiring structural repair such as component**

replacement or rewelding shall not be returned to service until they are certified by either the manufacturer or a Registered Professional Engineer as meeting the strength requirements of this section.

2. The employer shall furnish and assure an air line assembly consisting of the following components by used for inflating tires:
 - A. A clip on chuck
 - B. An in-line valve with a pressure gauge or a presentable regulator
 - C. A sufficient length of hose between the clip on chuck and the in-line valve (if one is used) to allow the employee to stand outside the trajectory
1. Current charts or rim manuals containing instructions for the type of wheels being serviced shall be available in the service area.
2. The employer shall furnish and assure only tools recommended in the rim manual for the type of wheel being serviced are used to service rim wheels.

Wheel Component Acceptability

1. Multi-piece wheel components shall not be interchanged except as provided in the charts or in the applicable rim manual.
2. Multi-piece wheel components and single piece wheels shall be inspected prior to assembly. Any wheel or wheel component which is bent out of shape, pitted from corrosion, broken, or cracked shall not be used and shall be marked or tagged unserviceable and removed from the service area. Damaged or leaky valves shall be replaced.
3. Rim flanges, rim gutters, rings, bead seating surfaces and the bead areas of tires shall be free of any dirt, surface rust, scale or loose or flaked rubber buildup prior to mounting and inflation.
4. The size (bead diameter and tire/wheel widths) and type of both the tire and the wheel shall be checked for compatibility prior to assembly of the rim wheel.

Safe Operating Procedure--Multi-Piece Rim Wheels

1. The employer shall establish a safe operating procedure for servicing multi-piece rim wheels and shall assure employees are instructed in and follow that procedure. The procedure shall include at least the following elements:
 - A. Tires shall be completely deflated before demounting by removal of the valve core

B. Tires shall be completely deflated by removing the valve core before a rim wheel is removed

From the axle in either of the following situations:

- 1. When the tire has been driven under inflated at 80% or less of its recommended pressure, or**
- 2. When there is obvious or suspected damage to the tire or wheel components**
- 3. Rubber lubricant shall be applied to bead and rim mating surfaces during assembly of the wheel and inflation of the tire unless the tire or wheel manufacturer recommends against it**

C. If a tire on a vehicle is under inflated but has more than 80% of the recommended pressure, the tire may be inflated while the rim wheel is on the vehicle provided remote control inflation equipment is used, and no employees remain in the trajectory during inflation

D. Tire shall be inflated outside a restraining device only to a pressure sufficient to force the tire bead onto the rim ledge and create an airtight seal with the tire and bead

E. Whenever a rim wheel is in a restraining device the employee shall not rest or lean any part of this body or equipment on or against the restraining device

F. After tire inflation, the tire and wheel components shall be inspected while still within the restraining device to make sure they are properly seated and locked. If further adjustment to the tire or wheel components is necessary, the tire shall be deflated by removal of the valve core before the adjustment is made.

G. No attempt shall be made to correct the seating of side and lock rings by hammering, striking, or forcing the components while the tire is pressurized.

H. Cracked, broken, bent or otherwise damaged rim components shall not be reworked, welded, brazed, or otherwise heated.

I. Whenever multi-piece rim wheels are being handled, employees shall stay out of the trajectory unless the employer can demonstrate that performance of the servicing makes the employee's presence in the trajectory necessary.

J. No heat shall be applied to a multi-piece wheel or wheel component

Safe Operating Procedure-Single Piece Rim Wheels

The employer shall establish a safe operating procedure for servicing single piece rim wheels and shall assure that employees are instructed in and follow that procedure. The procedure shall include at least the following elements:

1. Tires shall be completely deflated by removal of the valve core before demounting
2. Mounting and demounting of the tire shall be done only from the narrow ledge side of the wheel. Care shall be taken to avoid damaging the tire beads while mounting tires on wheels. Tires shall be mounted only on compatible wheels of matching bead diameter and width.
3. Nonflammable rubber lubricant shall be applied to bead and wheel mating surfaces before assembly of the rim wheel, unless the tire or wheel manufacturer recommends against the use of any rubber lubricant
4. If a tire changing machine is used, the tire shall be inflated only to the minimum pressure necessary to force the tire bead onto the rim ledge while on the tire changing machine
5. If a bead expander is used, it shall be removed before the valve core is installed and as soon as the rim wheel becomes airtight (the tire bead slips onto the bead seat)
6. Tires may be inflated only when contained within a restraining device, positioned behind a barrier or bolted on the vehicle with the lug nuts fully tightened
7. Tires shall not be inflated when any flat, solid surface is in the trajectory and within one foot of the sidewall
8. Employees shall stay out of the trajectory when inflating a tire
9. Tires shall not be inflated to more than the inflation pressure stamped in the sidewall unless a higher pressure is recommended by the manufacturer
10. Tires shall not be inflated above the maximum pressure recommended by the manufacturer to seat the tire bead firmly against the rim flange
11. No heat shall be applied to a single piece wheel
12. Cracked, broken, bent, or otherwise damaged wheels shall not be reworked, welded, brazed, or otherwise heated

Stacking One Load on Top of Another

1. Stop about one foot away from the loading area and lift the mast high enough to clear the top of the stack.
2. Slowly move forward until the load is squarely over the top of the stack.
3. Level the forks and lower the mast until the load is no longer supported by the forks.
4. Look over both shoulders for obstructions and back straight out if the path is clear.

Stairways, Floors, and Openings

1. Stand clear of floor openings if guardrails or covers are removed or displaced.

2. Do not work on open-sided floors, elevated walkways or elevated platforms if there are no guardrails in place.

Starting the Forklift

Apply the foot brake and shift gears to neutral before turning the key.

Steel Assembly and Connecting

1. Do not guy columns, trusses or beams unless they have been tied.
2. Do not work over an exposed vertical reinforcing rod unless the end has been bent out.
3. Do not touch a wire rope when it is being pulled, extended or withdrawn.
4. Do not place fingers next to blocks or sheaves.

Table Saws

1. Do not use the table saw to cut long workpieces unless a coworker is standing at the output end of the table saw to catch long workpieces as they leave the saw.
2. Do not use a table saw blade or cutting head that has missing teeth or is cracked.
3. Keep your hand out of the line of the cut when feeding the workpiece into the blade saw.
4. Use the push stick to guide the stock when there is not enough room for hand movement between the rip fence and the table saw blade.
5. Use anti-kickback "dog fingers" when a workpiece is being ripped.
6. Use the spreader when ripping to prevent wood from immediately coming back together and binding the blade.
7. Position the spreader directly in line with the blade.

Trenching Safety

1. Do not start work until barricades, barrier logs, fill or other protective protection have been installed to isolate the work area from local traffic.
2. Reflective warning vests must be worn by traffic flagmen who are assigned to controlling traffic.
3. Do not walk under platforms that bridge a trench.
4. Do not enter a trench, unless you have been given permission by the competent person. Seek out and identify the designated "Competent Person" for the excavation site.
5. Use ladders, structural ramps, or stairways as a means of access or

- egress from excavations.
6. Do not use scrap lumber, excavation machinery, or other improvised devices for climbing.
 7. Do not climb a ladder unless it extends at least three (3) feet or three (3) rungs beyond the edge of the trench.

Trench Box Safety

1. Do not enter a trench box during its installation or removal.
2. Do not enter a trench box that is being moved.

Use of Cylinders

1. Do not use dented, cracked or other visually damaged cylinders.
2. Use only an open ended or adjustable wrench when connecting or disconnecting regulators and fittings.
3. Do not transport cylinders without first removing regulators and replacing the valve protection caps.
4. Close the cylinder valve when work is finished, when the cylinder is empty or at any time the cylinder is moved.
5. Do not store oxygen cylinders near fuel gas cylinders such as propane or acetylene, or near combustible material such as oil or grease.
6. Stand to the side of the regulator when opening the valve.
7. If a cylinder is leaking around a valve or a fuse plug, move it to an outside area away from where work is performed and tag it to indicate the defect.
8. Do not hoist or transport cylinders by means of magnets or choker slings.
9. Do not use compressed gas to clean the work area, equipment or yourself.
10. Do not remove the valve wrench from acetylene cylinders while the cylinder is in use. Open compressed gas cylinder valves slowly. Open fully when in use to eliminate possible leakage around the cylinder valve stem.
11. Purge oxygen valves, regulators and lines before use.

Vehicle Safety

1. Motor vehicles provided by the company must be maintained in good mechanical condition with regular servicing, kept clean inside and out, and operated safely in accord with all local and state motor vehicle codes and laws. A trip sheet must be completed daily for each vehicle.
2. Employees must understand and accept the responsibility for operation company vehicles in a safe, lawful, and courteous manner. Driver training, motor vehicle license checks, drug testing, and vehicle inspections are guidelines to be considered a part of this policy, and

documented non compliance with the parameters of this policy can result in loss of driving privileges or more serious consequences.

3. Reckless or aggressive driving practices will not be tolerated. Drivers are expected to conduct themselves in a courteous, professional manner at all times. Drinking or the use of drugs while driving risks the lives of innocent people not to mention your life and those riding with you.
4. Employees must be given notice early in their employment that certain actions or behavior outside the parameters of this policy will become grounds for termination.
5. In order to help reduce the cost of accidents and measure fleet safety, employees must adhere to strict procedures with regard to accident reporting and claims administration.
6. Management is responsible for selecting vehicles that are appropriate for the job to be accomplished, provide for service and maintenance, and safety equipment that will protect the driver and all passengers. Management must provide a safe work environment for all employees and specific safety training programs for employees with driving responsibility.

Vises

1. When clamping a long work piece in a vise, support the far end of the workpiece by using an adjustable pipe stand, saw horse or box.
2. Position the workpiece in the vise so that the entire face of the jaw supports the workpiece.
3. Do not use a vise that has worn or broken jaw inserts, or has cracks or fractures in the body of the vise.

Wrenches

1. Do not use wrenches that are bent, cracked, badly chipped or that have loose or broken handles.
2. Do not slip a pipe over a single head wrench handle for increased leverage.
3. Do not use a shim to make a wrench fit.
4. Size the adjustable wrench to fit the nut before turning.
5. Use a split box wrench on flare nuts.
6. Do not use a wrench with broken or battered points.
7. Discard any wrench with spread, nicked or battered jaws or if the handle is bent.
8. Use box or socket wrenches on hexagon nuts and bolts as a first choice, and open end wrenches as a second choice.

School Board of Gadsden County Playground Inspection Report

GENERAL SITE INFORMATION

Inspection Date: _____ Time: _____

Location Name: _____

Inspector: _____

GENERAL EQUIPMENT INFORMATION

Area #: _____ Part #: _____

Site Location: _____

Equipment Present: _____

INSPECTION INFORMATION

1. **Equipment stability and broken/loose components**
Satisfactory / Unsatisfactory / Not applicable
2. **Re-distribute loose-fill surfacing material to areas of "dishing" (i.e. slide exits, overhead components, etc.)**
Satisfactory / Unsatisfactory / Not applicable
3. **Check depth of protective/cushioning surfacing to ensure adequate (check minimum 3 locations)**
Satisfactory / Unsatisfactory / Not applicable
4. **Broken glass and/or foreign debris on play equipment or concealed in protective surfacing**
Satisfactory / Unsatisfactory / Not applicable
5. **Unwrap any swings wrapped around swing top rail**
Satisfactory / Unsatisfactory / Not applicable
6. **Check all moving components for maintenance concerns (i.e. wear and tear issues, etc.)**
Satisfactory / Unsatisfactory / Not applicable
7. **Check condition of site furnishings and site amenities for vandalism**
Satisfactory / Unsatisfactory / Not applicable
8. **Check any wood components for cracking, splitting, splintering and gaps greater than 19mm (3/4 inch)**
Satisfactory / Unsatisfactory / Not applicable
9. **Check condition of retaining wall/barrier (if present)**
Satisfactory / Unsatisfactory / Not applicable
10. **Check condition of access into play area (i.e. pathway, fencing, etc.)**
Satisfactory / Unsatisfactory / Not applicable
11. **Check all fittings, bearing hangers, guardrails and components**
Satisfactory / Unsatisfactory / Not applicable
12. **Check swing seats for damage and decay**
Satisfactory / Unsatisfactory / Not applicable
13. **Check swing chains for kinked, twisted, worn or broken chain**

Satisfactory / Unsatisfactory / Not applicable

14. Check slides for cracks and sharp points

Satisfactory / Unsatisfactory / Not applicable

15. Check tires for drainage and/or protruding steel components

Satisfactory / Unsatisfactory / Not applicable

16. Check for graffiti and/or vandalism

Satisfactory / Unsatisfactory / Not applicable

17. Check for components requiring monitoring and/or repair from previous monthly or annual inspection report (i.e. has situation deteriorated? Was repair made? And if so is it now compliant or has a new problem been created?)

Satisfactory / Unsatisfactory / Not applicable

18. Check for seasonal or environmental issues (i.e. gaps at slides created by expanding or Shrinking components such as poly slides, sectional slides becoming disjointed, lexan panels warping, frost heave, etc.)

Satisfactory / Unsatisfactory / Not applicable

19. Check for exposed foundations (i.e. concrete footings and other connecting devices, etc.)

Satisfactory / Unsatisfactory / Not applicable

20. Remove any obvious hazards

Satisfactory / Unsatisfactory / Not applicable

21. Check for drainage problems/issues

Satisfactory / Unsatisfactory / Not applicable

SURFACING MAINTENANCE INFORMATION

1) Approximate time frame for top-up of protective surfacing:

- ASAP
- Within 3 months
- Within 6-12 months
- Not applicable

2) Approximate time frame for roto-tilling/loosening of protective surfacing:

- ASAP
- Within 3 months
- Within 6-12 months
- Not applicable

Issues requiring immediate attention:

Person contacted regarding above noted issue:

Additional comments:

Inspectors Signature:

DIRECTIONS FOR COMPLETING A PARK INSPECTION REPORT

1. Try to conduct the inspections in groups of three. Having more than one person conduct the survey promotes objectivity and ensures a more comprehensive evaluation of conditions.
2. Be objective. If you are too critical, any relevant points that you raise will be lost in overly negative comments. For example, overflowing trash is a problem. Unless they have accumulated to the point of impeding access, leaves on the sidewalk are not.
3. Promote continuity by trying to have the same people (or pool of people) conduct the survey each time. Periodic inspections (monthly is preferred) also will promote continuity.
4. **NOTE SPECIFIC PROBLEMS!** Park employees are much more apt to respond to specific concerns/needs than general observations. For example, "The plastic slide on the playground is cracked and unusable" is better than "the playground equipment needs to be fixed."
5. If you see improvements in park maintenance, make a note. Saying what is being done right is just as important as saying what is wrong. Positive feedback encourages good work.
6. Allot enough time to do a thorough inspection. It will take about an hour to inspect parks that are ten acres or less in size. Allot an additional hour for every additional twenty acres.
7. Do not provide ratings the first time that you fill out the form. Simply note the good and the bad that you see in the park. This will allow the Department of Parks, Recreation and Cultural Affairs (DPRCA) to address problems before they are rated the second month.
8. Schedule a meeting with the _____ to discuss your efforts after you have completed your third survey. This will provide you and the Department the opportunity to discuss issues and develop solutions for park problems. Open communication is essential to working with to improve your park.

PARK QUALITY CONTROL INSPECTION

Name of park: _____ Date & Time Inspected: _____

Name of inspector(s): _____

Phone: _____ E-mail: _____

PARK CONDITIONS:

ITEM	RATING 1=bad, 10=good	DESCRIBE EXACT LOCATION AND ACTION NEEDED
Litter, trash		
Garbage cans empty		
Turf (mowing, trimming, damage)		
Limbs down, tree issues		
Natural areas		
Graffiti		
Sidewalks, pavement, parking lots		
Park buildings, shelters, other structures		
Fences, backstops, goals		
Playground conditions		
Benches, bleachers		
Drinking fountains		
Electrical or lighting		
Standing water, clogged drains		
Sink holes, erosion		
Kudzu, unwanted vegetation		
Illegal dumping, urban camping		
Fire ants, other insects		
Shrubs, plants, flowers		
Gates, bollards		
Lakes/Streams/Rivers/Banks		
Signage		

ADDITIONAL COMMENTS:

PARK SECURITY & SAFETY CHECKLIST

Name: _____ Date: _____

PARK QUALITY CONTROL INSPECTION

Address: _____

Phone: _____ Email: _____

Park Name: _____ Location: _____

Is there evidence of graffiti and if so where? _____

Are any security or street lights out or malfunctioning? Where? _____

Is there evidence of people living in the park? If so describe what you have observed and where.

Have you been approached by panhandlers, solicited to buy or sell drugs or observed any other illegal activities? If so, please explain.

Is there evidence of inappropriate activity in the park (drug paraphernalia, alcohol use or gang activity)? If so, where?

Is there broken glass or litter? If so where? _____

Does any of the park's landscaping present security problems by blocking visibility or providing areas for hiding, camping or conducting illegal or inappropriate activity? If so where?

Is there a police or security presence in the park? _____ Yes _____ No

Are the playgrounds safe and well maintained? If not, please note areas that need attention.

If there are public rest rooms at this park, are they safe and clean? If not, please explain.

If there are park benches/picnic tables, are they in good condition? _____ Yes _____ No

Are there trees or limbs that appear dead/diseased that may cause unsafe conditions, if so where?

Are there trip hazards, open trenches or sinkholes? If so, where? _____

Are there adequate access & ADA acceptable facilities for people with disabilities?

_____ Yes _____ No _____ Don't Know

Safety Inspection Form – Out-door Sports Complex

Month of: _____

Symbols ✓ = Ok, ☒ = Corrective Action Needed

Premises Location

Park:	Field:	Park:	Park:
Field:	Park:	Park:	Park:

General Conditions/Premises Operations and Maintenance

Buildings		Exterior Common Areas	
1	Housekeeping	22	Unauthorized Vehicles
2	Signage: Fresh paint/intact/clear view	23	Parking Lot Striping
3	Temperature control Adequate	24	Step Hazard Yellow Striping
4	Lighting Inside	25	Sprinkler Heads
5	Lighting (Outdoor) Poles Free of Damage	26	Outer Walls
6	Improper tool use	27	Benches
7	PPE In place/adequate inventory	28	Sidewalks
8	Ceiling Tiles/Water Marks	29	Door Mats
9	Flammable Storage Policy Followed	30	Ground Floor Windows
10	Hall Lighting	31	Parking Surfaces
11	Emergency Lighting	32	Ant Piles
12	Exit Sign Lighting	33	Excess Vegetation
13	Fire Extinguishers	34	Outer Door Locks
14	Carpeting	35	Lightning detection
15	Other Floor Surfaces	36	Auth. Personnel Only signage
16	Restroom Floors	37	A/C Poles at all tanks/buildings
17	Storage at Exits	38	Overhanging trees
18	Storage in Front of Breakers	39	Debris/Trash
19	Fire Alarm	40	Yard Waste
20	Security Alarm	41	Other:
21	Smoke Detectors	42	Other:
NIGHT TIME			
43	Lighting Building Entrances	46	Lighting - Loading Docks
44	Parking area lighting	47	Flood Lights
45		48	Perimeter Lighting
Play Surfaces			
49	Clay	51	Equipment goals/bases/
50	Sod	52	Digputs/Bleachers/Benches
Perimeter Fencing			
53	Line Fencing	66	Locks
54	Gate Mechanical	67	Signage

School Board of Gadsden County

SAFETY AND HEALTH COMMITTEE

A. OBJECTIVE

To assist management in establishing and maintaining a safe and efficient workplace environment.

B. MEMBERSHIP

Members should be chosen in view of the duties and responsibilities of the committee. A chairman and secretary should be appointed and committee members selected according to their position, knowledge, abilities and interest in promoting safety. A person from each department should be represented. However, care must be taken to avoid creating too large of a committee. A smaller committee usually functions more effectively than a larger one. Large committees tend to produce more debate and less action. Committees should have an odd number of members to prevent tie votes.

Management and the labor force should both be represented on the committee.

C. SCOPE

A well-run Safety and Health Committee is an important part of the loss control program. It can help reduce the cost of operation and produce many other effects, such as:

- Reducing the occurrence, frequency and/or severity of accidents.
- Increase productive output (quality and quantity).
- Improve the use of equipment.
- Reduce material waste.
- Enhance employee satisfaction.
- Facilitate employee loyalty, cooperation and contributions.
- Provide analysis and evaluation of injury and incident data and program performance to management.
- Develop countermeasure for identified problems per Company business plans.

D. GOALS

A safety committee shall be responsible for establishing annual goals concerning hazard control and accident prevention. Once the goals are set and specific objectives formulated, they are to be provided to management and the Safety Coordinator.

Some examples of goals could be:

- Help the company comply with government standards concerning loss control matters.
- Integrate hazard control and safety into the day-to-day activity of all personnel.
- Improve the new employee orientation and training programs.
- Reduce injury incidence rates (i.e., frequency and/or severity).

School Board of Gadsden County

SAFETY AND HEALTH COMMITTEE

- Evaluate injury and incident occurrences for the purpose of providing management with recommended countermeasures concerning prevention.

E. ACTIVITY AND DUTIES

The safety committee shall meet on a regular basis to accomplish its goals and objectives.

The safety committee shall also discuss accidents, near misses, new training requirements, employee suggestions, future educational needs as they relate to safety and submit recommended countermeasures for improvement. Other actions should include:

- Review quality of supervisor's accident investigation reports.
- Review actions taken to prevent accident recurrences.
- Establishing a system for handling employee safety suggestions.
- Reviewing new employee safety orientation procedures.
- Reviewing results of the safety inspection program.
- Participation in revising safety rules and procedures.
- Consulting management in arranging special safety training programs.
- Reviewing and help implement specific accident prevention activities.
- Reviewing, updating, and preparing reports on the status of the loss control program.
- Acting as a consultative body for the company on safety and loss control issues and problems.

F. EFFECTIVE COMMITTEE MEETINGS

Good safety meetings require thorough planning and effort. Notices of meetings should be sent to each member of the committee.

The meeting place should be comfortable, well lighted, with no distractions.

- **CALL TO ORDER**—The meeting should be called to order promptly at the appointed time.
- **ROLL CALL BY THE SECRETARY**—Names of members and others present should be recorded. Members who cannot attend should send an alternate. Absences should also be noted.
- **INTRODUCTION OF VISITORS**—If any.
- **MINUTES**—Of the previous meeting should be briefly reviewed.
- **UNFINISHED BUSINESS**—A status review of issues or assignments made during the last meeting should take place.
- **REVIEW OF ACCIDENTS**—Serious accidents or incidents since the last meeting should be reviewed with an aim towards preventing recurrences. Plant loss statistics may be reviewed and discussed.

School Board of Gadsden County

SAFETY AND HEALTH COMMITTEE

- **OTHER ACTIVITIES**—Inspections, environmental health studies, ergonomic studies, surveys, training programs, safety suggestions, and other activities from the past month should be reviewed, e.g., reports received from insurance company service representatives.
- **NEW BUSINESS**—Any new issues, programs, problems, etc., should be brought up. Appropriate assignments should be given.
- **GENERAL DISCUSSION**—Any relevant comments or suggestions for the good of the company should be discussed. Guest speakers may also be allotted this time.
- **ADJOURNMENT**—Set time, date and location of the next meeting. Adjourn on time.

Minutes should be taken, prepared, and circulated by the secretary after approval by the chairman. The minutes should accurately record all decisions made and actions taken since they serve as a means of keeping management informed of the group's work and as a follow-up. Committee members and the company managers should receive copies and a copy should be posted on the employee bulletin board. Copies should be maintained for one year.

School Board of Gadsden County

SAFETY AND HEALTH COMMITTEE

SAMPLE MINUTES OF THE GENERAL SAFETY AND HEALTH COMMITTEE MEETING

Date of Meeting _____

Date of Next Meeting _____

Time Closed _____

Date of Last Meeting _____

Signed _____

Names of Committee Members and Guests Present

Pending Business: The following action was taken on business pending before the Committee. (Refer to recommendations by number.)

Recommendations completed since last meeting _____

Recommendations under consideration _____

Recommendations rejected _____

New Business: The following attached reports were read, discussed, and approved:

Inspection Report of Safety Inspector dated _____

Workmen's Committee Report dated _____ (where applicable)

Foremen's Committee Report dated _____ (where applicable)

Accidents and Preventive Recommendations Made: The records of all injuries reported by employees since the last General Safety Committee meeting were reviewed to determine what caused the injuries, and what steps should be taken to prevent recurrence. The discussion developed the following:

Esta página en
Español

Optional Information
Name of school:
Date of inspection:
Career-Technical program/course/room:
Signature of inspector:



General Classroom Conditions

Self-Inspection Checklist

Guidelines: This checklist covers regulations issued by the U.S. Department of Labor, Occupational Safety and Health Administration (OSHA) general industry standards (29 CFR 1910.22, 1910.141 and 1910.176). These regulations apply only to private employers and their employees, unless adopted by a State agency and applied to other groups such as public employees. In addition, two questions were included that address recommended practices.

- | | Please Circle |
|--|----------------------|
| 1. Are all changes in classroom use and alterations, repairs, construction, or installation of new equipment reviewed with the appropriate State and local agency that has jurisdiction over school modifications? [recommended] | Y N N/A ?? |
| 2. Is an electric solenoid key-operated gas shut-off switch installed on each gas supply line to your shop, lab or instructional area? [recommended] | Y N N/A ?? |
| 3. Are classrooms kept clean and free from debris to the greatest extent practical given the types of activities being performed? [29 CFR 1910.141(a)(3)(i)] | Y N N/A ?? |
| 4. Are waste materials that are prone to rotting placed in leakproof receptacles with tight fitting covers and removed daily for disposal? [29 CFR 1910.141(a)(4) and (g)(3)] | Y N N/A ?? |
| 5. Are classrooms maintained, as far as reasonably practicable, to prevent the entrance or harborage of rodents, insects, and other vermin? [29 CFR 1910.141(a)(5)] | Y N N/A ?? |

General Classroom Conditions: Self-Inspection Checklist

- | | | | | |
|--|---|---|-----|----|
| 6. Is water available that is suitable for drinking, personal hygiene, food preparation or cleaning?
[29 CFR 1910.141(b)(1)(i)] | Y | N | N/A | ?? |
| 7. Are all nondrinkable water outlets clearly marked as such?
[29 CFR 1910.141(b)(2)(i)] | Y | N | N/A | ?? |
| 8. Are lavatories equipped with hot and cold running water, hand soap, and towels or driers?
[29 CFR 1910.141(d)(2)(ii),(iii),(iv)] | Y | N | N/A | ?? |
| 9. Where showers are required, are soap, hot and cold running water through a common discharge line, and individual towels provided? [29 CFR 1910.141(d)(3)(iii),(iv),(v)] | Y | N | N/A | ?? |
| 10. Is the consumption of food and beverages prohibited in or near toilet rooms or areas containing toxic materials?
[29 CFR 1910.141(g)(2)] | Y | N | N/A | ?? |
| 11. Is storage of food or beverages prohibited in toilet rooms or in an area exposed to a toxic material?
[29 CFR 1910.141(g)(4)] | Y | N | N/A | ?? |
| 12. Where employees are required to wear protective clothing, are change rooms provided with storage facilities for street clothes and separate storage facilities for the protective clothing? [29 CFR 1910.141(e)] | Y | N | N/A | ?? |
| 13. Is material stored so as not to create a hazard?
[29 CFR 1910.176(b)] | Y | N | N/A | ?? |
| Note: Bags, containers, bundles, etc., stored in tiers must be stacked, blocked, interlocked, and limited in height so that they are stable and secured against sliding and collapse. | | | | |
| 14. Are storage areas kept free from hazards that may cause tripping, fire, explosion, or pest harborage?
[29 CFR 1910.176(c)] | Y | N | N/A | ?? |
| 15. Is sufficient safe clearance available through aisles, loading docks, turns, or doorways when mechanical handling equipment is used? [29 CFR 1910.176(a)] | Y | N | N/A | ?? |
| 16. Are head clearance warning signs provided where needed?
[29 CFR 1910.176(e)] | Y | N | N/A | ?? |
| 17. Are all passageways, work areas, storerooms, and washing facilities kept orderly and sanitary? [29 CFR 1910.22(a)(1)] | Y | N | N/A | ?? |
| Note: Examples of violations include floor areas strewn with lumber, tires, books, and boxes. | | | | |
| 18. Are all floors kept clean and as far as possible dry?
[29 CFR 1910.22(a)(2)] | Y | N | N/A | ?? |
| 19. If floors are likely to get wet (such as in food preparation), are platforms, mats, or other dry standing places provided | Y | N | N/A | ?? |

General Classroom Conditions: Self-Inspection Checklist

- where practicable? [29 CFR 1910.22(a)(2)]
- | | | | | |
|---|---|---|-----|----|
| 20. Are all floors kept free of protruding nails, splinters, holes, or loose boards? [29 CFR 1910.22(a)(3) and 1910.141(a)(3)(iii)] | Y | N | N/A | ?? |
| 21. Are aisles and passageways kept clear and in good repair, with no obstructions that could create a hazard? [29 CFR 1910.22(b)(1)] | Y | N | N/A | ?? |
| 22. Are covers and/or guardrails provided to protect people from falling into pits, tanks, vats, ditches, etc.? [29 CFR 1910.22(c)] (see checklist <u>Guarding Floor, Stairs, and Other Openings</u>) | Y | N | N/A | ?? |
| 23. Are areas used for storage of materials marked with conspicuous signs that indicate the load-bearing capacity of the floor? [29 CFR 1910.22(d)(1)] | Y | N | N/A | ?? |
| 24. Is the weight of stored materials assessed to ensure that it is below the load-bearing capacity of the floor? [29 CFR 1910.22(d)(2)] | Y | N | N/A | ?? |
-

Comments/Corrective action:

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NIOSH Safety Checklist Program for Schools
(and Other Safety Databases)
National Institute for Occupational Safety and Health

**Self-Inspection Form for Emergency Service
School Board of Gadsden County Buildings and Grounds**

Name of Public Entity: School Board of Gadsden County

Building Location (full address): _____

Name of Inspector:

Date of Inspection:

Section I – Grounds

1. Are parking areas, walkways, stairs, driveways, etc., free from conditions that may cause slipping falling? € Yes € No € N/A
2. Is exterior lighting adequate in all areas? € Yes € No € N/A
3. Are all exterior stairs provided with handrails which are in good condition? € Yes € No € N/A
4. Are exterior fire escapes in good condition? € Yes € No € N/A
5. Is exterior storage of trash and rubbish at least 25 feet away from the building? € Yes € No € N/A

Section II - Interior Doors and Stairways

1. Are all exit doors properly marked? € Yes € No € N/A
2. Are all exit doors easily accessible? € Yes € No € N/A
3. Do all exit doors open outward? € Yes € No € N/A
4. Do all exit doors equipped with panic hardware? € Yes € No € N/A
5. Are all doors easily opened and closed? € Yes € No € N/A
6. Are all doorways and areas adjacent to them free of obstructions? € Yes € No € N/A
7. Are full length, clear glass doors and windows properly identified? € Yes € No € N/A
8. Do all interior stairs have anti-slip treads? € Yes € No € N/A
9. Are stairway and exit doors kept closed at all times? € Yes € No € N/A
10. Do all interior stairways have properly secured handrails? € Yes € No € N/A
11. Are interior stairways kept free of storage and obstructions at all times? € Yes € No € N/A
12. Are interior stairways properly lighted? (reference NFPA #101 Life Code) € Yes € No € N/A

Section III - Heating and Air Conditioning Equipment

1. Has heating equipment been thoroughly inspected by a qualified service man within the past year?
€ Yes € No € N/A Date of Service: _____
2. Is heating equipment (including flues and pipes) properly insulated from combustible materials? € Yes € No € N/A
3. Are heating and air conditioning equipment rooms free of storage? € Yes € No € N/A
4. Are heating and air conditioning rooms restricted areas? € Yes € No € N/A
5. Is air conditioning equipment cleaned and serviced annually? € Yes € No € N/A

Section IV - Electrical Equipment and Control Panels

1. Has the electrical system been inspected within the past five years by a certified electrician or electrical inspector?
€ Yes € No € N/A
2. Are electrical panels always kept closed? € Yes € No € N/A
3. Are electrical panels always kept clear of storage and obstructions? € Yes € No € N/A
4. Is circuitry adequate to handle load demand (not requiring frequent fuse replacement or circuit breaker resetting)?
€ Yes € No € N/A
5. Was electrical system installed by a competent electrician? € Yes € No € N/A Date of Installation: _____
6. Is electrical system regularly maintained by a competent electrician? € Yes € No € N/A
7. Are all electrical appliances properly grounded and cleaned? € Yes € No € N/A
8. Are electric motors adequately ventilated to prevent overheating and are they cleaned regularly? € Yes € No € N/A
9. Are proper size electrical cords used and are they in good condition? (Reference NFPA #70 National Electric Code)
€ Yes € No € N/A

**School Board Of Gadsden
County
Non-Owned Auto Policy**

Non-Owned Auto Or Employees Who Drive Their Own Personal Vehicles For Business Usage

One of the largest "hidden" fleet exposures are drivers who drive their own personal vehicles for company business.

The main exposure is that they are not insured or they are under insured.

A lot of company's think they are immune from impunity, as long as it not their vehicle. This could not be any more wrong! Case law in most states is that the driver's insurance will be used as first line of defense in any claims, and if the claim goes beyond that level of coverage, then the company's fleet insurance may take over.

Actually, there is special insurance for this exposure. If you do not have it, then you may exposing company assets directly. Contact your carrier for more information about this coverage called "Non-Owned Auto".

In today's suit happy climate and an era of outrageous claims, the level of insurance that an individual may cover may not be enough to adequately protect you. Besides, lawyers go for the "deep pocket" which is more likely to be your company rather than one of your employees.

There is a simple answer. Make sure you have non-owned auto insurance. Make sure that each driver who drives his personal vehicle for business use is: 1) insured; 2) adequately insured.

Here are a few rules of thumb to follow:

- If the driver has incidental use (less than 25 miles per month), just make sure they can verify they have insurance.
- If the driver has more than incident usage (25 -150 miles per month), then you may want to find out what levels of insurance they have. (Remember, some state statutory minimums are \$25,000 for single occurrence and \$50,000 for multiple occurrence - this won't even pay for a decent Chevrolet let alone a night or two in the hospital.) Make sure they have something other than the state statutory coverage's. You should contact your carrier for suggested levels of coverage.
- For drivers who drive more than 150 miles per month, set a policy for minimum acceptable levels of insurance. Generally, limits should match what your company already has for liability coverage. You may also want to set a policy that includes monitoring their MVR on a regular basis and an acceptable driving record, as critical to their continued employment.

Also for the "full time" driver, you want to have them obtain commercial insurance and provide you with a certificate of insurance. Some personal lines insurance can deny coverage, if the driver does not tell them the truth about the usage of the vehicle. Requesting commercial insurance forces the driver to tell his insurance company as they do not give out certificates of insurance for personal lines coverage.

Non-Owned Auto (page 2)
Or Employees Who Drive Their Own Personal Vehicles For Business Usage

In the case of low or intermediate mileage, you should make a photocopy of the insurance card they must carry in their glovebox. You should then diary the expiration date for all drivers in a tickler file or on a computer. This will make sure that their insurance does not expire before they renew.

Hint #1: If you photocopy the insurance card that they carry in the glovebox, it will not tell you the amount of coverage they have. However, if you note that the coverage expiration is month to month, then you can be very suspect that they are insured for state statutory levels.

Florida Municipal Insurance Trust
Matching Safety Grant Fund Program

2009-2010

FMIT use only please
Date Received by RC/AE: _____
Date Received by RC office: _____
Date Sent to SG Committee: _____
Date Returned to RC office: _____
Date Returned to Applicant: _____



Application

Name of the Public Entity: _____

Address: _____

Safety Grant Coordinator: _____

Phone Number: _____

Email Address: _____

FMIT Fund your Entity Participates in: **Workers' Compensation** _____
Property/Liability _____
Both _____

Dollar Amount of Matching Funds Requested (Maximum \$2,500 per Category):

Workers' Compensation \$ _____
Property/Liability \$ _____
Total Requested \$ _____

Insurance Decision Maker's Signature, Title and Date:

Safety Grant Coordinator's Signature, Title and Date:

Florida Municipal Insurance Trust
Matching Safety Grant Fund Program

2009-2010



Who and what percentage of employees, and/or community, and/or property would this change affect? (Ex. This new alarm system would affect all city buildings or this training would affect all DPW employees in the city):

**What FMIT Risk Control Safety & Health classes have your entity's employees attended?
If none, indicate none:**

Attach documentation of the purchase, or proposed cost. Listing of supporting documentation:

Florida Municipal Insurance Trust
Matching Safety Grant Fund Program

2009-2010



Florida Municipal Insurance Trust
Matching Safety Grant Fund Program

2009-2010

FMIT use only please
Date Received by RC/AE: _____
Date Received by RC office: _____
Date Sent to SG Committee: _____
Date Returned to RC office: _____
Date Returned to Applicant: _____



Application

Name of the Public Entity:

Address:

Safety Grant Coordinator:

Phone Number:

Email Address:

FMIT Fund your Entity Participates in: Workers' Compensation

Property/Liability

Both

Dollar Amount of Matching Funds Requested (Maximum \$2,500 per Category):

Workers' Compensation \$

Property/Liability \$

Total Requested \$

Insurance Decision Maker's Signature, Title and Date:

Safety Grant Coordinator's Signature, Title and Date:

Describe in detail the program, process, item, etc. that the Matching Grant would be used for (attach additional sheets if necessary):

Florida Municipal Insurance Trust
Matching Safety Grant Fund Program

2009-2010



Describe how this would affect a positive outcome (ex. Adding this fence would reduce the chances of the public getting hurt in the unprotected area):

Who and what percentage of employees, and/or community, and/or property would this change affect? (Ex. This new alarm system would affect all city buildings or this training would affect all DPW employees in the city):

**What FMIT Risk Control Safety & Health classes have your entity's employees attended?
If none, indicate none:**

Attach documentation of the purchase, or proposed cost. Listing of supporting documentation:



Matching Safety Grant Fund Program Program Guidelines Fund Year 2009 – 2010

The Florida Municipal Insurance Trust has established a Matching Safety Grant Fund Reimbursement Program to assist FMIT members' safety and health program efforts. Grant funds may be used to purchase certain protective equipment, training, safety program and process needs, or physical items that will reduce, control or eliminate potential losses or injuries.

This is a Matching Fund Program. For example, if an entity spent \$500 on a safety harness and submitted a Matching Safety Grant application for that amount, the entity would be eligible for \$250. This means the entity paid \$250 and the Safety Grant Fund is matching that \$250 amount.

The Matching Fund Safety Grant Program is divided into four (4) quarters, each having available \$75,000 in funds. Members can submit applications in each quarter but only up to the maximum amount allowed by the program per policy year.

Matching Safety Grant Fund Program applications are first reviewed by your Risk Control Consultant to assure the application is complete. Then, all applications are submitted to the Safety Grant Committee for review and grading. Applications can be submitted electronically, mailed or hand delivered to your Risk Control Consultant or Account Executive. The Safety Grant Committee is comprised of fellow FMIT members' staff.

The grants will be awarded based on the substance and merit of those applications deemed to reflect the most positive impact on the entity's safety efforts. Applications will not be granted on a first-come, first-serve basis.

At the end of each quarter, applications will be reviewed by the Safety Grant Committee members for 30 days. At the end of that 30-day period, each application will be graded using a numbering system as to which application is the most substantive or highest merit to the least substantive lowest merit. Grant funds will then be disbursed to members in the order selected until the funds are exhausted for that quarter. The final quarter, only those members still part of the FMIT during the next policy year would be eligible for funds.

The total amount an entity can obtain for a single policy year is \$2,500 for the Workers' Compensation line, and \$2,500 for the Property/Liability coverage lines. For example, if an entity has Workers' Compensation and General Liability coverages with the FMIT, that entity has the opportunity to collect a maximum of \$5,000 in Safety Grant funds in a policy year. If an entity has General Liability and Automobile coverage, the entity would have the opportunity to collect a maximum of \$2,500.

The Matching Safety Grant Fund Program will be awarded on the below eligibility and criteria.

Safety Grant Eligibility and Criteria

1. Any entity that is a participant in the FMIT Workers' Compensation Insurance Program or Property/Liability Insurance Program (or both) for the 2009 - 2010 policy year may submit an application for this Safety Grant.
2. The entity must have a designated "Safety Grant Coordinator". This person must provide all necessary contact information and sign each application sent for review. All contact relative to the application will be made to the "Safety Grant Coordinator".
3. All purchases or invoices must be for the quarter of the submitted application, unless the item(s) cannot be purchased without approval of a Safety Grant.
4. For those item(s) that cannot be purchased without approval of a Safety Grant:
 - a. Once approval is made by the Safety Grant Committee, the purchase must be made and submitted by the last day of the following quarter. If any funds are not claimed with approved invoices for the item(s) on the application, they will be returned to the Florida Municipal Insurance Trust.
5. All applications for a quarter must be either postmarked, in the hands of your Risk Control Consultant or Account Executive, or electronically submitted by the last day of the quarter.

a. First Quarter	October 1, 2009 thru December 31, 2009
b. Second Quarter	January 1, 2010 thru March 31, 2010
c. Third Quarter	April 1, 2010 thru June 30, 2010
d. Fourth Quarter	July 1, 2010 thru September 30, 2010
6. Multiple departments of an entity may apply for Safety Grant consideration. However, all Safety Grant submissions must be completed and submitted together and the total reimbursement request for an entity must not exceed the grant limits previously defined.
7. Invoices or receipts must be submitted to the FMIT Risk Control Department, 125 East Colonial Drive, Orlando, FL 32801 and approved, prior to releasing any FMIT Safety Grant Funds.

8. If you have any questions or need further clarification or assistance with completing your application, please do not hesitate to contact your Risk Control Consultant:

Dennis Hagler
904-642-1861
800-445-6248 ex 1815
dhagler@flcities.com

Wayne Anderson
772-473-4243
800-445-6248 ex 1819
wanderson@flcities.com

Kenneth Blaser
407-405-5619
800-446-6248 ex 1754
kblaser@flcities.com

Ronald Peters
407-616-2259
rpeters@flcities.com

9. If you don't know your consultant, contact:

Apryl Cordell
407-367-1758
800-445-6248 ex 1758
acordell@flcities.com

Anita Wick
407-367-1734
800-445-6248 ex 1734
awick@flcities.com

Examples of eligible safety related items to the Workers' Compensation line:

- Safety seminar or training expense (Registration fee only)
- Police traffic vests
- Confined space entry equipment
- Trenching safety equipment
- Personal Protective equipment (i.e. Chaps, hard hats, general use eye protection, face shields, respirators, hearing protection, chemical resistant gloves, etc.)
- Work zone safety signs, cones, and retro reflective vests
- First aid/Bloodborne pathogen kits
- Firefighter safety alarms (PASS devices)
- Hepatitis A and B immunizations
- Other pre-approved by the Safety Grant Committee

Examples of eligible safety related items to the Property/Liability lines:

- Safety seminar or training expense (Registration fee only)
- Traffic sign replacement program
- Lifeguard training
- Swimming pool safety equipment
- Police in-car video system
- Police accreditation program fees

- Police policy manual development
- Playground/sports equipment improvement/training
- Warning signs (pools, lakes, dams, etc.)
- Security fencing that protects the public
- Sewer back-up prevention programs
- Sidewalk inspection and replacement programs

Many other safety related items may be eligible. Please describe your proposal on the Matching Safety Grant application or attach additional information about your specific request.

The Safety Grant Committee, made up of FMIT members, will make all final determinations as to eligibility.

<http://www.toolboxtopics.com/>

Guidelines for a Policy to Control Personal Use of City/County Vehicles

Why Have A Policy For Personal Use Of Vehicles?

One of the main reasons for having written personal use statements, and having these statements signed, acknowledged and recorded for each employee is to set a company policy, to set rules that your employees must abide by. Most vehicles are not given to employees with the intent that they have free use or unrestricted use of the vehicle for whatever use they desire. However, some City/County allow employees to take vehicles home at night for a variety of reasons, ie., security, on-call employees, emergencies, etc.

However, you should consider restricting the use of that vehicle to only that employee; no non-employee drivers such as spouses, or children. You should also consider restricting the usage to business purposes only, and to and from work. Some of the worst claims have been by non-employee drivers or during unauthorized personal usage.

If you want to offer personal usage to some of your employee have them request the use of the vehicle in writing for a specific purpose such as moving, hauling fire wood, etc.. You will then know what your vehicles are being used for.

Another reason for such written personal use statements is that if an employee would use the vehicle against your policies, and have an accident, then under some recent case law, you have a better chance of not being held responsible (liable) for the consequences. Your insurance carrier will still cover your physical damage (if you have that coverage) the same as if it had been stolen by an unknown. However, you should* not be held responsible for the liability to others.

This is one method to reduce your liability exposure, however, this has to be documented, usually by sign-off sheets that the employee signs and dates that he acknowledges this policy.

* The word "should" was used because any legal action can still have unknown and unpredictable consequences. Each case is different.

Sample Policy

It is the policy of _____ that the vehicles provided for some of our employees are to be used only for business.

Any personal use of the _____ vehicles is to be made in writing, or noted phone conversations with officials, stating the nature of each personal use. A decision to allow limited personal use shall be based upon past driver performance and usage anticipated.

The _____ may allow it's employees to drive a vehicle home at night and on weekends for it's convenience and/or security purposes. This may also be in case of client/project emergencies that these employees may be called upon to handle.

The use of _____ vehicles is restricted to employees of the _____ only. Non-employees such as spouses, children, other relatives, or friends are not authorized to drive vehicles at any time (or allowed to ride in _____ vehicles).

The _____ will consider any unauthorized use of vehicles as the equivalent of theft and the driver may be held responsible (liable) for consequences of any accidents.

A driver road observation program is also in effect to monitor usage of the vehicles during business and off hours. Employees driving _____ vehicles will be observed on a random basis, after call in complaints, and after an accident. If any negative results are found, a warning will be issued to the employee. As second warning will be cause for termination of employment in accordance with policy.

I, the undersigned, have read and understand and agree to comply with this policy.

Print Name _____

Signature _____ Date _____

(Employee Name) _____ has been authorized for personal use of (vehicle description) _____ under the following conditions:

- A. _____
- B. _____
- C. _____

NEGLIGENT ENTRUSTMENT

What Does Negligent Entrustment Mean?

In simple terms, negligent entrustment means to charge someone with a trust or duty in an inattentive or careless fashion or without completing required process steps. Negligent entrustment suits and verdicts are increasing. Settlements tend to be large and judgments can often include punitive damages.

The focus of negligent entrustment suits is primarily on the insured and its policies and practices. In commercial automobile operations, a case of "negligent entrustment" may arise when someone allows another person to use a vehicle knowing, or having reason to know, that the use of the vehicle by such person creates a risk of harm to others.

Theories of Employers' Liability

There are two other theories of employer liability that are closely related to negligent entrustment: Respondent Superior and Negligent Hiring. Simply stated, "Respondent Superior" holds an employer responsible for the conduct of an employee while the employee is acting within the scope of his/her employment.

"Negligent Hiring" holds an employer responsible for the conduct of an employee if the employer failed to use due care in hiring and retaining such employee. An example of a circumstance involving negligent hiring would be the employer's failure to check a driver applicant's driving record, when it would have revealed a poor driving history or in checking the driver applicant's MVR, determining it to be "poor" and allowing him to drive anyway.

When is Negligent Entrustment Alleged?

In the case of commercial auto operations, charges of negligent entrustment often arise after a collision where the employee or contractor was dispatched on a run without due regard for their qualifications or ability to safely operate the vehicle. Although the driver's own negligence in causing the accident is usually the primary issue, the two main focuses of investigation of a negligent entrustment charge are:

- A company's policies
- A company's actual practices

In other words, do the theory (the policies) and the fact (the actual practices) match? Basic questions are asked: Does the company have a policy regarding driver selection and training? Did the management team adhere to the terms of that policy? Bottom line, did the insured practice what they preached?

What Elements "Make Up" Negligent Entrustment?

There are several issues which are examined in a case or claim alleging negligent entrustment:

- The driver must be incompetent
- The employer knew or should have known of this incompetence
- The employer must have entrusted the vehicle to the driver
- The driver was negligent on the occasion in question
- The driver's negligence proximately caused the crash

Showing Driver Incompetence

Cases in many jurisdictions have focused on establishing the minimum competency of drivers by using the Federal Motor Carrier Safety Regulations (FMCSR) as a reference. In simple terms, these regulations require that a driver:

- Be of legal driving age for the state where his/her license was issued;
- Be able to read and speak the English language;
- By reason of experience or training, be able to safely operate a vehicle;
- By reason of experience or training, be able to determine whether the cargo is securely loaded; be physically qualified to operate the vehicle; hold a valid driver's license; complete an application form for employment; complete a driving test in the type of vehicle the applicant is expected to operate and be deemed qualified to operate the vehicle (has not committed a criminal offense).

Although enacted to govern companies who are under the authority of the Department of Transportation (DOT), the Federal Motor Carriers Safety Regulations are increasingly being referenced as a benchmark to measure the qualifications of a "professional driver" (a person with driving as a regular part of his/her job duties). When allowed as evidence in cases involving companies that are not under the authority of the DOT, this principle can make a big impact on the outcome of a court decision. Of course, the easiest method of demonstrating a driver's incompetence is to show proof of a long history of traffic violations and/or collisions.

Showing the employer knew or should have known of the driver's incompetence, typically all pertinent employment records of the driver will be reviewed by the plaintiff's counsel. They will also do a thorough investigation of the driver's background, including his driving record. If the employment records do not contain an accurate and complete driving history of that employee, then the plaintiff's attorney will assert that the employer "knew" or should have known of the incompetence. If the plaintiff's counsel independently discovers records indicating incompetence, then the employer should have been able to discover the same facts.

Showing the Employer's Entrustment of the Vehicle to the Driver

If the driver is performing within the scope of his or her job duties and the vehicle was not taken without permission, the vehicle has presumably been entrusted to the driver by the employer.

Showing the Driver's Negligence Proximately Caused the Crash

There are several ways that this may be established, often involving investigations by "expert witnesses," but a simple test is to determine whether the driver was issued a citation, was criminally charged, or otherwise ruled to have been "at-fault" after a presentation of evidence.

HOW TO REDUCE EXPOSURE

The potential of exposure to negligent entrustment losses can be reduced through the following:

- Driver recruiting and selection practices
- New hire evaluation and orientation
- Ongoing driver review and training
- Post-accident reviews and training

Each of these four areas must have a component that involves evaluation of the driver's adherence to acceptable MVR standards.

Esta página en
Español

Optional Information
Name of school:
Date of inspection:
Career-Technical program/course/room:
Signature of inspector:



General Classroom Conditions

Self-Inspection Checklist

Guidelines: This checklist covers regulations issued by the U.S. Department of Labor, Occupational Safety and Health Administration (OSHA) general industry standards (29 CFR 1910.22, 1910.141 and 1910.176). These regulations apply only to private employers and their employees, unless adopted by a State agency and applied to other groups such as public employees. In addition, two questions were included that address recommended practices.

Please Circle

- | | |
|--|------------|
| 1. Are all changes in classroom use and alterations, repairs, construction, or installation of new equipment reviewed with the appropriate State and local agency that has jurisdiction over school modifications? [recommended] | Y N N/A ?? |
| 2. Is an electric solenoid key-operated gas shut-off switch installed on each gas supply line to your shop, lab or instructional area? [recommended] | Y N N/A ?? |
| 3. Are classrooms kept clean and free from debris to the greatest extent practical given the types of activities being performed? [29 CFR 1910.141(a)(3)(i)] | Y N N/A ?? |
| 4. Are waste materials that are prone to rotting placed in leakproof receptacles with tight fitting covers and removed daily for disposal? [29 CFR 1910.141(a)(4) and (g)(3)] | Y N N/A ?? |
| 5. Are classrooms maintained, as far as reasonably practicable, to prevent the entrance or harborage of rodents, insects, and other vermin? [29 CFR 1910.141(a)(5)] | Y N N/A ?? |

General Classroom Conditions: Self-Inspection Checklist

- | | | | | | |
|-----|--|---|---|-----|----|
| 6. | Is water available that is suitable for drinking, personal hygiene, food preparation or cleaning?
[29 CFR 1910.141(b)(1)(i)] | Y | N | N/A | ?? |
| 7. | Are all nondrinkable water outlets clearly marked as such?
[29 CFR 1910.141(b)(2)(i)] | Y | N | N/A | ?? |
| 8. | Are lavatories equipped with hot and cold running water, hand soap, and towels or driers?
[29 CFR 1910.141(d)(2)(ii),(iii),(iv)] | Y | N | N/A | ?? |
| 9. | Where showers are required, are soap, hot and cold running water through a common discharge line, and individual towels provided? [29 CFR 1910.141(d)(3)(iii),(iv),(v)] | Y | N | N/A | ?? |
| 10. | Is the consumption of food and beverages prohibited in or near toilet rooms or areas containing toxic materials?
[29 CFR 1910.141(g)(2)] | Y | N | N/A | ?? |
| 11. | Is storage of food or beverages prohibited in toilet rooms or in an area exposed to a toxic material?
[29 CFR 1910.141(g)(4)] | Y | N | N/A | ?? |
| 12. | Where employees are required to wear protective clothing, are change rooms provided with storage facilities for street clothes and separate storage facilities for the protective clothing? [29 CFR 1910.141(e)] | Y | N | N/A | ?? |
| 13. | Is material stored so as not to create a hazard?
[29 CFR 1910.176(b)] | Y | N | N/A | ?? |
| | Note: Bags, containers, bundles, etc., stored in tiers must be stacked, blocked, interlocked, and limited in height so that they are stable and secured against sliding and collapse. | | | | |
| 14. | Are storage areas kept free from hazards that may cause tripping, fire, explosion, or pest harborage?
[29 CFR 1910.176(c)] | Y | N | N/A | ?? |
| 15. | Is sufficient safe clearance available through aisles, loading docks, turns, or doorways when mechanical handling equipment is used? [29 CFR 1910.176(a)] | Y | N | N/A | ?? |
| 16. | Are head clearance warning signs provided where needed?
[29 CFR 1910.176(e)] | Y | N | N/A | ?? |
| 17. | Are all passageways, work areas, storerooms, and washing facilities kept orderly and sanitary? [29 CFR 1910.22(a)(1)] | Y | N | N/A | ?? |
| | Note: Examples of violations include floor areas strewn with lumber, tires, books, and boxes. | | | | |
| 18. | Are all floors kept clean and as far as possible dry?
[29 CFR 1910.22(a)(2)] | Y | N | N/A | ?? |
| 19. | If floors are likely to get wet (such as in food preparation), are platforms, mats, or other dry standing places provided | Y | N | N/A | ?? |

- where practicable? [29 CFR 1910.22(a)(2)]
- | | | | | |
|---|---|---|-----|----|
| 20. Are all floors kept free of protruding nails, splinters, holes, or loose boards? [29 CFR 1910.22(a)(3) and 1910.141(a)(3)(iii)] | Y | N | N/A | ?? |
| 21. Are aisles and passageways kept clear and in good repair, with no obstructions that could create a hazard? [29 CFR 1910.22(b)(1)] | Y | N | N/A | ?? |
| 22. Are covers and/or guardrails provided to protect people from falling into pits, tanks, vats, ditches, etc.? [29 CFR 1910.22(c)] (see checklist <u>Guarding Floor, Stairs, and Other Openings</u>) | Y | N | N/A | ?? |
| 23. Are areas used for storage of materials marked with conspicuous signs that indicate the load-bearing capacity of the floor? [29 CFR 1910.22(d)(1)] | Y | N | N/A | ?? |
| 24. Is the weight of stored materials assessed to ensure that it is below the load-bearing capacity of the floor? [29 CFR 1910.22(d)(2)] | Y | N | N/A | ?? |

Comments/Corrective action:

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NIOSH Safety Checklist Program for Schools
(and Other Safety Databases)
National Institute for Occupational Safety and Health

SCHOOL BOARD OF GADSDEN COUNTY

FLEET SAFETY POLICY

The School Board of Gadsden County is concerned with the safety and welfare of all its employees, including those operating vehicles.

It is the policy of the School Board of Gadsden County to actively follow a program designed to eliminate practices and conditions that might contribute to a motor vehicle accident.

All drivers have a responsibility to themselves, their families, the students, and the public to exercise competency in the safe operation and maintenance of all school vehicles and vehicles operated on behalf of the school board.

Superintendent

FLEET SAFETY POLICY

A. OBJECTIVE

To provide guidance to management and persons assigned responsibility for fleet operations for the safe operation of fleet vehicles through driver selection, driver training and inspection and maintenance of vehicles.

B. SCOPE

This policy applies to all operators of company owned and non-owned vehicles operated in the course of business for the School Board of Gadsden County of . Procedures contained within this policy include Driver Selection, Driver Training, Driver Supervision, Accident Reporting, Investigation and Records, Vehicle Inspection and Maintenance and Driver Motivation and Recognition

C. RESPONSIBILITIES

Supervisors and Drivers all share in the responsibilities as outlined in this program.

Driver Selection _____

Training: _____

Maintenance: _____

D. PROCEDURES

DRIVER SELECTION

Because the quality of job performance affects the success of the entire fleet operation and directly influences the fleet safety performance, every effort will be made to select the most qualified available person for each job.

Proper selection of drivers requires that two conditions be met:

- Management should know and define the specifications or requirements of the job to be filled.
- The driver's ability to meet these requirements will be determined using various sources and techniques:
 - An application form filled out in the driver applicants' own handwriting .
 - A personal interview with face-to-face contact for appraisal of job knowledge, and qualifications.
 - References will be obtained to verify information from the application and interview along with past performance. .

FLEET SAFETY POLICY

- A current and valid driver's license, compatible with the type(s) of vehicle(s) to be driven.
- A Motor Vehicle Record will be obtained when hired and annually and evaluated, based on the acceptability criteria found in this policy (see below). The MVR should also be obtained on any employee that uses their personal vehicle for business.
- Driving tests – All employees who drive as a part of their duties should be given a road test, in traffic, in the type vehicle they are expected to drive. Road test results should be documented.
- The information collected will be assembled and a permanent personal record will be established.

DRIVER TRAINING

The minimum training program will include:

- Orientation on company rules and procedures.
- Successful completion of Driver Training program/s as offered by continued in-service training based on periodic performance evaluations.

DRIVER SUPERVISION

A supervisor's attitude toward safe driving will greatly affect the attitude and driving performance of those responsible to him/her.

- Supervisors/Managers will be held accountable for safety performance in their areas of responsibility.
- The safety coordinator will supervise in terms of proper and safe job performance.
- Direct supervisors should ride with drivers for the purpose of evaluating driver performance at least annually.
- Lines of communications between management and drivers should be kept open.

ACCIDENT INVESTIGATION, REPORTING AND RECORDS

Every accident will be reported, investigated and reviewed (see form below)

- The Safety Coordinator will be responsible for tabulating and analyzing accident data.
- A master file of accidents and related data will be maintained by the person designated to handle accident reports and to coordinate investigations.

FLEET SAFETY POLICY

- The primary purpose of investigating an accident is to find out the cause and initiate action to eliminate or control it. The responsibility of accident investigation is assigned to the direct supervisor of the driver involved in the accident.
- All school vehicles will contain a Vehicle Accident packet. The information contained in this packet establishes the Driver Procedures for actions to be taken at the time of the accident and the responsibility of the driver in reporting the accident.
- An Accident Review Committee will be established to determine accident preventability, including:
 - Review of accidents and determining preventability.
 - Recommending control measures.

MAINTENANCE / INSPECTION

Mechanical failures, while accounting for a small percentage of vehicle accidents, are often quite serious in nature.

- A procedure will be established for determining the specifications for new equipment, based on its intended use.
- An effective preventive maintenance plan will be established.
- Records will be kept for each piece of equipment.
- Drivers will be responsible for routine vehicle inspection and securing of necessary maintenance and repairs (See attached inspection procedures)

FLEET SAFETY POLICY

FLEET SAFETY RULES

- Personal use of school vehicles is not permitted, unless authorized by management.
- Drivers other than those authorized by [REDACTED] are not permitted.
- Non employees are not authorized to ride in [REDACTED], unless approved by management.
- Do not take chances. To arrive safely is more important than to arrive on time.
- Drivers should be mentally and physically rested and alert prior to each trip.
- Driving while under the influence of alcohol or restricted drugs is prohibited.
- Drivers must have a valid driver's license for the type of vehicle to be operated, and keep the license(s) with them at all times while driving.
- Traffic laws must be obeyed.
 - Speed shall never be faster than a rate consistent with existing speed laws and road, traffic and weather conditions. Posted speed limits must be obeyed.
 - Never attempt to exercise the right-of-way; always let the other driver go first.
 - Keep to the right except when overtaking slow-moving vehicles, or when getting into a position to make left turn.
 - Never follow another vehicle so closely that you will not be able to make a safe stop under any conditions. Observed Timed Interval and Following Distance guidelines.
 - Turn signals must be used to show where you are heading: while going into traffic and before every turn or lane change.
- Remember, signaling intentions neither gives the driver the right of way, nor guarantees a safe lane change:
 - Slow down, obey speed limit and watch for children in school zones.
- Do not give rides to hitchhikers or strangers.
- Seat belts will be worn by drivers and passengers.
- Check your vehicle daily before each trip, and check the vehicle visually each time before driving. Check lights, tires, brakes, and steering particularly. An unsafe vehicle should not be operated until repairs are made.
- Drivers must report all accidents immediately, as required by law and the school rules.

FLEET SAFETY POLICY

- Drivers must report all arrests and traffic convictions to the [redacted]. Repeated traffic convictions or failure to report traffic accidents or convictions may result in disciplinary action.

MOTOR VEHICLE RECORD EVALUATION CRITERIA (1)

The following criteria must be met based on a review of a [redacted] three year MVR for drivers to be considered "authorized drivers" eligible to operate School Board of Gadsden County of owned vehicles or private vehicles on behalf of the school. This information will be secured on any new prospective driver prior to operation of a motor vehicle and annually thereafter.

- Convicted of driving while intoxicated or under to influence of drugs; failing to stop and report when involved in an accident; driving while license is suspended or revoked; homicide, assault, or felony arising from the operation of a motor vehicle.

10 points for each instance during the past 36 months.

- Moving violations:

6 points for each instance during the first 12 months shown on MVR.

3 points for each instance during second 12 months shown on MVR.

2 points for each instance during third 12 months shown on MVR.

- Moving violation involving defective or faulty vehicle.

5 points for each instance during the past 36 months shown on the MVR.

- Accident

5 points for each non-preventable accident during the past 36 months shows on the MVR.

Calculating Results:

- If the total point count is 9 or less, the individual can operate a Company vehicle**

FLEET SAFETY POLICY

- **If the total point count is 10 - 19**, a management review board makes the final decision on eligibility, including prospective employees. The review board may require the individual to attend a Defensive Driving Course in order to maintain his/her eligibility.

- **If the total point count is 20 or more**, the individual is ineligible to operate a School Board of Gadsden County vehicle for twelve months. Prior to reinstatement, the management review board may require the individual to attend a Defensive Driving Course

MOTOR VEHICLE RECORD EVALUATION CRITERIA (2)

The following criteria must be met based on a review of a **three year MVR** for drivers to be considered "authorized drivers" eligible to operate school owned vehicles or private vehicles on behalf of the school. This information will be secured on any new prospective driver prior to operation of a motor vehicle and annually thereafter.

DRIVER ELIGIBILITY

- ALL TYPE 'A' VIOLATIONS (as defined below) WILL RESULT IN TERMINATION OF DRIVING PRIVILEGES FOR EMPLOYEES AND WILL DISQUALIFY ANY POTENTIAL DRIVER EMPLOYEES.

- ANY DRIVERS (EMPLOYEES OR APPLICANTS) SHOWING ONE OF THE FOLLOWING WILL BE RESTRICTED FROM DRIVING COMPANY VEHICLES:
 - One (1) or more type 'A' Violations in the past 3 years.
 - Three (3) or more accidents (regardless) of fault in the last 3 years.
 - Three (3) or more 'B' violations in the past 3 years.
 - Any combination of accidents and type 'B' violations which equal Four (4) or more in the last 3 years.

Type 'A' Violations:

- Driving While Intoxicated
- Driving While Under the Influence of Drugs
- Negligent Homicide Arising out of the use of a Motor Vehicle (gross negligence)
- Operating During a period of Suspension or Revocation
- Using a Motor Vehicle for the commission of a Felony
- Aggravated Assault with a Motor Vehicle
- Operating a Motor Vehicle Without the Owners Authority (grand theft)
- Permitting an Unlicensed Person to Drive
- Reckless Driving
- Speed Contest (racing)
- Hit and Run (Bodily Injury or Property Damage)

Type 'B' Violations:

All Moving Violations not listed as type 'A' Violations.

FLEET SAFETY POLICY

MOTOR VEHICLE RECORD EVALUATION CRITERIA (3)

The following criteria must be met based on a review of a three year MVR for drivers to be considered "authorized drivers" eligible to operate owned vehicles or private vehicles on behalf of the . This information will be secured on any new prospective driver prior to operation of a motor vehicle and annually thereafter.

Violation	Points
1. License Suspension	15
2. Driving while intoxicated or under the influence of narcotics (DWI or DUI)	15
3. Any serious violation: i.e. Reckless driving, racing, endangering the lives of others	15
4. Driving in excess of 5 MPH over posted speed limit	5
5. Any standard violation: i.e. Careless driving, traffic light, stop sign, lane crossover, failure to signal, failure to yield, etc.	4

Accidents	Points
1. Bodily injury	6
2. Accidents of any other kind	5

Assume accidents fall into the "at fault" or preventable category unless otherwise supported by specific facts or documentation

An existing driver with 15 or more points will be placed in a non-driving capacity. New prospects with 15 or more points will not be considered. Require applicants who will be driving company vehicles to provide you with an MVR prior to hiring.

An existing driver with 6 to 14 points, should be monitored by management. Consider defensive driver training, limited merit increases, additional consideration as to territory handled, temporary placement in non-driving capacity (if feasible). If at all possible, new prospective employees falling into this category should not be considered for driving positions.

FLEET SAFETY POLICY
Critical Item Inspection Guidelines
for Automobiles, Pick Ups and Vans

What is a critical item inspection? What will it accomplish? Could you use it to your advantage?

The critical item inspection program is a unique process recently developed that focuses inspection efforts on vehicle equipment and driver requirements most often identified as causing or contributing to passenger car and pick up truck accidents.

The adoption of a critical item checklist (attached) is a significant change from an inspection process which consists of a very detailed inspection of ALL vehicle equipment. This guide has been published to assist companies who use personal cars (including vans and pick ups trucks) in business operations as well as for company vehicles. We believe that the critical item inspection checklist is a useful tool in supplementing existing preventive maintenance programs.

1. Brakes

Parking Brake and transmission (Park) Mechanism -- Park on a fairly steep hill and hold car with the parking brake only. This checks holding ability. For automatic transmissions, check (Park) by releasing all brakes after moving the shift lever to "P".

Brakes -- repeated pulling to one side when braking, strange sounds or increased brake pedal travel indicate brake problems. Have the system inspected at once and repaired if needed.

INSPECT BRAKES MORE OFTEN IF CONDITIONS OR HABITS RESULT IN FREQUENT BRAKING

2. Steering and Suspension System

Steering -- Be alert for any changes in steering action. Inspection or service is needed when the steering wheel is hard to turn or has too much free play, or when strange sounds occur during turning or parking.

Suspension System -- Uneven or abnormal tire wear, or a pull right or left on a straight and level roadway may show the need for a wheel alignment. A vibration of the steering wheel or seat at normal highway speeds may mean that wheel balance is needed.

3. Tires and Wheels

Tires mounted on passenger automobiles, pick ups trucks and light duty vans must have at least 2/32 inch (1.6 mm) tread depth at all points in all major grooves. Tires must not be used which have un-repaired fabric breaks, exposed or damaged cord, bumps, bulges, or cuts that measure more than one (1) inch (25 mm) in length.

FLEET SAFETY POLICY

Critical Item Inspection Guidelines

for Automobiles, Pick Ups and Vans (page 2)

4. Lights

Check license plate lights, side marker lights, head lights, parking lights, tail lights, brake lights, turn signals, back up lights and hazard warning flashers. Have head lights aim adjusted if the beam is improperly aimed.

5. Windshield and Windows

Replace or repair broken, scratched or damaged glass that reduces vision or could cause injury. Keep all glass clean for best visibility.

6. Windshield Wipers

Check operation and condition of the wiper blades and the flow and aim of the washer spray.

7. Mirrors

Make sure all mirrors are properly adjusted, including inside and outside. Make sure you just barely frame the vehicle on the inside view from the mirror.

8. Horn

Sound horn now and then to make sure it works. Check all button locations.

Driver Vehicle Inspection Report

Each vehicle must receive an inspection by the users of the vehicle or the assigned driver. The frequency of this inspection will depend upon the use of the vehicle. For example, a business with a territory involving hilly and mountainous terrain should inspect the vehicle's brakes more frequently than a company located in a central plains state.

When defects are noted or when problems develop during vehicle operation, a documented system of repair is necessary. The system should provide the driver with a means to notify management that the defect or problem exists and requires attention. The system should also provide a means of dating repair documentation, corresponding to the specific vehicle inspection report.

Maintenance Records

Every preventive maintenance program is supported by thorough, up-to-date record keeping. To be useful, maintenance records must be kept current, must only record meaningful data and must be reviewed on a periodic basis.

Every vehicle should have a record of all preventive maintenance and repair work which has been performed. Such a record will allow management to develop needed cost data and review the past performance of a specific vehicle or group of vehicles. It allows management to

FLEET SAFETY POLICY

maintenance which has been performed on a vehicle to determine if additional work is necessary or can be expected. It also gives clues to problems which have been overlooked in routine maintenance.

Critical Item Inspection Guidelines

for Automobiles, Pick Ups and Vans (page 3)

Management Review

Management should review the vehicle inspection and maintenance records annually. There are no specific forms or formats which are required. However, management should establish that the preceding elements are in place and are covering the essential functions of inspection, maintenance and repair.

FLEET SAFETY POLICY

PREVENTIVE MAINTENANCE: CRITICAL ITEM INSPECTION

PASSENGER CARS, VANS & PICK-UP TRUCKS

Date	Time	Location	
Inspection By		I.D. Number	
Vehicle License		Vehicle Number	
		O. K.	Needs Attention
1. Brakes			
Parking Brake			
Pull/Strange Sounds			
Brake Pedal Travel			
2. Steering Suspension			
Change in Steering Action			
Vibration			
3. Tires			
Wear/Defect			
Groove Depth 2/32" Minimum			
4. Wheels: ____Cracks ____ Loose Nuts			
5. Lights			
6. Windshield and Windows			
7. Windshield and Windows			
8. Mirror			
9. Horn			
Comments:			

FLEET SAFETY POLICY

Suggested Guidelines for Preventive Maintenance Service and Inspection Record

Vehicle	Driver											
Vehicle Number	Location											
A = 3,000 miles or 3 months B = 6,000 miles or 6 months Date of (S)ervice or (I)nspection -- include date and letter code C = 12,000 miles or 12 months												
A. Motor Oil												
A. Chassis Lube												
A. Oil Filter												
A. Air Filter												
A. Transmission												
B. Differential												
B. Wheel Bearing												
B. Steering System												
B. Battery												
B. Tires (tread depth)												
B. Tires (rotate)												
C. Tune - Up												
C. Brake System												
C. Cooling												
A/B/C. Other												
A/B/C. Other												

FLEET SAFETY POLICY

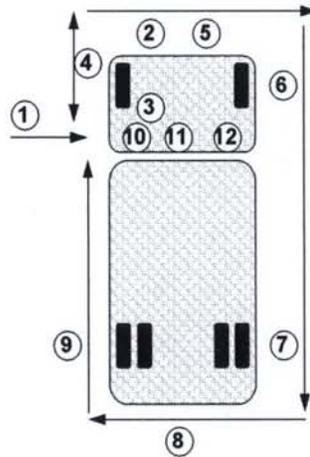
Use this form for mechanics to insure that the above items are inspected and maintained on a regular basis. Feel free to change the level of schedule service as you see fit. Or to add items for your particular exposures.

Pre/Post Inspection

Company _____ Location _____
 Truck Unit # _____ Odometer reading _____ Date _____

Driver Must Check the following items before each trip; 4 for OK, X needs attention

1. Approaching vehicle, look for fluid leaks on ground: water, oil, brake fluid, gas, etc.
2. Check fluid level of oil and radiator, and brake reservoir.
3. In-Cab: Turn on all lights and 4 way flashers.
4. Check front tire, wheel and lug nuts. Check for body damage.
5. Check all lights, turn signals and wiper blades. Check for body damage.
6. Same as number 3.
7. Check for body damage, all side lights or reflectors, side door(s), tool compartment(s), rear tire(s), wheel(s) and lug nuts.
8. Check all rear lights, reflectors, turn signals, body damage, and any rear door(s) and lock(s).
9. Same as number 6.
10. In-Cab: Turn off four way flashers and lights. Check all window glass and rear view mirrors. Adjust as needed. Test turn signal operations in both directions. Start engine and check operation of all gauges and warning lights. Check operation of horn, windshield washers and wipers. Test parking brake. Check operation of heater and defroster. Fasten safety belt.
11. Check clutch and brake pedal travel, free play in steering wheel.
12. Test brakes before leaving yard or lot.



Item #	4 or X	Comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

FLEET SAFETY POLICY

12		
----	--	--

Drivers Signature _____ Date _____

DRIVER CONDUCT AT THE SCENE OF AN ACCIDENT

A. DRIVER CONDUCT AT THE SCENE OF AN ACCIDENT

- Driver's Report of Motor Vehicle Accident
- Witness Information Cards
- List of Insurance Claims Offices
- Traffic Accident Exchange Information Forms

B. WHAT THE DRIVER SHOULD DO AFTER AN ACCIDENT

- **Take Immediate Action To Prevent Further Damage Or Injury At The Scene Of The Accident**
 - Pull onto shoulder or side of road.
 - Actuate four-way flashers and place warning signals promptly and properly.
 - Assist any injured person, but don't move them unless they are in danger of further injury.
- **Call The Police**
 - If someone is injured, request medical assistance.
- If the driver cannot get to a nearby phone, he/she should write a note giving location and seriousness of the accident and give it to a reliable-appearing motorist and ask him/her to notify police.
- The vehicle should not be left unattended except in extreme emergency.

C. EXCHANGE "TRAFFIC ACCIDENT EXCHANGE INFORMATION" FORMS WITH OTHER DRIVER(S)

- The driver should give identifying information to the other party involved, but should make no comments about assuming responsibility.

D. SECURE NAMES AND ADDRESSES OF ALL WITNESSES

- Witnesses should be asked to complete a Witness Information Card.
- If there are no witnesses, the name and address of the first person to arrive at the scene should be obtained.

E. COMPLETE THE "DRIVER'S REPORT OF MOTOR VEHICLE ACCIDENT" FORM

- Drivers should remember the following general rules for filling in the report:
 - Print or write legibly.
 - Follow instructions to the letter.
 - Answer all questions completely. If unable to answer any question, mark "not known".
 - Use additional sheets of paper if space is lacking for necessary information.

F. REPORT THE ACCIDENT

- The driver should call the company immediately in the event of any accident.
- The accident should be reported to the nearest insurance claims office as listed in the Vehicle Accident Report packet.

FLEET SAFETY POLICY

Driver Ride Evaluation

School Board of Gadsden County of	Driver Name:
Date:	Vehicle / Route Number:

DIRECTIVES: Encourage the Driver to "Verbalize" his/her actions/thoughts/observations. Obtain the Driver's input on What he/she is doing and Why. The Driver is to see this Form before and after completion, as indicated by his/her signature.

OBJECTIVES: 1) Identify and Re-enforce specific types of Good/Safe Driving and Behavior;
 2) Educate, Change, and Improve specific types of Good/Safe Driving and Behavior;
 3) Obtain Driver Input on "What we could do to help him/her?"

GRADINGS: 5=Excellent 4=Above Average 3=Average 2=Below Average 1=Poor

CATEGORIES	5	4	3	2	1
PRE-TRIP PROCEDURES					
Vehicle Inspection	—	—	—	—	—
Mirror Checks/Adjustments	—	—	—	—	—
Start & Warm Up Procedure	—	—	—	—	—
EMERGENCY PREPAREDNESS					
Availability of Accident Packet	—	—	—	—	—
Knowledge of Accident Procedures	—	—	—	—	—
Adequacy of Emergency Kit (Reflective Triangle, No Flares)	—	—	—	—	—
Knowledge of Breakdown Procedures (Passenger Safety)	—	—	—	—	—
Post-Trip Vehicle Inspection	—	—	—	—	—
DRIVING HABITS					
Looks Behind & Signals before Pulling from Curb	—	—	—	—	—
Maintains a Safe Following Distance	—	—	—	—	—
Adapts Speed to Meet Traffic Conditions	—	—	—	—	—
Approaches Intersections Cautiously	—	—	—	—	—
Yields To Pedestrians	—	—	—	—	—
Steering Control (Both Hands on Wheel when not Shifting)	—	—	—	—	—
Travels Slower in Curb Lane	—	—	—	—	—
Smooth Braking/ Smooth Stops	—	—	—	—	—
Obeys Traffic Signs/Signals	—	—	—	—	—
PASSING HABITS					
Drives in the Right-hand Lane Except to Pass	—	—	—	—	—
Passes Others Safely	—	—	—	—	—

FLEET SAFETY POLICY

Passes Parked Vehicles Safely (Looks Under for Feet)	—	—	—	—	—
Allows Adequate Room for Safe Pass	—	—	—	—	—
PARKING					
Planning	—	—	—	—	—
Stops off Traveled Portion of Highway	—	—	—	—	—
Parks Without Hitting Curb	—	—	—	—	—
Sets Hand Brake & Uses Low Gear	—	—	—	—	—
Parking on Grade, Turns Wheels into Curb	—	—	—	—	—

URNS					
Uses Mirrors Properly	—	—	—	—	—
Proper & Adequate Signaling	—	—	—	—	—
Proper Lane for Turn	—	—	—	—	—
Completes Turn Properly & Smoothly	—	—	—	—	—
Proper Turning Radius	—	—	—	—	—

COMMUNICATIONS WITH OTHERS					
Use of Turn Signals	—	—	—	—	—
Taps Horn to Alert Others When Appropriate	—	—	—	—	—
Establishes Eye Contact	—	—	—	—	—
Courtesy/Conduct/Attitude	—	—	—	—	—

SEEING & REACTION HABITS					
Reads Traffic Lights Well in Advance	—	—	—	—	—
Evaluates Traffic Patterns Early	—	—	—	—	—
Looks for Cross Traffic (esp. Green Light Proceeding)	—	—	—	—	—
Checks Clearances	—	—	—	—	—
Recognizes Hazards	—	—	—	—	—
Reacts Quickly	—	—	—	—	—
Maintains Space Cushion	—	—	—	—	—
Consistent Use of Mirrors	—	—	—	—	—

BACKING					
Planning	—	—	—	—	—
Assures Adequate Clearances	—	—	—	—	—
Controlled Backing	—	—	—	—	—
Docking	—	—	—	—	—

GEAR SHIFTING & USE OF CLUTCH					
Starts in Low Gear	—	—	—	—	—
Proper Use of Clutch	—	—	—	—	—
Proper Shifting Up & Down	—	—	—	—	—

GENERAL REQUIREMENTS					
Driver's Appearance	—	—	—	—	—
Knowledge of ICC Safety Rules	—	—	—	—	—
Listens to Instructions Attentively	—	—	—	—	—
Accepts & Tries to Correct Poor Habits	—	—	—	—	—
Attitude Toward Customers	—	—	—	—	—

Vehicle Loading	
Comments:	

FLEET SAFETY POLICY

DRIVER'S INPUT (What Can We Do To Help YOU? Suggestions in Training/Initial Training? What is your major obstacle?):

DRIVER'S SIGNATURE

COMMENTATOR'S SIGNATURE

FLEET SAFETY POLICY

AUTHORIZED COMPANY DRIVER FILE

Driver: _____ Date File Opened: _____

Driver License # _____ State of Issue: _____ Expiration Date: _____

Mandatory Contents

- Copy of Current Drivers License
- Current Copy (within 12 months) Motor Vehicle Record
- Current Copy (within 12 months) Fleet Driver Commitment Form

Optional Contents

- Copy of Insurance Coverage for Non Company Owned Vehicles operated on Company business
- Documentation of Driver Training
- Safe Driving Awards

Vehicle Accident Record

Vehicle	Date of Loss	Location	Description	P/NP*

File Review

Date	Reviewer

*P – Preventable

* NP – Non Preventable

FLEET SAFETY POLICY
Wireless Phone Use Policy

Purpose:

To outline the company's use of wireless phone equipment while driving and to reduce the exposure to associates and general public to injuries and/or property damage.

Scope:

This applies to all drivers operating a wireless phone and those operating a wireless phone on company property.

Policy:

In order to minimize the risk associated with wireless phone usage while driving, it is the responsibility of all employees to use wireless phones in a safe and prudent manner.

- Use of a non-hands free wireless phone is prohibited while; operating a _____ vehicle, or when operating a vehicle while on School Board of Gadsden County business, or when driving on School Board of Gadsden County property.
- Finger dialing by the driver, while the car is in motion, is prohibited.
- Avoid unnecessary calls and all calls should be kept brief.
- Calls should be restricted if driving conditions become hazardous.
- Reading or writing while operating the vehicle is prohibited.
- Wireless phones should not be used when a safer alternative is available.
- Plan calls prior to traveling or while on rest breaks whenever possible.
- If a Motor Vehicle Law of the state is more stringent than this policy, that law will supersede this policy.

Procedures:

- The School Board of Gadsden County may supply hands free units to all associates using company wireless phones.
- All those supplied with a (School Board of Gadsden County) vehicle will have to read and sign the Driver's Commitment form.
- A Visitors Policy sheet will be posted next to the sign in log.
- Visitors to the School Board of Gadsden County property will sign the Visitor Policy Form. .

FLEET SAFETY POLICY

DRIVER'S COMMITMENT

School Board of Gadsden County of _____

DRIVER: _____ LOCATION: _____

My signature on this commitment form indicates that I understand my responsibilities as a driver. I agree to fulfill all my responsibilities listed in the Driver Safety Policy.

I commit to:

- Adhere to all policies and procedures governing the operation of my vehicle.
- Report unsafe operating conditions of the vehicle.
- Report any accident immediately.
- Abide by all traffic rules of the road.
- Prohibit the use of company vehicle by unauthorized drivers.

EMPLOYEE SIGNATURE/ DATE

MANAGER'S SIGNATURE/DATE

Failure to comply with the conditions listed above can result in loss of driving privileges. This form will be kept in my driver's file.

FLEET SAFETY POLICY
Automobile Accident Investigation

1. Member:		2. Employee Conducting Accident Investigation:	
3. Date & time of accident:		5. Location:	
6. Please describe what is alleged to have occurred:			
7. Describe road & weather conditions:			
8. Employee/Driver Name:		9. Department:	
10. Vehicle make, model & year:		11. Vehicle ID #:	
12. Was employee drug tested:			
13. Did police report state that employee contributed to accident:			
14. Was employee cited:		15. Violation cited:	
16. Describe injuries sustained by employee:			
17. Describe damage to member vehicle:			
18. Current location of member vehicle:			
CLAIMANT INFORMATION			
19. Claimant name:			
20. Claimant address:			
21. Home phone#:	22. work phone #:		23. Other contact #'s:
24. Describe claimant injuries:			
25. Describe damage to claimant property:			
26. Claimant vehicle make & model year:			
27. Location			
28. Did police report state that claimant contributed to accident:			
29. Was claimant cited:		30. Violation cited	

**Self-Inspection Form for Emergency Service
School Board of Gadsden County Buildings and Grounds**

Name of Public Entity: School Board of Gadsden County

Building Location (full address): _____

Name of Inspector:

Date of Inspection:

Section I – Grounds

1. Are parking areas, walkways, stairs, driveways, etc., free from conditions that may cause slipping falling? Yes No N/A
2. Is exterior lighting adequate in all areas? Yes No N/A
3. Are all exterior stairs provided with handrails which are in good condition? Yes No N/A
4. Are exterior fire escapes in good condition? Yes No N/A
5. Is exterior storage of trash and rubbish at least 25 feet away from the building? Yes No N/A

Section II - Interior Doors and Stairways

1. Are all exit doors properly marked? Yes No N/A
2. Are all exit doors easily accessible? Yes No N/A
3. Do all exit doors open outward? Yes No N/A
4. Do all exit doors equipped with panic hardware? Yes No N/A
5. Are all doors easily opened and closed? Yes No N/A
6. Are all doorways and areas adjacent to them free of obstructions? Yes No N/A
7. Are full length, clear glass doors and windows properly identified? Yes No N/A
8. Do all interior stairs have anti-slip treads? Yes No N/A
9. Are stairway and exit doors kept closed at all times? Yes No N/A
10. Do all interior stairways have properly secured handrails? Yes No N/A
11. Are interior stairways kept free of storage and obstructions at all times? Yes No N/A
12. Are interior stairways properly lighted? (reference NFPA #101 Life Code) Yes No N/A

Section III - Heating and Air Conditioning Equipment

1. Has heating equipment been thoroughly inspected by a qualified service man within the past year?
 Yes No N/A Date of Service: _____
2. Is heating equipment (including flues and pipes) properly insulated from combustible materials? Yes No N/A
3. Are heating and air conditioning equipment rooms free of storage? Yes No N/A
4. Are heating and air conditioning rooms restricted areas? Yes No N/A
5. Is air conditioning equipment cleaned and serviced annually? Yes No N/A

Section IV - Electrical Equipment and Control Panels

1. Has the electrical system been inspected within the past five years by a certified electrician or electrical inspector?
 Yes No N/A
2. Are electrical panels always kept closed? Yes No N/A
3. Are electrical panels always kept clear of storage and obstructions? Yes No N/A
4. Is circuitry adequate to handle load demand (not requiring frequent fuse replacement or circuit breaker resetting)?
 Yes No N/A
5. Was electrical system installed by a competent electrician? Yes No N/A Date of Installation: _____
6. Is electrical system regularly maintained by a competent electrician? Yes No N/A
7. Are all electrical appliances properly grounded and cleaned? Yes No N/A
8. Are electric motors adequately ventilated to prevent overheating and are they cleaned regularly? Yes No N/A
9. Are proper size electrical cords used and are they in good condition? (Reference NFPA #70 National Electric Code)
 Yes No N/A

NEGLIGENT ENTRUSTMENT

What Does Negligent Entrustment Mean?

In simple terms, negligent entrustment means to charge someone with a trust or duty in an inattentive or careless fashion or without completing required process steps. Negligent entrustment suits and verdicts are increasing. Settlements tend to be large and judgments can often include punitive damages.

The focus of negligent entrustment suits is primarily on the insured and its policies and practices. In commercial automobile operations, a case of "negligent entrustment" may arise when someone allows another person to use a vehicle knowing, or having reason to know, that the use of the vehicle by such person creates a risk of harm to others.

Theories of Employers' Liability

There are two other theories of employer liability that are closely related to negligent entrustment: Respondent Superior and Negligent Hiring. Simply stated, "Respondent Superior" holds an employer responsible for the conduct of an employee while the employee is acting within the scope of his/her employment.

"Negligent Hiring" holds an employer responsible for the conduct of an employee if the employer failed to use due care in hiring and retaining such employee. An example of a circumstance involving negligent hiring would be the employer's failure to check a driver applicant's driving record, when it would have revealed a poor driving history or in checking the driver applicant's MVR, determining it to be "poor" and allowing him to drive anyway.

When is Negligent Entrustment Alleged?

In the case of commercial auto operations, charges of negligent entrustment often arise after a collision where the employee or contractor was dispatched on a run without due regard for their qualifications or ability to safely operate the vehicle. Although the driver's own negligence in causing the accident is usually the primary issue, the two main focuses of investigation of a negligent entrustment charge are:

- A company's policies
- A company's actual practices

In other words, do the theory (the policies) and the fact (the actual practices) match? Basic questions are asked: Does the company have a policy regarding driver selection and training? Did the management team adhere to the terms of that policy? Bottom line, did the insured practice what they preached?

What Elements "Make Up" Negligent Entrustment?

There are several issues which are examined in a case or claim alleging negligent entrustment:

- The driver must be incompetent
- The employer knew or should have known of this incompetence
- The employer must have entrusted the vehicle to the driver
- The driver was negligent on the occasion in question
- The driver's negligence proximately caused the crash

Showing Driver Incompetence

Cases in many jurisdictions have focused on establishing the minimum competency of drivers by using the Federal Motor Carrier Safety Regulations (FMCSR) as a reference. In simple terms, these regulations require that a driver:

- Be of legal driving age for the state where his/her license was issued;
- Be able to read and speak the English language;
- By reason of experience or training, be able to safely operate a vehicle;
- By reason of experience or training, be able to determine whether the cargo is securely loaded; be physically qualified to operate the vehicle; hold a valid driver's license; complete an application form for employment; complete a driving test in the type of vehicle the applicant is expected to operate and be deemed qualified to operate the vehicle (has not committed a criminal offense).

Although enacted to govern companies who are under the authority of the Department of Transportation (DOT), the Federal Motor Carriers Safety Regulations are increasingly being referenced as a benchmark to measure the qualifications of a "professional driver" (a person with driving as a regular part of his/her job duties). When allowed as evidence in cases involving companies that are not under the authority of the DOT, this principle can make a big impact on the outcome of a court decision. Of course, the easiest method of demonstrating a driver's incompetence is to show proof of a long history of traffic violations and/or collisions.

Showing the employer knew or should have known of the driver's incompetence, typically all pertinent employment records of the driver will be reviewed by the plaintiff's counsel. They will also do a thorough investigation of the driver's background, including his driving record. If the employment records do not contain an accurate and complete driving history of that employee, then the plaintiff's attorney will assert that the employer "knew" or should have known of the incompetence. If the plaintiff's counsel independently discovers records indicating incompetence, then the employer should have been able to discover the same facts.

Showing the Employer's Entrustment of the Vehicle to the Driver

If the driver is performing within the scope of his or her job duties and the vehicle was not taken without permission, the vehicle has presumably been entrusted to the driver by the employer.

Showing the Driver's Negligence Proximately Caused the Crash

There are several ways that this may be established, often involving investigations by "expert witnesses," but a simple test is to determine whether the driver was issued a citation, was criminally charged, or otherwise ruled to have been "at-fault" after a presentation of evidence.

HOW TO REDUCE EXPOSURE

The potential of exposure to negligent entrustment losses can be reduced through the following:

- Driver recruiting and selection practices
- New hire evaluation and orientation
- Ongoing driver review and training
- Post-accident reviews and training

Each of these four areas must have a component that involves evaluation of the driver's adherence to acceptable MVR standards.

DIRECTIONS FOR COMPLETING A PARK INSPECTION REPORT

1. Try to conduct the inspections in groups of three. Having more than one person conduct the survey promotes objectivity and ensures a more comprehensive evaluation of conditions.
2. Be objective. If you are too critical, any relevant points that you raise will be lost in overly negative comments. For example, overflowing trash is a problem. Unless they have accumulated to the point of impeding access, leaves on the sidewalk are not.
3. Promote continuity by trying to have the same people (or pool of people) conduct the survey each time. Periodic inspections (monthly is preferred) also will promote continuity.
4. **NOTE SPECIFIC PROBLEMS!** Park employees are much more apt to respond to specific concerns/needs than general observations. For example, "The plastic slide on the playground is cracked and unusable" is better than "the playground equipment needs to be fixed."
5. If you see improvements in park maintenance, make a note. Saying what is being done right is just as important as saying what is wrong. Positive feedback encourages good work.
6. Allot enough time to do a thorough inspection. It will take about an hour to inspect parks that are ten acres or less in size. Allot an additional hour for every additional twenty acres.
7. Do not provide ratings the first time that you fill out the form. Simply note the good and the bad that you see in the park. This will allow the Department of Parks, Recreation and Cultural Affairs (DPRCA) to address problems before they are rated the second month.
8. Schedule a meeting with the _____ to discuss your efforts after you have completed your third survey. This will provide you and the Department the opportunity to discuss issues and develop solutions for park problems. Open communication is essential to working with to improve your park.

PARK QUALITY CONTROL INSPECTION

Name of park: _____ Date & Time Inspected: _____

Name of inspector(s): _____

Phone: _____ E-mail: _____

PARK CONDITIONS:

ITEM	RATING 1=bad, 10=good	DESCRIBE EXACT LOCATION AND ACTION NEEDED
Litter, trash		
Garbage cans empty		
Turf (mowing, trimming, damage)		
Limbs down, tree issues		
Natural areas		
Graffiti		
Sidewalks, pavement, parking lots		
Park buildings, shelters, other structures		
Fences, backstops, goals		
Playground conditions		
Benches, bleachers		
Drinking fountains		
Electrical or lighting		
Standing water, clogged drains		
Sink holes, erosion		
Kudzu, unwanted vegetation		
Illegal dumping, urban camping		
Fire ants, other insects		
Shrubs, plants, flowers		
Gates, bollards		
Lakes/Streams/Rivers/Banks		
Signage		

ADDITIONAL COMMENTS:

PARK SECURITY & SAFETY CHECKLIST

Name: _____

Date: _____

PARK QUALITY CONTROL INSPECTION

Address: _____

Phone: _____ Email: _____

Park Name: _____ Location: _____

Is there evidence of graffiti and if so where? _____

Are any security or street lights out or malfunctioning? Where? _____

Is there evidence of people living in the park? If so describe what you have observed and where.

Have you been approached by panhandlers, solicited to buy or sell drugs or observed any other illegal activities? If so, please explain.

Is there evidence of inappropriate activity in the park (drug paraphernalia, alcohol use or gang activity)? If so, where?

Is there broken glass or litter? If so where? _____

Does any of the park's landscaping present security problems by blocking visibility or providing areas for hiding, camping or conducting illegal or inappropriate activity? If so where?

Is there a police or security presence in the park? _____ Yes _____ No

Are the playgrounds safe and well maintained? If not, please note areas that need attention.

If there are public rest rooms at this park, are they safe and clean? If not, please explain.

If there are park benches/picnic tables, are they in good condition? _____ Yes _____ No

Are there trees or limbs that appear dead/diseased that may cause unsafe conditions, if so where?

Are there trip hazards, open trenches or sinkholes? If so, where? _____

Are there adequate access & ADA acceptable facilities for people with disabilities?

_____ Yes _____ No _____ Don't Know

Safety Inspection Form – Out-door Sports Complex

Month of: _____

Symbols ✓ = Ok, ☒ = Corrective Action Needed

Premises Location					
	Park:		Field:		Park:
	Field:		Park:		Park:

General Conditions/Premises Operations and Maintenance					
Buildings			Exterior Common Areas		
1	Housekeeping		22	Unauthorized Vehicles	
2	Signage: Fresh paint/intact/clear view		23	Parking Lot Striping	
3	Temperature control Adequate		24	Step Hazard Yellow Striping	
4	Lighting Inside		25	Sprinkler Heads	
5	Lighting (Outdoor) Poles Free of Damage		26	Outer Walls	
6	Improper tool use		27	Benches	
7	PPE In place/adequate inventory		28	Sidewalks	
8	Ceiling Tiles/Water Marks		29	Door Mats	
9	Flammable Storage Policy Followed		30	Ground Floor Windows	
10	Hall Lighting		31	Parking Surfaces	
11	Emergency Lighting		32	Ant Piles	
12	Exit Sign Lighting		33	Excess Vegetation	
13	Fire Extinguishers		34	Outer Door Locks	
14	Carpeting		35	Lightning detection	
15	Other Floor Surfaces		36	Auth. Personnel Only signage	
16	Restroom Floors		37	A/C Poles at all tanks/buildings	
17	Storage at Exits		38	Overhanging trees	
18	Storage in Front of Breakers		39	Debris/Trash	
19	Fire Alarm		40	Yard Waste	
20	Security Alarm		41	Other:	
21	Smoke Detectors		42	Other:	
NIGHT TIME					
43	Lighting Building Entrances		46	Lighting - Loading Docks	
44	Parking area lighting		47	Flood Lights	
45			48	Perimeter Lighting	
Play Surfaces					
49	Clay		51	Equipment goals/bases/	
50	Sod		52	Digputs/Bleachers/Benches	
Perimeter Fencing					
53	Line Fencing		66	Locks	
54	Gate Mechanical		67	Signage	

Safety Inspection Form – Out-door Sports Complex

Month of: _____

Symbols ✓ = Ok, ☒ = Corrective Action Needed

Premises Location					
	Park:		Field:		
	Field:		Park:	Park:	

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Buildings			Exterior Common Areas		
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3	Temperature control Adequate		24	Step Hazard Yellow Striping	
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7	PPE In place/adequate inventory		28	Sidewalks	
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13	Fire Extinguishers		34	Outer Door Locks	
14	Carpeting		35	Lightning detection	
15	Other Floor Surfaces		36	Auth. Personnel Only signage	
16	Restroom Floors		37	A/C Poles at all tanks/buildings	
17	Storage at Exits		38	Overhanging trees	
18	Storage in Front of Breakers		39	Debris/Trash	
19	Fire Alarm		40	Yard Waste	
20	Security Alarm		41	Other:	
21	Smoke Detectors		42	Other:	
NIGHT TIME					
43	Lighting Building Entrances		46	Lighting - Loading Docks	
44	Parking area lighting		47	Flood Lights	
45			48	Perimeter Lighting	
Play Surfaces					
49	Clay		51	Equipment goals/bases/	
50	Sod		52	Digpits/Bleachers/Benches	
Perimeter Fencing					
53	Line Fencing		66	Locks	
54	Gate Mechanical		67	Signage	

Guidelines for a Policy to Control Personal Use of City/County Vehicles

Why Have A Policy For Personal Use Of Vehicles?

One of the main reasons for having written personal use statements, and having these statements signed, acknowledged and recorded for each employee is to set a company policy, to set rules that your employees must abide by. Most vehicles are not given to employees with the intent that they have free use or unrestricted use of the vehicle for whatever use they desire. However, some City/County allow employees to take vehicles home at night for a variety of reasons, ie., security, on-call employees, emergencies, etc.

However, you should consider restricting the use of that vehicle to only that employee; no non-employee drivers such as spouses, or children. You should also consider restricting the usage to business purposes only, and to and from work. Some of the worst claims have been by non-employee drivers or during unauthorized personal usage.

If you want to offer personal usage to some of your employee have them request the use of the vehicle in writing for a specific purpose such as moving, hauling fire wood, etc.. You will then know what your vehicles are being used for.

Another reason for such written personal use statements is that if an employee would use the vehicle against your policies, and have an accident, then under some recent case law, you have a better chance of not being held responsible (liable) for the consequences. Your insurance carrier will still cover your physical damage (if you have that coverage) the same as if it had been stolen by an unknown. However, you should* not be held responsible for the liability to others.

This is one method to reduce your liability exposure, however, this has to be documented, usually by sign-off sheets that the employee signs and dates that he acknowledges this policy.

* The word "should" was used because any legal action can still have unknown and unpredictable consequences. Each case is different.

Sample Policy

It is the policy of _____ that the vehicles provided for some of our employees are to be used only for business.

Any personal use of the _____ vehicles is to be made in writing, or noted phone conversations with officials, stating the nature of each personal use. A decision to allow limited personal use shall be based upon past driver performance and usage anticipated.

The _____ may allow it's employees to drive a vehicle home at night and on weekends for it's convenience and/or security purposes. This may also be in case of client/project emergencies that these employees may be called upon to handle.

The use of _____ vehicles is restricted to employees of the _____ only. Non-employees such as spouses, children, other relatives, or friends are not authorized to drive vehicles at any time (or allowed to ride in _____ vehicles).

The _____ will consider any unauthorized use of vehicles as the equivalent of theft and the driver may be held responsible (liable) for consequences of any accidents.

A driver road observation program is also in effect to monitor usage of the vehicles during business and off hours. Employees driving _____ vehicles will be observed on a random basis, after call in complaints, and after an accident. If any negative results are found, a warning will be issued to the employee. As second warning will be cause for termination of employment in accordance with policy.

I, the undersigned, have read and understand and agree to comply with this policy.

Print Name _____

Signature _____ Date _____

(Employee Name) _____ has been authorized for personal use of (vehicle description) _____ under the following conditions:

- A. _____
- B. _____
- C. _____



Matching Safety Grant Fund Program Program Guidelines Fund Year 2009 – 2010

The Florida Municipal Insurance Trust has established a Matching Safety Grant Fund Reimbursement Program to assist FMIT members' safety and health program efforts. Grant funds may be used to purchase certain protective equipment, training, safety program and process needs, or physical items that will reduce, control or eliminate potential losses or injuries.

This is a Matching Fund Program. For example, if an entity spent \$500 on a safety harness and submitted a Matching Safety Grant application for that amount, the entity would be eligible for \$250. This means the entity paid \$250 and the Safety Grant Fund is matching that \$250 amount.

The Matching Fund Safety Grant Program is divided into four (4) quarters, each having available \$75,000 in funds. Members can submit applications in each quarter but only up to the maximum amount allowed by the program per policy year.

Matching Safety Grant Fund Program applications are first reviewed by your Risk Control Consultant to assure the application is complete. Then, all applications are submitted to the Safety Grant Committee for review and grading. Applications can be submitted electronically, mailed or hand delivered to your Risk Control Consultant or Account Executive. The Safety Grant Committee is comprised of fellow FMIT members' staff.

The grants will be awarded based on the substance and merit of those applications deemed to reflect the most positive impact on the entity's safety efforts. Applications will not be granted on a first-come, first-serve basis.

At the end of each quarter, applications will be reviewed by the Safety Grant Committee members for 30 days. At the end of that 30-day period, each application will be graded using a numbering system as to which application is the most substantive or highest merit to the least substantive lowest merit. Grant funds will then be disbursed to members in the order selected until the funds are exhausted for that quarter. The final quarter, only those members still part of the FMIT during the next policy year would be eligible for funds.

Florida Municipal Insurance Trust
Matching Safety Grant Fund Program

2009-2010



Describe how this would affect a positive outcome (ex. Adding this fence would reduce the chances of the public getting hurt in the unprotected area):

Who and what percentage of employees, and/or community, and/or property would this change affect? (Ex. This new alarm system would affect all city buildings or this training would affect all DPW employees in the city):

**What FMIT Risk Control Safety & Health classes have your entity's employees attended?
If none, indicate none:**

Attach documentation of the purchase, or proposed cost. Listing of supporting documentation:

Florida Municipal Insurance Trust
Matching Safety Grant Fund Program

2009-2010

FMIT use only please
Date Received by RC/AE: _____
Date Received by RC office: _____
Date Sent to SG Committee: _____
Date Returned to RC office: _____
Date Returned to Applicant: _____



Application

Name of the Public Entity: _____

Address: _____

Safety Grant Coordinator: _____

Phone Number: _____

Email Address: _____

FMIT Fund your Entity Participates in: **Workers' Compensation** _____
Property/Liability _____
Both _____

Dollar Amount of Matching Funds Requested (Maximum \$2,500 per Category):

Workers' Compensation \$ _____
Property/Liability \$ _____
Total Requested \$ _____

Insurance Decision Maker's Signature, Title and Date:

Safety Grant Coordinator's Signature, Title and Date:

Florida Municipal Insurance Trust
Matching Safety Grant Fund Program

2009-2010



Who and what percentage of employees, and/or community, and/or property would this change affect? (Ex. This new alarm system would affect all city buildings or this training would affect all DPW employees in the city):

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Attach documentation of the purchase, or proposed cost. Listing of supporting documentation:

Florida Municipal Insurance Trust
Matching Safety Grant Fund Program

2009-2010



FACT SHEET
Florida School Bus Operator Requirements

The following is a summary of the requirements that each school board and charter school must ensure are met before school bus operators may transport students (please also see Sections 1012.32, 1012.45, and 1012.465, Florida Statutes, and Rules 6A-3.0141, 6A-3.0151, and 6A-3.0171, Florida Administrative Code, available at <https://www.flrules.org/default.asp>):

- **Experience** - Each school bus operator shall have at least five years of licensed driving experience.
- **Commercial Driver License (CDL)** - Each school bus operator must hold a valid Class A or B CDL with a Passenger endorsement and a School Bus (S) endorsement. Applicants must pass a written knowledge test and a driving skills test in the type of vehicle to be driven.
- **Pre-service Training** - If first hired after July 31, 1986, each school bus operator must have completed a minimum of 40 hours of pre-service training, including 20 hours of classroom instruction using the Florida Basic School Bus Operator Curriculum, 8 hours of behind-the-wheel instruction. Training is to be documented by the district on a certification form provided by the Commissioner, and more detailed training records are also required. If there is a break in service of more than one year, the pre-service training and other driver requirements specified in Rule 6A-3.0141(2)-(5), FAC, must be successfully recompleted.
- **In-service Training** - Each school bus operator must have received at least eight hours of annual in-service training related to school bus driving responsibilities.
- **Criminal Background Checks** - All school bus operators are required to submit fingerprints for the purpose of required background checks for criminal records through state and federal law enforcement, pursuant to Sections 1012.32 and 1012.465, FS.
- **Pre-employment Drug Screen** - Each school bus operator must receive a pre-employment drug screen (federal Omnibus Transportation Employees Testing Act of 1991, or OTETA).
- **Substance Abuse Background Check from Previous Employers** - If a school bus operator was previously employed or volunteered in a position requiring a Commercial Driver License (CDL) during the two years prior, the new employer must provide documentation of a request for drug and alcohol testing results from previous employers who employed this individual in a CDL position.
- **Periodic Random and Other Drug and Alcohol Testing** - All school bus operators and other CDL holders are in a pool for random selection and testing for drug use and prohibited alcohol level (0.02% blood alcohol content or greater) without prior notice. The selection rate is 50% of drivers' names annually for drug use and 10% for alcohol. OTETA also requires reasonable suspicion and rigorous return-to-duty testing (if allowed locally; some districts prohibit school bus operators found positive for drug or alcohol use from returning to duty, even after the rigorous, federally prescribed schedule of negative test results).

- **Current Physical Examination and Medical Examiner Certificate and Dexterity Test (ESE 479)** - Each school bus operator must pass a state-prescribed annual physical examination meeting United States Department of Transportation (USDOT) guidelines, and hold a valid Medical Examiner Certificate (Department of Education Form ESE 479), retained in the school district transportation department. Also included as part of Form ESE 479 is the annual dexterity and reflex test that must be completed successfully by each operator to ensure he or she is capable of performing key tasks relating to the operation of the bus.
- **Florida Department of Highway Safety and Motor Vehicles (FDHSMV) Driving History Record** - The district is required to request a driving history record on a specified schedule (prior to employment and at least three times annually or via weekly exceptions reports) for each person driving a school bus with students. These records are to be obtained using the Automated School Bus Drivers' License Record Check System. For any school bus operator licensed in another state, the district shall obtain and review the driver's history record from the appropriate state.
- **Safe Driver Plan** - Each school district must have a school board policy that specifies which infractions of the traffic code deem an applicant unqualified for hire and which cause an employee who does not meet the policy's criteria to be subject to a prescribed follow-up action.

Updated: 5/17/07

School Board of Gadsden County

SAFETY AND HEALTH COMMITTEE

A. OBJECTIVE

To assist management in establishing and maintaining a safe and efficient workplace environment.

B. MEMBERSHIP

Members should be chosen in view of the duties and responsibilities of the committee. A chairman and secretary should be appointed and committee members selected according to their position, knowledge, abilities and interest in promoting safety. A person from each department should be represented. However, care must be taken to avoid creating too large of a committee. A smaller committee usually functions more effectively than a larger one. Large committees tend to produce more debate and less action. Committees should have an odd number of members to prevent tie votes.

Management and the labor force should both be represented on the committee.

C. SCOPE

A well-run Safety and Health Committee is an important part of the loss control program. It can help reduce the cost of operation and produce many other effects, such as:

- Reducing the occurrence, frequency and/or severity of accidents.
- Increase productive output (quality and quantity).
- Improve the use of equipment.
- Reduce material waste.
- Enhance employee satisfaction.
- Facilitate employee loyalty, cooperation and contributions.
- Provide analysis and evaluation of injury and incident data and program performance to management.
- Develop countermeasure for identified problems per Company business plans.

D. GOALS

A safety committee shall be responsible for establishing annual goals concerning hazard control and accident prevention. Once the goals are set and specific objectives formulated, they are to be provided to management and the Safety Coordinator.

Some examples of goals could be:

- Help the company comply with government standards concerning loss control matters.
- Integrate hazard control and safety into the day-to-day activity of all personnel.
- Improve the new employee orientation and training programs.
- Reduce injury incidence rates (i.e., frequency and/or severity).

School Board of Gadsden County

SAFETY AND HEALTH COMMITTEE

- Evaluate injury and incident occurrences for the purpose of providing management with recommended countermeasures concerning prevention.

E. ACTIVITY AND DUTIES

The safety committee shall meet on a regular basis to accomplish its goals and objectives.

The safety committee shall also discuss accidents, near misses, new training requirements, employee suggestions, future educational needs as they relate to safety and submit recommended countermeasures for improvement. Other actions should include:

- Review quality of supervisor's accident investigation reports.
- Review actions taken to prevent accident recurrences.
- Establishing a system for handling employee safety suggestions.
- Reviewing new employee safety orientation procedures.
- Reviewing results of the safety inspection program.
- Participation in revising safety rules and procedures.
- Consulting management in arranging special safety training programs.
- Reviewing and help implement specific accident prevention activities.
- Reviewing, updating, and preparing reports on the status of the loss control program.
- Acting as a consultative body for the company on safety and loss control issues and problems.

F. EFFECTIVE COMMITTEE MEETINGS

Good safety meetings require thorough planning and effort. Notices of meetings should be sent to each member of the committee.

The meeting place should be comfortable, well lighted, with no distractions.

- **CALL TO ORDER**—The meeting should be called to order promptly at the appointed time.
- **ROLL CALL BY THE SECRETARY**—Names of members and others present should be recorded. Members who cannot attend should send an alternate. Absences should also be noted.
- **INTRODUCTION OF VISITORS**—If any.
- **MINUTES**—Of the previous meeting should be briefly reviewed.
- **UNFINISHED BUSINESS**—A status review of issues or assignments made during the last meeting should take place.
- **REVIEW OF ACCIDENTS**—Serious accidents or incidents since the last meeting should be reviewed with an aim towards preventing recurrences. Plant loss statistics may be reviewed and discussed.

School Board of Gadsden County

SAFETY AND HEALTH COMMITTEE

- **OTHER ACTIVITIES**—Inspections, environmental health studies, ergonomic studies, surveys, training programs, safety suggestions, and other activities from the past month should be reviewed, e.g., reports received from insurance company service representatives.
- **NEW BUSINESS**—Any new issues, programs, problems, etc., should be brought up. Appropriate assignments should be given.
- **GENERAL DISCUSSION**—Any relevant comments or suggestions for the good of the company should be discussed. Guest speakers may also be allotted this time.
- **ADJOURNMENT**—Set time, date and location of the next meeting. Adjourn on time.

Minutes should be taken, prepared, and circulated by the secretary after approval by the chairman. The minutes should accurately record all decisions made and actions taken since they serve as a means of keeping management informed of the group's work and as a follow-up. Committee members and the company managers should receive copies and a copy should be posted on the employee bulletin board. Copies should be maintained for one year.

School Board of Gadsden County

SAFETY AND HEALTH COMMITTEE

SAMPLE MINUTES OF THE GENERAL SAFETY AND HEALTH COMMITTEE MEETING

Date of Meeting _____

Date of Next Meeting _____

Time Closed _____

Date of Last Meeting _____

Signed _____

Names of Committee Members and Guests Present

Pending Business: The following action was taken on business pending before the Committee. (Refer to recommendations by number.)

Recommendations completed since last meeting _____

Recommendations under consideration _____

Recommendations rejected _____

New Business: The following attached reports were read, discussed, and approved:

Inspection Report of Safety Inspector dated _____

Workmen's Committee Report dated _____ (where applicable)

Foremen's Committee Report dated _____ (where applicable)

Accidents and Preventive Recommendations Made: The records of all injuries reported by employees since the last General Safety Committee meeting were reviewed to determine what caused the injuries, and what steps should be taken to prevent recurrence. The discussion developed the following:

<http://www.toolboxtopics.com/>

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 12a

DATE OF SCHOOL BOARD MEETING: May 24, 2011

TITLE OF AGENDA ITEM: Approval of School Board Policy 2.90 (Tobacco Use in District Facilities).

DIVISION: Administration

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

PURPOSE AND SUMMARY OF ITEM:

Approval of School Board Policy 2.90 (Tobacco Use in District Facilities) of the Gadsden County School Board Policies is requested.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Rosalyn W. Smith 

POSITION: Assistant Superintendent for Academic Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Reviewed by: 

GADSDEN COUNTY SCHOOL BOARD

REGULAR MEETING: May 24, 2011

Suggested script for amending Gadsden County School Board Policy 2.90 (Tobacco Use in District Facilities).

() CHAIRPERSON

The next agenda item is Item Number ____ which includes consideration of, and action upon School Board Policy 2.90 (Tobacco Use in District Facilities). Based upon professional judgment and past experience, modifications of this policy will have little to no economic impact. For this reason no action is being taken on an economic impact statement. THIS PUBLIC HEARING IS INCLUDED IN THE REGULAR MEETING OF THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, held on May 24, 2011, in the regular School Board Meeting Room in the Max D. Walker Administration Building at Number 35 Martin Luther King Jr. Blvd., Quincy, Florida. The hearing is for the purpose of receiving input and comments from the public on policy 2.90. This hearing is being electronically recorded. The hour is now ____ p.m. At an appropriate time, the Chair will invite from the audience questions, comments, evidence, arguments, oral statements or other information regarding the proposed action. At that time, each individual wishing to address the Board will please first rise, be recognized by the Chair, and state her or his name.

() SUPERINTENDENT

Mr./Madam Chairperson, each member of the Board has been furnished a copy of the proposed policy previously described by you. I recommend that the Board amend School Board Policy Numbered 2.90.

() CHAIRPERSON

If there is anyone who wishes to ask questions, make comments, present evidence or oral arguments or present other information regarding the proposed action, you may do so at this time.

(QUESTIONS, COMMENTS, ETC., IF ANY.)

() A MEMBER

Mr./Madam Chairperson, I move to amend Policy 2.90.

() A MEMBER

I second the motion.

() CHAIRPERSON

There is a motion and a second to amend policy 2.90. Is there any further discussion? All in favor of the motion please say aye- All opposed... The policy has been amended and it is so ordered. The next item on the agenda is Item Number ____.

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

TOBACCO USE IN DISTRICT FACILITIES

2.90

The School Board prohibits the use of any form of tobacco products in any area utilized by students or designated for student activities. The School Board prohibits the advertisement of tobacco products on any personal items, such as: clothing, school supplies, etc. at any time. Additionally, and in accord with law and other governing regulations, prohibits the use of tobacco products in any form in any facility or vehicle owned or leased by the Board.

Use of Tobacco.

The use of tobacco is considered a hazard to health by medical authorities and the School Board. As such, the use of tobacco, tobacco products, or tobacco substitutes should be discouraged, not encouraged. For purposes of this policy, the use of tobacco includes, but is not limited to, smoking cigarettes, chewing tobacco, and dipping snuff.

(1) Definition: "Tobacco" includes, for purposes of this policy, cigarettes, cigars, chewing tobacco, dipping snuff or any tobacco product.

(2) The use of tobacco in any school facility by students, staff, visitors or contractors is strictly prohibited. Signs will be posted at the main entrances to all buildings to provide notice to that effect.

(3) The use of tobacco shall be prohibited in schools, educational facilities, other educational plants and School Board-owned vehicles. Site administrators at educational plants without designated student stations may designate outside smoking areas provided those areas are removed from flammable or volatile materials and are not located in common areas as defined by Section 386.203(2), Florida Statutes.

(4) Contractors and vendors wishing to do business with the Gadsden County School District shall refrain, and to have their representatives refrain, from using tobacco products in the presence of students while on any school campus or facility. No contract or agreement shall be entered into until the contractor and/or vendor assents to the above request.

(5) Employees shall refrain from the use of tobacco in the presence of non-adult students while supervising school-sponsored activities at locations other than School Board property.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAWS IMPLEMENTED:

386.203(1,2,3) 386.201—386.209,
1001.42 (1,2,3,4c), 1001.43(6,10), F.S.

HISTORY:

ADOPTED:
REVISION DATE(S): 9/15/02
FORMERLY: 2.123

©EMCS
Revised: 00/00/0000

GADSDEN 2.90

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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STATUTORY AUTHORITY:

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LAWS IMPLEMENTED:

386.203(1,2,3)
1001.42 (1,2,3,4c), 1001.43(6,10), F.S.

HISTORY:

ADOPTED:
REVISION DATE(S): 9/15/02
FORMERLY: 2.123

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GADSDEN 2.90

Revised: 05/24/2011