

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

July 23, 2013

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. June 25, 2013, 4:30 p.m. – School Board Workshop
  - b. June 25, 2013, 6:00 p.m. – Regular School Board Meeting
  - c. July 2, 2013, 2:00 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) **SEE PAGE #6**
  - a. Personnel 2012 – 2013  

ACTION REQUESTED: The Superintendent recommends approval.
  - b. Personnel 2013 – 2014  

ACTION REQUESTED: The Superintendent recommends approval.
7. BUDGET AND FINANCIAL TRANSACTIONS
  - a. Budget Amendment Number Twenty-Seven – **SEE PAGE #11**  

Fund Source: 420 (Federal) Fund  
Amount: \$302,248.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Request Board's Permission to Advertise for a Tentative Budget Hearing  
**SEE PAGE #17**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- c. Resolution of Federal Findings for Audit Report #2013-167 – **SEE PAGE #18**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. Honeywell Energy Cost Avoidance Report – **SEE PAGE #30**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/PROJECT/GRANT APPLICATIONS

- a. Termination of Honeywell Contract – **SEE PAGE #80**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Contracted Services for TSA Consulting Group, Inc. – **SEE PAGE #84**

Fund Source: General Fund  
Amount: \$5,448.60 (estimated based on eligible employees)

ACTION REQUESTED: The Superintendent recommends approval.

- c. Agreement Between The School Board of Gadsden County And The School Board of Seminole County (Medicaid Administrative Claiming)  
**SEE PAGE #96**

Fund Source: Medicaid  
Amount: \$9.00 Per Random Sampling Form

ACTION REQUESTED: The Superintendent recommends approval.

- d. Agreement Between The Gadsden County Public Schools and Milestones Occupational Therapy Services, LLC: Makesha Bush, OTR/L- **SEE PAGE #104**

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

ACTION REQUESTED: The Superintendent recommends approval.

- e. Agreement Between The School Board of Gadsden County Public Schools and INVO Healthcare Associates, Inc. – **SEE PAGE #109**
- Fund Source: FEFP Dollars  
Amount: \$58.00 (per hour for actual hours worked)
- ACTION REQUESTED: The Superintendent recommends approval.
- f. Cooperative Agreement For Inter-County Transfer of Exceptional Students Between Leon County School Board And Gadsden County School Board  
**SEE PAGE #114**
- Fund Source: State FTE Funds  
Amount: (determined by formula)
- ACTION REQUESTED: The Superintendent recommends approval.
- g. Agreement Between Cumberland Therapy Services, LLC, And Gadsden County School Board – **SEE PAGE #119**
- Fund Source: IDEA  
Amount: \$61.00 per hour
- ACTION REQUESTED: The Superintendent recommends approval.
- h. The School Board of Gadsden County, Contract with Independent Contractor Janice M. Gilchriest – **SEE PAGE #122**
- Fund Source: IDEA dollars  
Amount: \$40.00 (per hour for actual hours worked)
- ACTION REQUESTED: The Superintendent recommends approval.
- i. Contract Between The School Board of Gadsden County And Art Therapist, Beth Bostick-Cox – **SEE PAGE #126**
- Fund Source: IDEA  
Amount: \$15,500.00
- ACTION REQUESTED: The Superintendent recommends approval.
- j. Memorandum of Agreement Between Redlands Christian Migrant Association (RCMA) Head Start And Gadsden County School Board - **SEE PAGE #131**
- Fund Source: FEFP dollars for therapy provided to identified children  
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- k. Vision Services for Exceptional Students – **SEE PAGE #134**
- Fund Source: FEFP dollars  
Amount: \$14,500.00 (est.)
- ACTION REQUESTED: The Superintendent recommends approval.

- l. Agreement Between The School Board of Gadsden County Public Schools and ProCare Therapy, Inc. – **SEE PAGE #138**  
Fund Source: FEFP dollars  
Amount: \$58.00 - \$65.00 (per hour for actual hours worked).  
ACTION REQUESTED: The Superintendent recommends approval.
- m. Contracted Services with Speech/Language Pathologist Joy Scharein & The Gadsden County School Board – **SEE PAGE #142**  
Fund Source: FEFP dollars  
Amount: \$50.00 per hour  
ACTION REQUESTED: The Superintendent recommends approval.
- n. Home School Education Updated Forms – **SEE PAGE #149**  
Fund Source: N/A  
Amount: N/A  
ACTION REQUESTED: The Superintendent recommends approval.
- o. Agreement Between the School Board of Gadsden County, FL, Capital Health Plan, Inc., World Class Schools of Leon County, Inc., and Titus Sports Academy, L.L.C. – **SEE PAGE #154**  
Fund Source: N/A  
Amount: N/A  
ACTION REQUESTED: The Superintendent recommends approval.
- p. Contracts Awarded to E-rate Vendors – **SEE PAGE #167**  
Fund Source: 110  
Amount: 10% of Funded Items not to exceed \$663,000 in total  
ACTION REQUESTED: The Superintendent recommends approval.
- q. Memorandum of Agreement Between Gadsden County Schools and Gadsden County Health Department 2013 – 2014 - **SEE PAGE #226**  
Fund Source: N/A  
Amount: \$100,100.00  
ACTION REQUESTED: The Superintendent recommends approval.
- r. Dual Enrollment & Career Pathways Articulation Agreement Between Tallahassee Community College and Gadsden County Schools 2013- 2014 **SEE PAGE #233**  
Fund Source: FEFP  
Amount: N/A  
ACTION REQUESTED: The Superintendent recommends approval.

- s. Dual Enrollment & Career Pathways Articulation Agreement Between Florida A & M University and Gadsden County Schools 2013–2014 – **SEE PAGE #261**  
 Fund Source: FEFP Dollars  
 Amount: N/A  
 ACTION REQUESTED: The Superintendent recommends approval.
- t. AmeriCorps Gadsden Reads - **SEE PAGE #277**  
 Fund Source: GCBS, State and Local Funds  
 Amount: \$46,232 (GCSB, State and Local Funds), \$51,149 General Funds  
 ACTION REQUESTED: The Superintendent recommends approval.
- u. Gadsden County School Board Head Start 2013 – 2014 Refunding Application and Program Improvement Plan - **SEE PAGE #309**  
 Fund Source: Head Start  
 Amount: \$2,420,235.00  
 ACTION REQUESTED: The Superintendent recommends approval.

9. SCHOOL FACILITY/PROPERTY

- a. Change Order No. 1 for Painting at George W. Munroe Elementary Bid #1213-17 – **SEE PAGE #388**  
 Fund Source: 110  
 Amount: \$5,250.00  
 ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ISSUES

- a. Gadsden District K-12 Comprehensive Reading Plan – **SEE PAGE #391**  
 Fund Source: FEFP  
 Amount: \$341,417.00  
 ACTION REQUESTED: The Superintendent recommends approval.
- b. Education Partnership Agreement: Panhandle Area Educational Professional Development Center and The Gadsden County School Board (Revised Master In-Service Plan) – **SEE PAGE #530**  
 Fund Source: N/A  
 Amount: N/A  
 ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

- 11. EDUCATIONAL ITEMS BY THE SUPERINTENDENT
- 12. SCHOOL BOARD REQUESTS AND CONCERNS
- 13. 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

July 23, 2013

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 2012/2013**

**Item 6B Instructional and Non-Instructional Personnel 2013/2014**

The following reflects the total number of employees budgeted in this school district for the 2013/2014 school term, as of July 23, 2013.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees July 2013</u>
Classroom Teachers and Other Certified	120 & 130	422.40
Administrators	110	49.00
Non-Instructional	150, 160, & 170	406.00
		877.40

Sincerely,

Reginald C. James  
Superintendent of Schools

Audrey Lewis  
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  
GRETN, FL 32332  
QUINCY, FL 32352

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

**BOARD MEETS FOURTH TUESDAY OF EACH MONTH**  
EQUAL OPPORTUNITY EMPLOYER

**AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2012/2013**

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

**RESIGNATION**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brock, Leon	WGHS	Teacher	06/27/2013
Knight, Dwan	CES	Teacher	06/25/2013
Patel, Dina	HES	Ed Paraprofessional	06/06/2013
Tucker, Marilyn	GWM	Teacher	06/27/2013
Walker, Tracy	WGHS	Teacher	06/05/2013

**RETIREMENT**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Chandler, Roberta	GWM	Teacher	02/28/2013
Correa, Maria	GWM	Bilingual Specialist	06/30/2013
Dennis, Dorothy	SSES	Teacher	06/30/2013

/

**AGENDA ITEM 6B, INSTRUCTIONAL AND NON INSTRUCTIONAL 2013/2014**

**NON-INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
James, Betty	District/ETO	Elementary Reading Specialist	08/01/2013

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

**LEAVE**

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>Ending Date</u>
Kincy, Carol	SSES/Ed. Paraprofessional	08/19/2013	10/04/2013
Pardee, Brenda	ESE/Speech/Lang Path.	08/12/2013	06/03/2014

**RESIGNATION**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Cofield, Koneisha	GWM	Teacher	07/15/2013
Fabie, Monica	GWM	Teacher	07/09/2013
Lewis, Jocelyn	CES	Teacher	07/15/2013

**TRANSFERS**

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
Akins, Zola	GWM/Reading Coach	SSES/Reading Coach	08/12/2013
Chavers, Porche	HES/Teacher	CES/Teacher	08/12/2013
Davenport, Mary	GWM/SFS Worker	JASMS/SFS Worker	08/16/2013
Denson, Ruby	HES/SFS Worker	SSES/SFS Worker	08/16/2013
Gordon, Shakilla	GWM/Teacher	SSES/Teacher	08/16/2013
Jackson, Barbara	GEMS/Teacher	JASMS/Teacher	08/12/2013
Jackson, Derrick	HES/SFS Worker	CPA/SFS Worker	08/16/2013
Jones, Renita	JASMS/SFS Worker	GWM/SFS Worker	08/16/2013
McMillian, Christine	GWM/SFS Worker	HES/SFS Worker	08/16/2013
McMillon, Gwendolyn	EGHS/SFS Worker	HES/SFS Worker	08/16/2013
Victor, Inez	SSES/SFS Worker	GWM/SFS Worker	08/16/2013
Weatherpoon, Jennifer	SSES/SFS Worker	JASMS/SFS Worker	08/16/2013
West, Dwight	GWM/SFS Worker	EGHS/SFS Worker	08/16/2013
Williams, Pamela	JASMS/SFS Worker	SSES/SFS Worker	08/16/2013

**INSTRUCTIONAL  
CONTINUING CONTRACT**

Jenkins, Robin

**ANNUAL**

Brandon, Laquwana  
Monneyhan, Bryan  
Swain, Mary

**DISTRICT**

**ANNUAL**  
Trombley, Calvin

**Behavior Specialist**

Dantzler, Heath  
Griffin, Edgar  
Jones, Shalandria  
Kelly, Kareem  
Walker, Chad  
White, Burnell

**JROTC**

Milton, Terrance  
Liptrot, William

**Administration**

Riggins, Sandra

**Location**

WGHS

**Position**

Assistant Principal

**ED. Paraprofessional**  
**Permanent**

Anderson, Robert  
Brinson, William  
Glover, Vanessa  
Harrison, Noah  
Herring, Cynthia  
Pace, Josephine  
Riggins, Larissa  
Sanders, Valorie  
Shaw-Hall, Laticia  
Tsigbey, Jennifer

**School Level Secretaries**  
**Clerical, Office Managers**

**Annual**  
Lee, Georgelyn  
Barksdale, Melissa  
Akins, Deborah  
DuPont, Natalie

**School Level Secretaries**  
**Clerical, Office Mangs.**

**Permanent**  
Lanier, Kathleen  
Stauffer, Tommee\*  
Hannah, Brittani\*

**Custodial Assts**  
**Permanent**

Bethea, Robert  
Turner, Michael

**Custodial Assts.**  
**Annual**

Wilson, Reginald\*

**Food Service Managers**  
**Annual**

Butler, Regina

**Food Service Workers**  
**Permanent**

Walker, Andrew

**Food Service Workers**  
**Annual**

Hamilton, Bryan  
Jackson, Derrick\*  
Johnson, Bennie\*  
Riles, Dominique\*

\*Correction from June 25, 2013 Board

**Transportation**

**Annual**

Hutley, Carlos  
Jordan, Horace  
Lewis, Rogers  
Taylor, Jimmy

**Bus Drivers**

**Permanent**

Akery, Jennifer  
Austin, Tony  
Black, Edwin  
Blake, Randolph  
Bostick, Amos  
Brewington, Earnestine  
Brown, Elizabeth  
Brown, Linzell  
Butler, Linda  
Cannon, Steven  
Carr, Emma  
Coster, Linda  
Cummings, Bernice  
Davis, Tyrone  
Ealey, Geraldine  
Evans, Keysha  
Fluker, Stephanie\  
Gavin-Brown, Dorothy  
Goldwire, LaLisa  
Gordon, Billy  
Herring, Julie  
Holloman, Sharon  
Huggins, Terryal  
Jackson, Eva  
Johnson, Arcedra  
Jones, Regina  
Kenon, David  
Knight, Homer  
Lanier, Milton  
Lanier, Tron  
Lewis, Shelia  
Mabry, Velyetta  
Maynor, Charlie  
McCray, Wanzella  
McNealy, Nathaniel  
Milton, Dorothy  
Moore, Johnny  
Paul, Charleston  
Ross, Martha  
Shaw, Jacqueline  
Walker, Amy  
Williams, Laketha  
Woods, Lucy

**Part Time**

Ivey, Arthur  
McNealy, Nathaniel

**Bus Drivers**

**Permanent**

Davis-Sweet, Eva  
Gilbert, Carolyn  
Harris, Darlene  
Herring, Ira  
Isaac, Mack  
Jackson, Rosemary  
Jackson, Sharon  
Jessie, Cassandra  
Lee, Betty  
Lightfoot, Leslie  
Miller, Mary  
Robinson, Kenneth  
Scott, Hope  
Smart, Eaire  
Walker, Dorothy  
Wilson, Renesia

**Bus Aides**

**Permanent**

Edwards, Vernita  
Henry, Avonette  
Hinson, Jeannette  
Ivery, Arthur  
Kenon-Carter, Francelyn  
Lewis, Louise  
McCall, Henry  
McGriff, Linda  
Sweet, Pamela  
Wilson, Gwendolyn

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7a

**DATE OF SCHOOL BOARD MEETING:** July 23, 2013

**TITLE OF AGENDA ITEMS:** Budget Amendment Number Twenty-Seven

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for this budget amendment that increases Head Start grant based on additional award. This budget amendment also moves funds to reflect expenditures.

**FUND SOURCE:** 420 (Federal) Fund

**AMOUNT:** \$ 302,248.00.

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

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

FUND 420 REVENUE OBJECT	BEGINNING ESTIMATED REVENUE 6/30/2013	BUDGET AMENDMENT NUMBER TWENTY-SEVEN	ENDING ESTIMATED REVENUE 6/30/2013
190	\$ -	\$ -	\$ -
191	\$ -	\$ -	\$ -
199	\$ 2,452,457.33	\$ 302,248.00	\$ 2,754,705.33
201	\$ 183,207.73	\$ -	\$ 183,207.73
226	\$ 554,215.56	\$ -	\$ 554,215.56
227	\$ -	\$ -	\$ -
230	\$ 2,129,430.09	\$ -	\$ 2,129,430.09
240	\$ 6,942,963.25	\$ -	\$ 6,942,963.25
251	\$ 4,032.82	\$ -	\$ 4,032.82
270	\$ -	\$ -	\$ -
290	\$ 834,860.18	\$ -	\$ 834,860.18
299	\$ -	\$ -	\$ -
<b>TOTALS</b>	<b>\$ 13,101,166.96</b>	<b>\$ 302,248.00</b>	<b>\$ 13,403,414.96</b>

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

420 FUND		BUDGET		
FUNCTION/ OBJECT		BUDGET BALANCE 6/30/2013	AMENDMENT NUMBER TWENTY-SEVEN	BUDGET BALANCE 6/30/2013
5100	100	\$ 860,853.66	\$ -	\$ 860,853.66
	200	\$ 174,922.08	\$ -	\$ 174,922.08
	300	\$ 739,353.09	\$ 27,746.38	\$ 767,099.47
	500	\$ 341,550.30	\$ 133.33	\$ 341,683.63
	600	\$ 279,059.07	\$ -	\$ 279,059.07
	700	\$ -	\$ -	\$ -
	<b>FUNCTOTAL</b>		<b>\$ 2,395,738.20</b>	<b>\$ 27,879.71</b>
5200	100	\$ 603,119.72	\$ -	\$ 603,119.72
	200	\$ 197,078.60	\$ -	\$ 197,078.60
	300	\$ 172,000.00	\$ -	\$ 172,000.00
	500	\$ 162,236.93	\$ -	\$ 162,236.93
	600	\$ 83,875.00	\$ -	\$ 83,875.00
	700	\$ 1,000.00	\$ -	\$ 1,000.00
	<b>FUNCTOTAL</b>		<b>\$ 1,219,310.25</b>	<b>\$ -</b>
5300	100	\$ -	\$ -	\$ -
	200	\$ -	\$ -	\$ -
	300	\$ 8,696.28	\$ -	\$ 8,696.28
	500	\$ 35,644.61	\$ -	\$ 35,644.61
	600	\$ 32,080.00	\$ -	\$ 32,080.00
	700	\$ 17,356.08	\$ -	\$ 17,356.08
	<b>FUNCTOTAL</b>		<b>\$ 93,776.97</b>	<b>\$ -</b>
5400	100	\$ -	\$ -	\$ -
	200	\$ 4,032.82	\$ -	\$ 4,032.82
	300	\$ -	\$ -	\$ -
	500	\$ -	\$ -	\$ -
	600	\$ -	\$ -	\$ -
	700	\$ -	\$ -	\$ -
	<b>FUNCTOTAL</b>		<b>\$ 4,032.82</b>	<b>\$ -</b>
5500	100	\$ 1,083,167.22	\$ 47,886.92	\$ 1,131,054.14
	200	\$ 301,188.93	\$ -	\$ 301,188.93
	300	\$ 63,814.67	\$ 8,116.72	\$ 71,931.39
	500	\$ 29,388.27	\$ 78,746.30	\$ 108,134.57
	600	\$ 15,000.00	\$ 2,329.95	\$ 17,329.95
	700	\$ -	\$ -	\$ -
	<b>FUNCTOTAL</b>		<b>\$ 1,492,559.09</b>	<b>\$ 137,079.89</b>

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

<b>5900</b>	<b>100</b>	\$	206,456.76	\$	-	\$	206,456.76
	<b>200</b>	\$	37,518.04	\$	-	\$	37,518.04
	<b>300</b>	\$	43,071.96	\$	-	\$	43,071.96
	<b>500</b>	\$	6,516.77	\$	-	\$	6,516.77
	<b>600</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>293,563.53</b>	\$	-	\$	<b>293,563.53</b>
<b>6100</b>	<b>100</b>	\$	769,870.64	\$	4,151.87	\$	774,022.51
	<b>200</b>	\$	190,576.26	\$	469.89	\$	191,046.15
	<b>300</b>	\$	211,527.70	\$	1,034.93	\$	212,562.63
	<b>500</b>	\$	90,473.46	\$	31,095.61	\$	121,569.07
	<b>600</b>	\$	4,412.64	\$	6,424.69	\$	10,837.33
	<b>700</b>	\$	2,400.00	\$	1,485.15	\$	3,885.15
	<b>900</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>1,269,260.70</b>	\$	44,662.14	\$	<b>1,313,922.84</b>
<b>6200</b>	<b>100</b>	\$	-	\$	-	\$	-
	<b>200</b>	\$	-	\$	-	\$	-
	<b>300</b>	\$	5,620.00	\$	45,040.00	\$	50,660.00
	<b>500</b>	\$	1,000.00	\$	-	\$	1,000.00
	<b>600</b>	\$	225,951.08	\$	-	\$	225,951.08
	<b>700</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>232,571.08</b>	\$	45,040.00	\$	<b>277,611.08</b>
<b>6300</b>	<b>100</b>	\$	1,018,905.51	\$	-	\$	1,018,905.51
	<b>200</b>	\$	274,434.29	\$	-	\$	274,434.29
	<b>300</b>	\$	151,091.85	\$	46,620.33	\$	197,712.18
	<b>500</b>	\$	71,129.81	\$	-	\$	71,129.81
	<b>600</b>	\$	17,182.97	\$	-	\$	17,182.97
	<b>700</b>	\$	13,250.00	\$	-	\$	13,250.00
<b>FUNCTOTAL</b>		\$	<b>1,545,994.43</b>	\$	46,620.33	\$	<b>1,592,614.76</b>
<b>6400</b>	<b>100</b>	\$	1,381,518.75	\$	-	\$	1,381,518.75
	<b>200</b>	\$	270,963.97	\$	-	\$	270,963.97
	<b>300</b>	\$	404,636.91	\$	6,329.59	\$	410,966.50
	<b>400</b>	\$	-	\$	-	\$	-
	<b>500</b>	\$	52,881.75	\$	4,148.32	\$	57,030.07
	<b>600</b>	\$	2,302.94	\$	-	\$	2,302.94
	<b>700</b>	\$	59,244.31	\$	27,099.13	\$	86,343.44
<b>FUNCTOTAL</b>		\$	<b>2,171,548.63</b>	\$	37,577.04	\$	<b>2,209,125.67</b>

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

6500	100	\$	90,000.00	\$	-	\$	90,000.00
	200	\$	24,377.34	\$	-	\$	24,377.34
	300	\$	175,925.15	\$	19,336.71	\$	195,261.86
	500	\$	-	\$	-	\$	-
	600	\$	157,414.54	\$	57,134.84	\$	214,549.38
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>447,717.03</b>	<b>\$</b>	<b>76,471.55</b>	<b>\$</b>	<b>524,188.58</b>
7200	100	\$	35,804.23	\$	-	\$	35,804.23
	200	\$	24,038.01	\$	-	\$	24,038.01
	300	\$	1,239.50	\$	-	\$	1,239.50
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	699,670.59	\$	(149,391.26)	\$	550,279.33
<b>FUNCTOTAL</b>		<b>\$</b>	<b>760,752.33</b>	<b>\$</b>	<b>(149,391.26)</b>	<b>\$</b>	<b>611,361.07</b>
7300	100	\$	87,000.00	\$	-	\$	87,000.00
	200	\$	11,175.30	\$	-	\$	11,175.30
	300	\$	-	\$	-	\$	-
<b>FUNCTOTAL 7300</b>		<b>\$</b>	<b>98,175.30</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>98,175.30</b>
7400	300	\$	14,635.03	\$	-	\$	14,635.03
	600	\$	37,173.56	\$	12,000.00	\$	49,173.56
<b>FUNCTOTAL 7400</b>		<b>\$</b>	<b>51,808.59</b>	<b>\$</b>	<b>12,000.00</b>	<b>\$</b>	<b>63,808.59</b>
7600	500	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>
7700	100	\$	83,378.05	\$	-	\$	83,378.05
	200	\$	20,386.56	\$	-	\$	20,386.56
	300	\$	4,645.50	\$	-	\$	4,645.50
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	1,000.00	\$	-	\$	1,000.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>109,410.11</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>109,410.11</b>
7800	100	\$	127,628.56	\$	16,738.36	\$	144,366.92
	200	\$	35,252.94	\$	103.26	\$	35,356.20
	300	\$	412,099.12	\$	-	\$	412,099.12
	400	\$	12,137.25	\$	-	\$	12,137.25
	500	\$	2,262.17	\$	-	\$	2,262.17
	600	\$	37,849.00	\$	-	\$	37,849.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>627,229.04</b>	<b>\$</b>	<b>16,841.62</b>	<b>\$</b>	<b>644,070.66</b>

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

7900	100	\$	16,875.39	\$	-	\$	16,875.39
	200	\$	6,385.96	\$	-	\$	6,385.96
	300	\$	70,603.33	\$	7,466.97	\$	78,070.30
	400	\$	11,836.91	\$	-	\$	11,836.91
	500	\$	24,771.40	\$	-	\$	24,771.40
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>130,472.99</b>	<b>\$</b>	<b>7,466.97</b>	<b>\$</b>	<b>137,939.96</b>
8100	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
	300	\$	8,636.00	\$	-	\$	8,636.00
	500	\$	935.12	\$	-	\$	935.12
	600	\$	2,286.00	\$	-	\$	2,286.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>11,857.12</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>11,857.12</b>
8200	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
	500	\$	49,000.00	\$	-	\$	49,000.00
	600	\$	38,500.00	\$	-	\$	38,500.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>87,500.00</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>87,500.00</b>
9100	100	\$	45,576.16	\$	-	\$	45,576.16
	200	\$	12,312.59	\$	-	\$	12,312.60
	300	\$	-	\$	-	\$	-
	400	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>57,888.75</b>	<b>\$</b>	<b>0.01</b>	<b>\$</b>	<b>57,888.76</b>
<b>GRANDTOTAL</b>		<b>\$</b>	<b>13,101,166.96</b>	<b>\$</b>	<b>302,248.00</b>	<b>\$</b>	<b>13,403,414.96</b>

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7b

**DATE OF SCHOOL BOARD MEETING:** July 23, 2013

**TITLE OF AGENDA ITEMS:** Request Board's Permission to Advertise for a Tentative Budget Hearing

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Pursuant to Section 1011.03 Florida Statutes, permission is requested from the Board to advertise for a Tentative Budget Hearing scheduled for Tuesday, July 30, 2013.

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business and Finance

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7c

**DATE OF SCHOOL BOARD MEETING:** July 23, 2013

**TITLE OF AGENDA ITEMS:** Resolution of Federal Findings for Audit Report #2013-167

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

The Financial, Operational, and Federal Single Audit for the fiscal year ended June 30, 2012 contained two Federal Awards Findings and Questioned Costs. (See attached copies.)

The two findings pertained to the Child Nutrition Cluster program (School Food Service) in which the Florida Department of Agriculture and Consumer Services serves as the grantor agency.

Board approval is requested for the resolution of the audit findings by the Division of Food, Nutrition and Wellness that deems the corrective action to be satisfactory.

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business and Finance

failure to take appropriate and timely actions to prevent further loss or damage to the District's data and IT resources. A similar finding was noted in our report No. 2012-149.

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**Recommendation:** The District should improve its IT security incident response plan procedures to provide reasonable assurance that the District will respond in an appropriate and timely manner to events that may jeopardize the confidentiality, integrity, or availability of data and IT resources.

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**Finding No. 6: Information Technology – Security Controls – Logging and Monitoring of System Activity**

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Security controls are intended to protect the confidentiality, integrity, and availability of data IT resources. Our audit disclosed certain District security controls related to logging and monitoring of system activity that needed improvement. We are not disclosing specific details of the issues in this report to avoid the possibility of compromising District data and IT resources. However, we have notified appropriate District management of the specific issues.

Without appropriate security controls related to logging and monitoring of system activity, the risk is increased that the confidentiality, integrity and availability of District data and IT resources may be compromised. Similar findings were noted in our report Nos. 2011-163 and 2012-149.

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**Recommendation:** The District should improve security controls related to logging and monitoring of system activity to ensure the continued confidentiality, integrity, and availability of District data and IT resources.

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**FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS**

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**Federal Awards Finding No. 1:**

**Federal Agency:** United States Department of Agriculture

**Pass-Through Entity:** Florida Department of Education and Florida Department of Agriculture and Consumer Services

**Program:** Child Nutrition Cluster (CFDA Nos. 10.553, 10.555, and 10.559)

**Finding Type:** Material Noncompliance and Material Weakness

**Questioned Costs:** \$45,129

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**Allowable Costs/Cost Principles and Procurement.** OMB Circular A-87, Attachment A, Section C.1., provides, in part, that costs must be adequately documented to be allowable under Federal awards. State Board of Education (SBE) Rule 6A-1.012(5), Florida Administrative Code (FAC), provides that in lieu of requesting bids from three or more sources, school districts may make purchases at unit prices in contracts awarded by other governmental agencies when the bidder permits purchases by the school district at the same terms, conditions, and unit prices awarded in such contracts. For the 2011-12 fiscal year, the District reported Child Nutrition Cluster (CNC) expenditures totaling \$3,517,275, including \$2,066,459 for purchased food and supplies.

In June 2011, the District solicited bids for certain purchased foods, materials, and supplies, and the Board awarded contracts based on the lowest or best bids received. Also, the District chose to purchase other foods and supplies using the bid of another school district. To determine the propriety and allowability of CNC expenditures, we selected and reviewed District records supporting six transactions totaling \$139,495 for food, materials, and supplies purchased during the 2011-12 fiscal year, and noted the following:

- The District purchased \$1,140,208 of food and supplies from one vendor based on a bid and contract awarded by another school district. For two invoices totaling \$103,287, we compared the items purchased by product number per the invoice to the approved bid list and contract price. Of the 339 items purchased, 124 items totaling \$35,094 had product numbers that were not included in the approved bid list or contract. Some of the items did not have a comparable product on the bid list or contract, while other items had comparable items included on the bid list and contract but with a different product number. Although the District had established procedures to have school food service personnel review invoices, there was no documentation to evidence the District's consideration of these items as being comparable in price and quality to items on the bid list. As the District records did not evidence an established understanding of the prices paid for these food and supplies purchases, these questioned costs of \$35,094 are subject to disallowance by the grantor.
- The District purchased \$255,793 of produce, such as fruits and vegetables, from one vendor based on a District bid and contract. We tested two payments totaling \$20,073 to the vendor and noted that, for 14 items, the prices per the invoices did not agree with the prices per the bid and contract documents, resulting in an overpayment to the vendor of \$572. District personnel indicated that the invoice prices varied from bid prices due to changes in the market; however these price variances were not provided for in the bid and contract documents. In addition, 10 items purchased totaling \$9,463 were not included on the bid list or contract. As a result, these questioned costs totaling \$10,035 are subject to disallowance by the grantor.

Without procedures for ensuring items available for purchase and amounts billed to the District conform to bids and contracts, there is an increased risk that the District may not obtain goods and services at the best price consistent with acceptable quality. In addition, although SBE Rule 6A-1.012(5) FAC, allows district school boards to make purchases using bids of other governmental agencies, the rule does not relieve the District from its responsibility to demonstrate its determination that items available for purchase and amounts billed to the District conform to bids and contracts. A similar finding was noted in our report No. 2012-149.

While the exceptions noted above, resulting in \$45,129 of questioned costs, were based on our test samples of Child Nutrition Cluster expenditures and related records, we did not examine the records for each Child Nutrition Cluster expenditure. Given the likelihood that there are additional exceptions for those expenditures that were not included in our samples, the cumulative effect of all exceptions is considered to have a direct and material effect on the Child Nutrition Cluster programs.

Professional auditing standards require that when an auditee does not comply, in all material respects, with a compliance requirement that could have a direct and material effect on one of its major Federal programs, appropriate disclosures (qualifications) should be made in the auditor's report. As the District did not comply with the requirements regarding Allowable Costs/Cost Principles and Procurement that are applicable to the Child Nutrition Cluster programs, our report on the District's compliance with those requirements includes a qualification to that effect.

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**Recommendation:** The District should enhance procedures to maintain evidence of its review and reconciliation of amounts billed for school food service purchases to bid and contract documents prior to payment for goods and services. In addition, the District should document to the grantor the allowability of the \$45,129 of questioned costs, or restore this amount to the applicable Child Nutrition Cluster programs.

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District Contact Person: Bonnie Wood, Assistant Superintendent for Business and Finance

**Federal Awards Finding No. 2:****Federal Agency: United States Department of Agriculture****Pass-Through Entity: Florida Department of Education and Florida Department of Agriculture and Consumer Services****Program: Child Nutrition Cluster (CFDA Nos. 10.553, 10.555, and 10.559)****Finding Type: Noncompliance and Significant Deficiency****Questioned Costs: \$136,720**

**Eligibility and Special Tests and Provisions – Verification.** Title 7, Section 245.3, Code of Federal Regulations (CFR), requires the District to establish eligibility criteria for free and reduced price meals and for free milk in conformity with the family-size income standards prescribed by the State in accordance with income eligibility guidelines published by the United States Department of Agriculture (USDA). Also, Title 7, Section 245.6a.(a), CFR, provides that the District must verify the current eligibility of households selected from a sample of applications that have been approved for free and reduced price meals. The sample must generally be drawn from error prone applications defined as within \$1,200 of the annual income limit or \$100 of the monthly income limit for free or reduced price meal eligibility. Before performing the verification process, someone other than the individual making the initial eligibility determination must review the application for accuracy.

Further, the USDA Eligibility Guidance for School Meals Manual (Eligibility Manual) requires the District to send a written notice of adverse action to all households for which benefits are to be reduced or terminated as a result of the verification procedures 10 calendar days in advance of the change. The notice must advise the household of the change in benefits, the reason for the change, that an appeal must be filed within the 10 calendar day advance notice period and the instructions on how to appeal.

The District operated a school food service program at each District school that provided meals to participating students, and the District received Federal reimbursements totaling \$3.4 million for the 2011-12 fiscal year. To determine whether the District designed and implemented procedures to effectively monitor and verify the eligibility of student receiving free and reduced price meals, we selected and reviewed 58 free and reduced price meal applications for 60 students, which included 52 students chosen by the District to perform verification procedures and noted:

- The District reduced or terminated the meal benefits of 41 of the 52 students selected for verification and sent notices of these adverse actions to respective families that identified the appeal process; however, for 30 of the 41 students, District records did not evidence that notices of adverse actions were sent to families at least 10 days before adverse action took effect and none of the notices included a statement that appeals must be made within a 10-day deadline, contrary to the USDA Eligibility Manual.
- For 4 students, District records did not evidence that the income calculations on the meal applications were accurate. Eligibility for 3 of the 4 students was changed from free to reduced price based on income documentation provided through the verification process and 1 student was approved as eligible for free meals. However, the income information documented on these applications included overtime pay and holiday pay, without a District-documented determination of whether these amounts were routine or a one-time source of income. Without such, the meal status of the 4 students may be incorrect.
- For 2 of the 52 students chosen by the District for application verification, the application was not signed by someone other than the initial approver to evidence review for accuracy, contrary to Federal regulations.

Because the District receives Federal reimbursement for the cost of meals served to students, it is important that meal status of each student be properly supported by records documenting the student's eligibility for free or reduced price meals in accordance with Federal regulations. A similar finding was noted in our report No. 2012-149.

**Reporting.** Title 7, Section 210.8, CFR, requires the District to establish internal controls that ensure the accuracy of lunch counts prior to the submission of monthly claims for reimbursement. This section also requires the District to maintain on file, each month's claim for reimbursement and all data used in the claims review process by school, as specified in Title 7, Section 210.23, CFR.

At the beginning of the 2011-12 fiscal year, the District implemented a new computer system for the school food service program. However, daily activity reports generated by the new system included transactions for free meals served, with no student name or identification number associated with each transaction, resulting in questioned costs of \$1,314 for 570 meals. For the 2011-12 fiscal year, we obtained the detail transactions that were included in the point-of-sale (POS) system, which disclosed a total of 25,930 free breakfasts and 39,349 free lunches served with no student name or identification number associated with each transaction. The District attempted to correct previously reported free breakfasts and lunches by underreporting free breakfasts by 1,780 meals and free lunches by 5,926 meals in January and February 2012. However, the District could not provide documentation that the remaining 24,150 free breakfasts and 33,423 free lunches were to students with an approved application on file. As a result, reimbursements of \$43,470 for free breakfasts and \$93,250 for free lunches, totaling \$136,720, represent questioned costs subject to disallowance by the grantor.

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**Recommendation:** The District should enhance its procedures to ensure the meal status of students is accurately assessed and documented, both initially and upon verification, in accordance with Federal regulations. The District should also enhance its procedures at the point-of-sale at each school to ensure that a student name or identification number is entered into the computer system for meals served to eligible students. In addition, the District should document to the grantor the allowability of the \$136,720 of questioned costs for the 2011-12 fiscal year or restore this amount to the applicable Child Nutrition Cluster program.

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District Contact Person: Bonnie Wood, Assistant Superintendent for Business and Finance



**FLORIDA DEPARTMENT OF AGRICULTURE AND CONSUMER SERVICES**  
**COMMISSIONER ADAM H. PUTNAM**

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June 25, 2013

Mrs. Bonnie Wood, Assistant Superintendent for Business Services  
Gadsden County School Board (#01-0020)  
35 Martin Luther King Jr. Boulevard  
Quincy, FL 32351

Dear Mrs. Wood:

Please review the enclosed Coordinated Review Effort (CRE) report of your school food service program for the review conducted on April 25-May 2, 2013.

All findings in the report require specific corrective action within 30 days from the date of this letter. Failure to respond adequately to these findings and implement corrective measures may adversely affect your funding and participation in the program. The food service department must submit a corrective action plan by no later than July 24, 2013. Include timelines and documentation you have identified for implementing corrective procedures.

If you have specific questions concerning the CRE review or wish assistance in developing acceptable corrective action, please call Angela Voyles, Supervisor, Program Accountability, at (800) 504-6609.

Sincerely,

Angela Voyles, Supervisor  
Program Accountability  
Division of Food, Nutrition and Wellness

AV/vh

Enclosure

cc: Mrs. Melanie Davis, Food Service Financial Coordinator  
Lisa Church, FDACS

## INTRODUCTION

### FOOD, NUTRITION AND WELLNESS

This additional review of Gadsden County School Board was conducted on April 25-May 2, 2013, by staff members of the Division of Food, Nutrition and Wellness (FNW), Florida Department of Agriculture and Consumer Services.

The main emphasis of this review was on food service program performance and compliance in accordance with federal and state regulations.

The accountability system, including meal pattern components, free and reduced-price meal policy for lunch, and other general program areas were reviewed for compliance with state and federal regulations. Documentary evidence was examined, personnel were interviewed, and meal service was observed.

#### **Schools Reviewed:**

Chattahoochee Elementary School  
Gadsden Elementary Magnet School  
George W. Munroe Elementary School  
Greensboro Elementary School  
Gretna Elementary School  
Havana Elementary School  
St. John's Elementary School  
Stewart Street Elementary School  
Havana Middle School  
James A. Shanks Middle School  
East Gadsden High School  
West Gadsden High School  
Crossroad Academy  
Carter-Parramore Academy

#### **Reviewers:**

Mallory Reeves  
Angela Voyles  
Barbara Adams  
Craig Clemmer  
Awilda Font  
Michael Holmes  
Michelle Humose  
Kyle Jordan  
Timothy Rutherford  
Lisbeth Rytlewski  
Noreen Walsh  
Donnie Watts

**GADSDEN COUNTY SCHOOL  
BOARD**

**#01-0020**

**ADMINISTRATIVE REVIEW  
REPORT  
AND  
CORRECTIVE ACTIONS  
2012-2013**

**THE SPONSOR WAS FOUND TO HAVE NOT MET THE FOLLOWING CRITERION. FINDINGS AND CORRECTIVE ACTIONS FOLLOW:**

1. All free, reduced price and paid lunches claimed for reimbursement are served only to children eligible for free, reduced price and paid lunches, respectively; and counted, recorded, consolidated and reported through a system which consistently yields correct claim.  
7CFR 210.18(g)(1) and 7 CFR 220.9 (Performance Standard 1)

**FINDINGS:**

**Meal Count and Claiming**

Stewart Street Elementary School

For the month of review, March 2013, the school inaccurately entered out-of-cafeteria lunch meal roster sheets into the automated point-of-service (POS) system. As a result, six lunch meals were overclaimed.

For the day of review, May1, 2013, the school inaccurately entered out-of-cafeteria lunch meal count roster sheets into the automated POS system. As a result, one lunch was underclaimed

**CORRECTIVE ACTION:**

Gadsden County School District will ensure all meals claimed for reimbursement are accurately counted and recorded prior to submitting a claim for reimbursement. A second party review of all out-of-cafeteria meal count roster sheets and their corresponding transaction logs will be conducted prior to submission of the claim for reimbursement.

In addition, the District will update its meal counting and claiming process and procedures as it pertains to the current Point of Service Automated system in place at each school. Each school will print and retain its daily meal counts and sale journals after completion of each day's meal service. These records will be kept on file for the minimum amount of time required by federal regulations (5 years). The claim for reimbursement will not be filed based solely on observation of the schools' edit check.

Each edit check will be assessed and validated with the attendance factor and student eligible, and the claim for reimbursement will be based on the daily meal count and sale journal summary.

The District will be initiating the Community Eligibility Option (CEO) for the 2013-2014 fiscal year. This initiative will affect the verification required at the Point of Service. However, the

District will continue to improve its Internal Control systems regarding meals claimed for reimbursement.

### **Applications**

#### George W. Munroe Elementary School

Two household applications, affecting four students, approved for free meal benefits should have been approved for reduced-price meal benefits.

#### Gretna Elementary School

One household application, affecting one student, approved for free meal benefits should have been approved for reduced-price meal benefits.

#### Gretna Elementary School, continued

One household application, affecting one student, approved for reduced-price meal benefits should have been approved for free meal benefits.

### **CORRECTIVE ACTION:**

The district will ensure that all household applications are correctly approved or denied. This procedure will include verification activity by a confirming official other than the determining official. The purpose of the second review is to ensure that the initial determination is accurate.

In addition, the District will ensure that all appropriate income documentation is accurately calculated in order to correctly verify meal eligibility for household applications chosen for verification. These procedures will be established with the understanding that the District will be utilizing the Community Eligibility Option (CEO) during the 2013-2014 fiscal year. The role of applications and/or "Household and Income Form" will be different during the 2013-2014 fiscal year, yet due diligence will be maintained to obtain accurate and complete data.

### **Verification**

#### District Level

One application selected for verification was initially approved for reduced-priced meal benefits by the determining official and should have been approved for free meal benefits. The application was not correctly confirmed by the confirming official.

Household income documentation submitted for verification was incorrectly calculated for one household application. As a result, meal benefits were inaccurately changed from reduced-price to free, and should have remained as reduced-price meal benefits.

**CORRECTIVE ACTION:**

The district will ensure prior to any other verification activity, a confirming official, other than the determining official, will review each approved application selected for verification to ensure that the initial determination is accurate.

The district will ensure that all appropriate income documentation is accurately calculated in order to correctly verify meal eligibility for household applications chosen for verification. These procedures will be established with the understanding that the District will be utilizing the Community Eligibility Option (CEO) during the 2013-2014 fiscal year. The role of applications and/or "Household and Income Form" will be different during the 2013-2014 fiscal year, yet due diligence will be maintained to obtain accurate and complete data.

DIVISION OF FOOD, NUTRITION AND WELLNESS  
1-800-504-6609  
(850) 617-7402 FAX



THE HOLLAND BUILDING, SUITE 120  
600 SOUTH CALHOUN STREET  
TALLAHASSEE, FLORIDA 32399-0001

FLORIDA DEPARTMENT OF AGRICULTURE AND CONSUMER SERVICES  
COMMISSIONER ADAM H. PUTNAM

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July 16, 2013

Ms. Bonnie Wood, Assistant Superintendent for Business Services  
Gadsden County School Board (#01-0020)  
35 Martin Luther King Jr. Boulevard  
Quincy, FL 32351

Dear Ms. Wood:

The Federal Office of Management and Budget requires the Florida Department of Agriculture and Consumer Services (FDACS) to monitor subrecipients' compliance with applicable financial audit findings. The Division of Food, Nutrition and Wellness at the FDACS is charged with monitoring subrecipients of federal child nutrition funds.

We have reviewed Audit Report No. 2013-167, dated March 2013, the findings that were cited and the district's response verifying compliance. We deem the corrective action to be satisfactory.

To avoid a finding in the future involving the Florida State Board of Education Rule 6A-1.1012(5) and (6), commonly known as the piggyback process, the district should maintain a copy of the contract being used in the process.

If you have any questions, please do not hesitate to contact Tiffany Thompson at (850) 617-7444 or via e-mail at [Tiffany.Thompson@FreshFromFlorida.com](mailto:Tiffany.Thompson@FreshFromFlorida.com).

Sincerely,

Kathy Sanders, Program Operations Director  
Division of Food, Nutrition and Wellness

KS/tkt

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7d

**DATE OF SCHOOL BOARD MEETING:** July 23, 2013

**TITLE OF AGENDA ITEMS:** Honeywell Energy Cost Avoidance Report

**DIVISION:** Maintenance and Finance Departments

**PURPOSE AND SUMMARY OF ITEMS:**

Attached is a copy of the Energy Cost Avoidance Report from Honeywell. In addition, copies of the quarterly Energy Analysis Reports are available in the Maintenance and Finance Departments.

**PREPARED BY:** Wayne Shepard and Bonnie Wood

**POSITION:** Director of Facilities and Assistant Superintendent for Business Services

# Gadsden County Schools Energy Cost Avoidance Report

**Energy Guarantee Year 3 of 10**  
April 2012 through March 2013



*Helping customers manage energy resources to  
improve financial performance*

# Table of Contents

## Gadsden County Schools

*Building a Brighter Future*

35 Martin Luther King, Jr. Blvd, Quincy, Florida 32351  
(850) 627-9651 - PHONE (850) 627-2760 - FAX



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# Program Overview

## Measurement & Verification Services

Honeywell is pleased to provide this comprehensive report of your energy consumption. This report was processed using an industry-standard program based on proven and accepted engineering formulas for energy conservation and analysis.

**M&V Contract Number:** 992-85-12329

**Baseline Period:** June 2007 - May 2008  
**Guarantee Period:** April 2010 - March 2024  
**Guarantee Term:** 10 Years

**Report Period:** April 2012 through March 2013

**Report Preparation By:** Dan Ponton, MVS  
 Joel Bruedigam, EA

June 2013



## Meters Included in Report



<u>Location</u>	<u>Utility</u>	<u>M&amp;V Methodology</u>
Administration	Electric	Option A
	Water	Option A
Transportation	Electric	Option A
	Water	Option A
Carter Parramore Elementary	Electric	Option A
	Natural Gas	Option A
Chattahoochee Elementary	Electric	Option A
	Water	Option A
George Munroe Elementary	Electric	Option A
	Natural Gas	Option A
	Water	Option A
Greensboro Elementary	Electric	Option A
	Water	Option A
Gretna Elementary	Electric	Option A
	Natural Gas	Option A
Havana Elementary	Electric	Option A
	Water	Option A
St. Johns Elementary	Electric	Option A
	Natural Gas	Option A
Stewart Street Elementary	Electric	Option A

<u>Location</u>	<u>Utility</u>	<u>M&amp;V Methodology</u>
Havana Middle	Water	Option A
	Electric	Option A
James Shanks Middle	Water	Option A
	Electric	Option A
	Natural Gas	Option A
East Gadsden High	Water	Option A
	Electric	Option A
West Gadsden High	Electric	Option A
Gadsden Technical	Electric	Option A
	Water	Option A

# Retrofit Highlights

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- High Efficiency Lighting Upgrade
- High Efficiency HVAC Upgrade
- High Efficiency Plumbing Fixtures
- High Efficiency Marquee Sign
- Web Enabled HVAC Controls Upgrade
- Energy Awareness Program

## Determination of Energy Savings

### Theory of Energy Management

The primary motivation behind most energy management projects is cost avoidance. Cost avoidance is defined as the avoided expense, in today's dollars, attributable to a retrofit or other energy management initiative. In order to determine if a project has yielded the expected level of cost avoidance, it is necessary to measure and verify the cost avoidance in the post-retrofit period. By comparing the pre-retrofit energy consumption and cost with post-retrofit data, the performance of the energy retrofit can be determined.

The Federal Energy Management Program (FEMP) of the U.S. Department of Energy and its Measurement and Verification Guidelines for Federal Energy Projects classify measurement and verification approaches as Option A, B, C and D, and are selected based on the complexity of the retrofit project energy conservation measures (ECMs) and their potential operating interaction with each other. The FEMP Guidelines, based on the International Performance Measurement and Verification Protocol (IPMVP), were originally developed for U.S. federal projects. The FEMP and IPMVP protocols have since become the de facto standards used to measure and verify performance contract energy management project results.

*Option A:* Verification techniques determine savings by measuring the performance of a system before and after a retrofit, either through physical measurement or the use of manufacturer data, and multiplying the difference by an agreed-upon or stipulated factor, such as hours of operation.

*Option B:* Verification techniques are designed for projects where long-term continuous measurement of performance is desired. Metering is conducted on an individual system level, and the measured performance is compared with a baseline to determine cost avoidance.

*Option C:* Verification techniques involve utility whole building meter analysis, reviewing overall energy use, and identifying the effects of energy projects on a facility. Energy use before and after a retrofit project is compared to determine cost avoidance.

*Option D:* Computer models are developed that use calibrated simulations of baseline and post-installation energy use to measure cost avoidance.

## Explanation of Adjustments

If all things were equal, energy management results could be simply determined by subtracting current year energy use units from their base year equivalent (kilowatt-hours, cubic feet of gas, cubic feet of water, etc.) The costs avoided would then simply be the energy use units saved between the two measured periods multiplied by a given billing rate.

However, as all conditions are never equal between the current and base year periods of tracking, adjustments are required to assure an equivalent comparison in order to accurately calculate the energy cost avoidance. These adjustments are made to the base year period utility bill data in order to reflect energy usage that would have occurred during the base year period if all the conditions of the current year period had existed then. The result is referred to as the baseline. Baseline adjustments include, but are not limited to, differences in billing period days, weather, rate schedules, equipment that has been recommissioned, added or removed, increases or decreases in building square footage, changes in enrollment counts, etc. These are variables affecting consumption which warrant adjustment to the baseline.

*Billing Days Adjustment* - Typically, utility companies do not bill for the same number of days each month. The energy tracking/auditing software program used adjusts for differences in the number of days in the billing period between the base year and current year before calculating energy cost avoidance/savings.

*Weather Adjustment* - As energy consumption is often weather-related, a regression analysis is performed to identify the relationship between historic meter performance and weather, denoted by heating or cooling degree-day variables. The analysis results in a regression model utilized in calculating the baseline, adjusted for the weather difference between the pre- and post-installation period. The program adjusts for weather variation using weather data degree-days while also recognizing that not all energy consumption is weather sensitive.

*Cost Adjustment* - Utility company rate schedules are generally used to calculate the cost of energy consumption. These rates may change frequently. The applicable utility rate schedule as determined by the performance contract is used for cost calculation in the current review period. This schedule achieves an accurate comparison of the pre- and post-installation period cost of energy.

*Runtime Adjustment* - A building's hours of operation (runtime) typically vary and will affect energy usage. Set hours of operation are agreed upon on a building-by-building basis and documented in the contract. Review period runtime is tracked on a monthly basis and compared to the agreed upon operating hours. Adjustments can be made in the event actual hours of operation exceed agreed upon hours.

# Methodology

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*Miscellaneous Adjustments* - A change in consumption will occur if the square footage or occupancy levels of the facility change or if the facility adds, deletes, or changes equipment that affects building load. Savings lost or gained by the change can be calculated by standard engineering formulas.

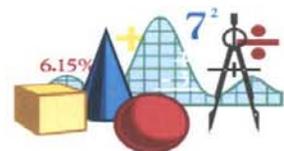
## Methods Contained in This Report

Option A is used to calculate energy cost avoidance for all facilities. This method gives a truer picture of the cost avoidance achieved by a lighting retrofit, regardless of the operation of the other building systems, especially where controls were omitted from the scope of work.

The baseline adjustment is stipulated to be an escalation of 4% per year for the unit cost of electric utilities and 4% per year for gas utilities, and 4% per year for the unit cost of water used in the determination of cost avoidance each year.

The energy avoidance identified in the Post Installation/Guarantee Period 1 measurement and verification activities will be stipulated as the achieved energy avoidance for years 2 through 14. The associated cost avoidance will be calculated using the stipulated utility unit avoidance times the agreed upon escalated utility unit costs.

Operational cost savings identified and described in the contract were deemed satisfied upon contract execution. Operational cost savings categorized as capital cost avoidance are part of, or are causally connected to scope of work specified in Attachment A and are documented by industry standard engineering methodologies acceptable to the Customer. The baseline adjustment is stipulated to be an escalation of 4% per year for operational costs used in the determination of operational cost avoidance each year.



# Executive Summary

In compliance with contract provisions, FEMP Option A methodology of Measurement & Verification, "Potential to Perform" was used to quantify energy cost avoidance and performance results reported herein. Every attempt has been made to generate the most accurate energy audit possible. Honeywell will follow Option A "Potential to Perform" methodology in Year 3 and through the rest of the guarantee period. On site verification by observations of operations and captured screen shots from EMS of the operating parameters will be completed.

Summary of Savings --Year 3			
Energy Conservation Measure	Cost Savings		
	Cost Savings Projected	Cost Savings Result	% to Projection
High Efficiency Lighting Upgrade	\$147,045	\$146,208	99%
High Efficiency HVAC Upgrade	\$5,483	\$5,301	97%
High Efficiency Plumbing Fixtures	\$12,150	\$17,380	143%
High Efficiency Marquee Sign	\$4,007	\$4,219	105%
Web Enabled HVAC Controls Upgrade	\$62,794	\$62,794	100%
Energy Awareness Program	\$86,220	\$86,221	100%
<b>Total</b>	<b>\$317,698</b>	<b>\$322,123</b>	<b>101%</b>

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# Total Cost Avoidance Summary

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## Year 3 Results

Energy Cost Avoidance	\$ 322,123
Operational Savings	\$ 178,343
<hr/>	
Total Cost Avoidance	\$ 500,466
Annual Guarantee	\$ 496,041
 Excess Savings/(Shortfall)	 \$ 4,425
 Percent of Plan	 101%

## Cumulative Results

TIME PERIOD		TOTAL COST AVOIDANCE	ANNUAL ENERGY GUARANTEE	EXCESS SAVINGS/ (SHORTFALL)
Year 1	4/10 - 3/11	\$ 462,869	\$ 458,618	\$ 4,251
Year 2	4/11 - 3/12	\$ 481,356	\$ 476,963	\$ 4,393
Year 3	4/12 - 3/13	\$ 500,466	\$ 496,041	\$ 4,425
Year 4	4/13 - 3/14	\$ -	\$ -	\$ -
Year 5	4/14 - 3/15	\$ -	\$ -	\$ -
Year 6	4/15 - 3/16	\$ -	\$ -	\$ -
Year 7	4/16 - 3/17	\$ -	\$ -	\$ -
Year 8	4/17 - 3/18	\$ -	\$ -	\$ -
Year 9	4/18 - 3/19	\$ -	\$ -	\$ -
Year 10	4/19 - 3/20	\$ -	\$ -	\$ -
<b>TOTAL</b>		<b>\$ 1,444,691</b>	<b>\$ 1,431,621</b>	<b>\$ 13,070</b>

# Energy Cost Avoidance Summary

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## Year 3 Results

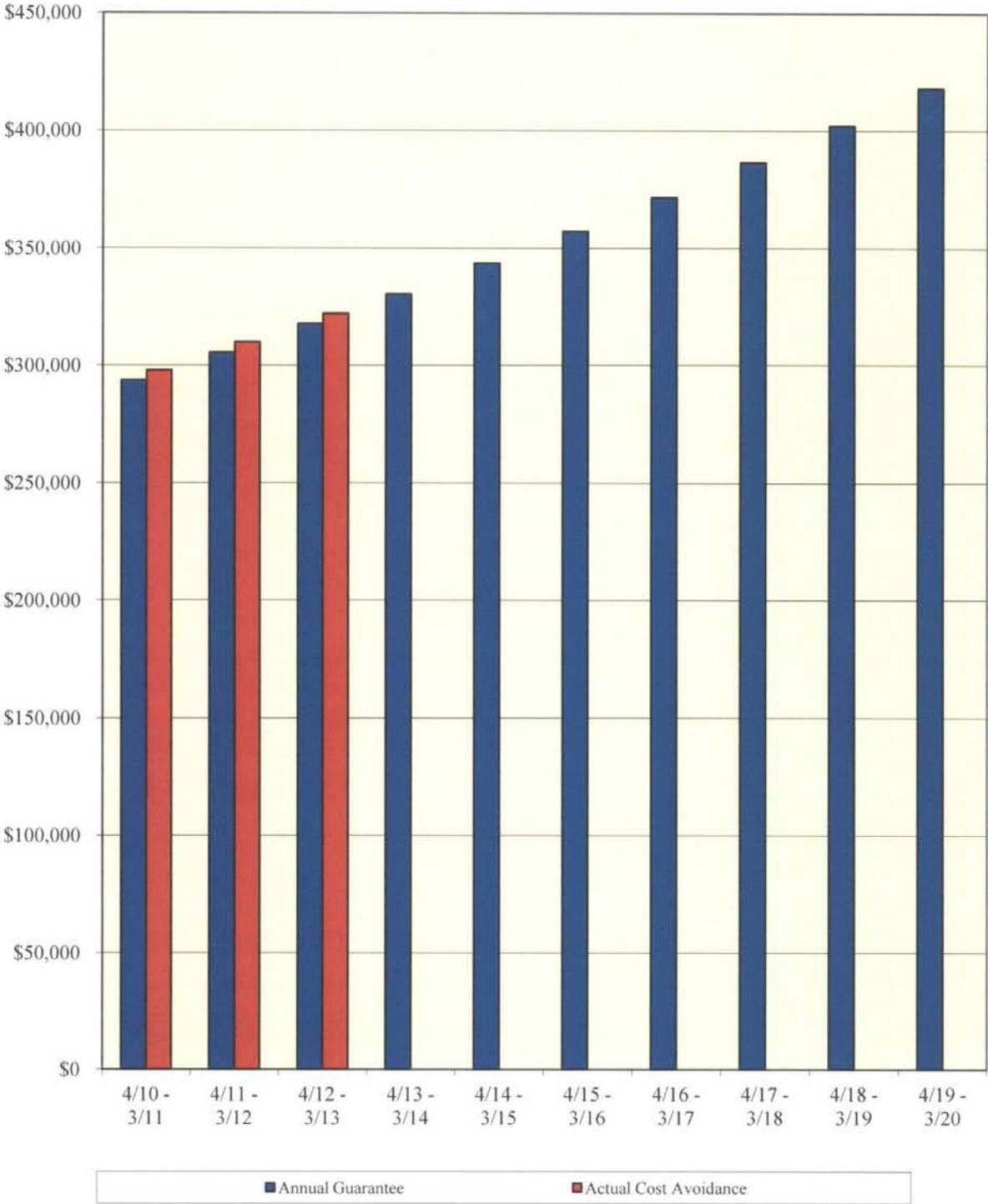
Utility Savings	\$ 322,123
Annual Energy Guarantee	\$ 317,698
Excess Savings/(Shortfall)	\$ 4,425
Percent of Plan	101%

## Cumulative Results

TIME PERIOD		TOTAL COST AVOIDANCE	ANNUAL ENERGY GUARANTEE	EXCESS SAVINGS/ (SHORTFALL)
Year 1	4/10 - 3/11	\$ 297,981	\$ 293,730	\$ 4,251
Year 2	4/11 - 3/12	\$ 309,872	\$ 305,479	\$ 4,393
Year 3	4/12 - 3/13	\$ 322,123	\$ 317,698	\$ 4,425
Year 4	4/13 - 3/14	\$ -	\$ -	\$ -
Year 5	4/14 - 3/15	\$ -	\$ -	\$ -
Year 6	4/15 - 3/16	\$ -	\$ -	\$ -
Year 7	4/16 - 3/17	\$ -	\$ -	\$ -
Year 8	4/17 - 3/18	\$ -	\$ -	\$ -
Year 9	4/18 - 3/19	\$ -	\$ -	\$ -
Year 10	4/19 - 3/20	\$ -	\$ -	\$ -
<b>TOTAL</b>		<b>\$ 929,976</b>	<b>\$ 916,907</b>	<b>\$ 13,069</b>

# Performance Savings

## Annual Energy Guarantee vs. Actual Cost Avoidance



# Project Overview/Review Detail

## Validation of ECM Savings

### Measurement & Verification Methods

Measurement and Verification (M&V) is based on the Federal Energy Management Program's (FEMP) publication, "Measurement and Verification Guideline for Federal Energy Projects," (DOE/GO-102000-0960, September 2000). The M&V plan for this contract consists of the following:

**Year One:** Honeywell will follow FEMP Option "A" "Potential to Perform" (as scheduled in Attachment "G", Exhibit G-3 & G-4) for the Measurement and Verification to quantify the energy cost avoidance of Gadsden County Schools facilities. This option will be applied on an ECM specific basis and was selected for this determination to provide an accurate but economical reconciliation. Savings will be realized from both energy and operational improvements. Energy savings for the Facilities for such Guarantee Year will be quantified and summarized on an ECM basis as defined below. The energy savings will be multiplied by the applicable energy rate as defined in Attachment G section 1.1 to calculate the Energy cost avoidance.

**Year Two and Remaining Guarantee Years (ongoing):** Honeywell will follow FEMP Option "A" "Potential to Perform" (as scheduled in Exhibit G-3 & G-4). On-site verification by observation of operation and captured screen shots from the EMS of the operating parameters will be completed for the Measurement and Verification of the installed ECMs. The annual inspection of time schedules in the Energy Management System will be performed to quantify equipment runtimes and the energy cost avoidance of the customer's facility as stated in Exhibit "G1".

### Energy Conservation Measures (ECMs) Implemented

#### Applicable ECMs

ECMs (and associated energy types) applicable to the project include:

- ECM #1 – High Efficiency Lighting Upgrade (Electricity)
- ECM #2 – High Efficiency HVAC Upgrades (Electricity & Gas)
- ECM #3 – High Efficiency Plumbing Fixtures (Water)
- ECM #4 – High Efficiency Marquee Sign (Electricity)
- ECM #5 – Web Enabled HVAC Controls Upgrade (Electricity)
- ECM #6 – Energy Awareness Program (Electricity)

#### Projected Savings

Attachment G, Section 1.1, Schedule of Savings in the contract, indicates that these ECM is to generate **\$317,698 of energy savings/cost avoidance in year 3 of the performance contract, escalated 4% annually.**

Baseline operating parameters are stipulated and agreed upon. See Energy Savings Calculations, attached hereto and incorporated herein for further information regarding stipulated baseline parameters.

Guarantee Period operating parameters are stipulated and agreed upon, and are displayed in the Energy Savings calculations.

# Project Overview/Review Detail

## ECMS # 1 - 6 – Summary Listed in Table 1 (directly taken from attachment “G” in the contract).

The energy consumption baseline for these ECMS was generated using the Engineering calculations in Exhibit G-2 in the contract based on the pre-retrofit HVAC equipment, the existing control system, applicable electric cost rates, and the operating parameters stipulated in the contract document. The post data was gathered and quantified after the installation of the new equipment and control systems using the post-installation operating parameters also stipulated in the contract document in Exhibit G-4. The comparison of these pre- and post-installation profiles validates the potential to achieve the projected cost avoidance for this ECM.

- 1.1 **Energy Savings.** The amount of energy savings for guarantee year 2 is the sum of the below listed ECMs. The schedule of savings does not include the absolute increase in energy use due to the implementation of measures to increase environmental comfort as directed by the customer, and other baseline adjustments (see 1.3.1.1). The Guaranteed savings are less than the projected savings, represented in Exhibit G-1. The Cost Avoidance is based on the listed Energy and Operational Cost Avoidance Guarantee Practices contained in Section 1.3 herein.

**Table 1 – Detailed Explanation of Year 3 ECM cost avoidance**

Att A	ECM Description	Electric Year 3	Non-Electric Year 3	Water Year 3	Total Year 3
1	High Efficiency Lighting Upgrade	\$147,045			\$147,045
2	High Efficiency HVAC Upgrade	\$2,182	\$3,119		\$5,301
3	High Efficiency Plumbing Fixtures			\$12,150	\$12,150
4	High Efficiency Marquee Sign	\$4,007			\$4,007
5	Web Enabled HVAC Controls Upgrade	\$62,794			\$62,794
6	Energy Awareness Program	\$86,220			\$86,220
	<b>Totals</b>	<b>\$302,248</b>	<b>\$3,119</b>	<b>\$12,150</b>	<b>\$317,517</b>

# ECM 1 - Lighting Upgrade

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Building	# Existing	# Retrofitted	kWh Saved	Year 3 rate	
	Fixtures	Fixtures		per kWh	Cost Avoidance
George Munroe Elem	1,049	870	109,879	0.116	\$12,740
James Shanks Middle	1,497	1,379	231,061	0.116	\$26,791
Greensboro Elem	1,036	883	132,450	0.133	\$17,578
Stewart Street Elem	488	464	51,289	0.116	\$5,947
Gadsden Technical	549	540	125,318	0.083	\$10,464
Havanah Mid	1,517	1,515	246,732	0.096	\$23,804
Chattahoochee Elem	1,164	1,169	113,843	0.087	\$9,924
Havana Elem	633	617	111,583	0.139	\$15,460
Administration	259	221	97,799	0.083	\$8,166
Transportation	88	88	31,011	0.116	\$3,596
Howser Pre-K	38	38	2,962	0.083	\$247
Warehouse	162	162	22,337	0.116	\$2,590
Personnel	77	43	18,606	0.083	\$1,554
Midway	38	38	4,013	0.139	\$557
Vending	45	45	57,062	0.119	\$6,789
<b>Total</b>	<b>8,640</b>	<b>8,072</b>	<b>1,355,945</b>	<b>0.108</b>	<b>\$146,208</b>

# ECM 2 - HVAC Upgrades

**Building:** George Munroe

**OVERVIEW:**

The existing 5 ton, packaged units serving the building are aging and less efficient than newer equipment currently available. They will be replaced with a new High Efficiency packaged unit in the existing location. The savings calculation assumes an average cooling load over the period that the equipment is in operation. It also assumes that the savings will be based upon the current building loads, including ventilation

**ASSUMPTIONS:**

Present cooling energy usage.....	<u>36,486</u> KWH/yr	
Electrical demand period.....	<u>8</u> months	SEER Ratings
Existing cooling equipment EER rating.....	<u>7.2</u> MBTU/KWH	8
New cooling equipment EER rating.....	<u>11.7</u> MBTU/KWH	13
Cooling equipment rated capacity.....	<u>35.0</u> tons	
Weekly cooling system operation.....	<u>42</u> hrs/wk	
Cooling season length.....	<u>33</u> wk/yr	
Avoided cost of electricity.....	<u>\$0.1159</u> /KWH	
Avoided cost of demand.....	<u>\$0.00</u> /KW	
Cooling conversion factor.....	<u>12</u> MBTU/ton-hr	

**UTILITY SAVINGS CALCULATIONS:**

Load Factor	=	<input type="text" value="0.45"/>
Demand Savings	=	<input type="text" value="9.18 KW"/>
Cooling Savings	=	<input type="text" value="12,910 KWH/yr"/>
Cost Savings	=	<input type="text" value="\$1,497 /yr"/>

**UTILITY SAVINGS FORMULAS:**

Baseline Calculation Data					
Tons	Hrs/dy	Dy/Wk	Wk/yr	LF	EER
35.0	6	7	33.1	0.45	7.2

$$Load\ Factor = \frac{cooling\ KWH\ x\ (exist\ EER)}{tons\ x\ 12\ x\ \left(\frac{oper.}{period}\right)}$$

$$Demand\ Savings = \left(\frac{load}{factor}\right) x (tons) x (12) x \left(\frac{1}{exist\ EER} - \frac{1}{new\ EER}\right)$$

$$Cooling\ Savings = \left(\frac{demand}{savings}\right) x \left(\frac{oper.}{period}\right)$$

$$Cost\ Savings = \left(\frac{demand}{savings}\right) x \left(\frac{demand}{cost}\right) + \left(\frac{cooling}{savings}\right) x \left(\frac{elect.}{cost}\right)$$

# ECM 2 - HVAC Upgrades

**Building:** Gretna Elementary

**OVERVIEW:**

The existing 20 ton air cooled chiller serving the cafeteria is aging and less efficient than newer equipment currently available. It will be replaced with a new High Efficiency unit in the existing location. The savings calculation assumes an average cooling load over the period that the equipment is in operation. It also assumes that the savings will be based upon the current building loads, including ventilation

**ASSUMPTIONS:**

Present cooling energy usage.....	<u>20,849</u> KWH/yr	
Electrical demand period.....	<u>8</u> months	SEER Ratings
Existing cooling equipment EER rating.....	<u>7.2</u> MBTU/KWH	8
New cooling equipment EER rating.....	<u>10.0</u> MBTU/KWH	11.1
Cooling equipment rated capacity.....	<u>20.0</u> tons	
Weekly cooling system operation.....	<u>42</u> hrs/wk	
Cooling season length.....	<u>33</u> wk/yr	
Avoided cost of electricity.....	<u>\$0.1276</u> /KWH	
Avoided cost of demand.....	..... /KW	
Cooling conversion factor.....	<u>12</u> MBTU/ton-hr	

**UTILITY SAVINGS CALCULATIONS:**

Load Factor	=	<input type="text" value="0.45"/>
Demand Savings	=	<input type="text" value="3.28 KW"/>
Cooling Savings	=	<input type="text" value="5,371 KWH/yr"/>
Cost Savings	=	<input type="text" value="\$685 /yr"/>

**UTILITY SAVINGS FORMULAS:**

Baseline Calculation Data					
Tons	Hrs/dy	Dy/Wk	Wk/yr	LF	EER
20.0	6	7	33.1	0.45	7.2

$$Load\ Factor = \frac{cooling\ KWH \times (exist\ EER)}{tons \times 12 \times \left( \frac{oper.}{period} \right)}$$

$$Demand\ Savings = \left( \frac{load}{factor} \right) \times (tons) \times (12) \times \left( \frac{1}{exist\ EER} - \frac{1}{new\ EER} \right)$$

$$Cooling\ Savings = \left( \frac{demand}{savings} \right) \times \left( \frac{oper.}{period} \right)$$

$$Cost\ Savings = \left( \frac{demand}{savings} \right) \times \left( \frac{demand}{cost} \right) + \left( \frac{cooling}{savings} \right) \times \left( \frac{elect.}{cost} \right)$$

# ECM 2 - HVAC Upgrades

## Boiler Retrofit

### Carter Parramore - Model Baseline - Natural Gas (70% Eff)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Space Cool	0	0	0	0	0	0	0	0	0	0	0	0	0
Heat Reject.	0	0	0	0	0	0	0	0	0	0	0	0	0
Refrigeration	0	0	0	0	0	0	0	0	0	0	0	0	0
Space Heat	341.5	296.1	128	39.5	9.4	0	0	0.3	2.5	34.2	124.3	311.5	1,287.40
HP Supp.	0	0	0	0	0	0	0	0	0	0	0	0	0
Hot Water	27.4	25.5	28.2	28.9	27.5	4	4.2	23.9	21.8	24.5	22.5	26.2	264.6
Vent. Fans	0	0	0	0	0	0	0	0	0	0	0	0	0
Pumps & Aux.	0	0	0	0	0	0	0	0	0	0	0	0	0
Ext. Usage	0	0	0	0	0	0	0	0	0	0	0	0	0
Misc. Equip.	0	0	0	0	0	0	0	0	0	0	0	0	0
Task Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
Area Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>368.9</b>	<b>321.6</b>	<b>156.2</b>	<b>68.4</b>	<b>36.9</b>	<b>4</b>	<b>4.2</b>	<b>24.2</b>	<b>24.3</b>	<b>58.7</b>	<b>146.9</b>	<b>337.7</b>	<b>1,551.90</b>

### Carter Parramore - Boiler Efficiency Improvement (85% Eff)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Space Cool	0	0	0	0	0	0	0	0	0	0	0	0	0
Heat Reject.	0	0	0	0	0	0	0	0	0	0	0	0	0
Refrigeration	0	0	0	0	0	0	0	0	0	0	0	0	0
Space Heat	281.2	243.8	105.5	32.5	7.8	0	0	0.3	2	28.2	102.4	256.5	1,060.20
HP Supp.	0	0	0	0	0	0	0	0	0	0	0	0	0
Hot Water	27.4	25.5	28.2	28.9	27.5	4	4.2	23.9	21.8	24.5	22.5	26.2	264.6
Vent. Fans	0	0	0	0	0	0	0	0	0	0	0	0	0
Pumps & Aux.	0	0	0	0	0	0	0	0	0	0	0	0	0
Ext. Usage	0	0	0	0	0	0	0	0	0	0	0	0	0
Misc. Equip.	0	0	0	0	0	0	0	0	0	0	0	0	0
Task Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
Area Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>308.6</b>	<b>269.3</b>	<b>133.6</b>	<b>61.5</b>	<b>35.2</b>	<b>4</b>	<b>4.2</b>	<b>24.1</b>	<b>23.8</b>	<b>52.7</b>	<b>124.9</b>	<b>282.7</b>	<b>1,324.70</b>

### Boiler Efficiency Improvement

Baseline Fossil Fuel Model	1,552
Model (After New Boiler)	1,325
MMBTU Savings	227
GSF Total	101,339
GSF Eff	68,244
% Total	67%
<b>Guaranteed MMBTU Savings</b>	<b>141</b>
<b>Cost Avoidance</b>	<b>\$ 2,279</b>

# ECM 2 - HVAC Upgrades

## Boiler Retrofit

St. John's - Model Baseline - Oil (74/74/72/72) 70% Eff

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Space Cool	0	0	0	0	0	0	0	0	0	0	0	0	0
Heat Reject.	0	0	0	0	0	0	0	0	0	0	0	0	0
Refrigeration	0	0	0	0	0	0	0	0	0	0	0	0	0
Space Heat	144.86	128.17	50.61	17.12	3.85	0	0	0	0.59	12.88	46.38	124.86	529.31
HP Supp.	0	0	0	0	0	0	0	0	0	0	0	0	0
Hot Water	13.35	12.4	13.69	14.05	13.32	1.89	1.98	11.57	10.56	11.9	10.96	12.74	128.41
Vent. Fans	0	0	0	0	0	0	0	0	0	0	0	0	0
Pumps & Aux.	0	0	0	0	0	0	0	0	0	0	0	0	0
Ext. Usage	0	0	0	0	0	0	0	0	0	0	0	0	0
Misc. Equip.	0	0	0	0	0	0	0	0	0	0	0	0	0
Task Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
Area Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>158.21</b>	<b>140.56</b>	<b>64.3</b>	<b>31.17</b>	<b>17.17</b>	<b>1.89</b>	<b>1.98</b>	<b>11.57</b>	<b>11.15</b>	<b>24.78</b>	<b>57.33</b>	<b>137.59</b>	<b>657.72</b>

St. John's - Model Boiler Replacement - Oil (74/74/72/72) 80% Eff

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Space Cool	0	0	0	0	0	0	0	0	0	0	0	0	0
Heat Reject.	0	0	0	0	0	0	0	0	0	0	0	0	0
Refrigeration	0	0	0	0	0	0	0	0	0	0	0	0	0
Space Heat	126.75	112.15	44.28	14.98	3.37	0	0	0	0.51	11.27	40.58	109.25	463.14
HP Supp.	0	0	0	0	0	0	0	0	0	0	0	0	0
Hot Water	13.35	12.4	13.69	14.05	13.32	1.89	1.98	11.57	10.56	11.9	10.96	12.74	128.41
Vent. Fans	0	0	0	0	0	0	0	0	0	0	0	0	0
Pumps & Aux.	0	0	0	0	0	0	0	0	0	0	0	0	0
Ext. Usage	0	0	0	0	0	0	0	0	0	0	0	0	0
Misc. Equip.	0	0	0	0	0	0	0	0	0	0	0	0	0
Task Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
Area Lights	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>140.1</b>	<b>124.54</b>	<b>57.97</b>	<b>29.03</b>	<b>16.69</b>	<b>1.89</b>	<b>1.98</b>	<b>11.57</b>	<b>11.07</b>	<b>23.17</b>	<b>51.54</b>	<b>121.99</b>	<b>591.56</b>

### Boiler Efficiency Improvement

Baseline Fossil Fuel Model	657.72
Model (After New Boiler)	591.56
MMBTU Savings	66.16
GSF Total	49163
GSF Eff	31630
% Total	64%

Gauranteed MMBTU Savings

39

Cost Avoidance

\$ 840

## ECM 3 - Plumbing Fixtures

BUILDING NUMBER	Total	Baseline	Savings (Gal)	Savings	Quantities					Cost Avoidance	
	STUDENTS	WATER (Gal)	WATER (GAL)	ENERGY (MMBtu)	TOILETS	URINALS	COMMON AREA BATH / CLASSROOM SINKS (NO HOT WATER)	KITCHEN / NURSE SINKS	SHOWERS	WATER	FUEL
CHATTAHOOCHEE ELEMENTARY	215	470,700	170,067	1.95	11	7	28	5	0	\$ 727	\$ 35
GADSDEN CENTRAL ACADEMY	200	0	122,430	0.78	5	2	14	2	0	\$ 523	\$ 14
GADSDEN ELEMENARY MAGNET	125	64,800	19,217	1.95	35	9	22	5	0	\$ 82	\$ 35
GADSEN TECHNICAL INSTITUTE	50	76,600	1,546	3.13	14	11	20	8	0	\$ 7	\$ 56
GEORGE MUNROE ELEMENTARY	733	1,244,800	384,517	2.74	32	8	77	7	0	\$ 1,644	\$ 49
HAVANA ELEMENTARY	603	1,310,700	403,517	1.17	18	4	48	3	0	\$ 1,725	\$ 21
HAVANA MIDDLE	214	1,591,000	522,803	25.69	0	0	66	13	33	\$ 2,235	\$ 463
JAMES A SHANKS	607	2,231,500	732,442	1.95	29	6	99	10	42	\$ 3,131	\$ 35
STEWART STREET ELEMENTARY	530	2,231,500	732,442	1.95	10	1	55	5	0	\$ 3,131	\$ 35
FAMILY INFORMATION		0	3,809	0.39	0	0	1	1	0	\$ 16	\$ 7
MAINTENANCE BUILDING		124,300	40,317	0.78	2	1	2	2	0	\$ 172	\$ 14
PERSONNEL OFFICE		0	3,905	0.00	0	0	1	0	0	\$ 17	\$ -
TRANSPORTATION BUILDING		303,800	91,066	2.50	3	2	6	0	4	\$ 389	\$ 45
CARTER PARAMORE ACADEMY	365	1,400,000	270,596	0.78	8	4	42	2	0	\$ 1,157	\$ 14
DIAGNOSTIC CENTER		0	7,273	0.78	1	0	1	2	0	\$ 31	\$ 14
GREENSBORO ELEMENTARY	415	983,450	334,985	4.69	15	14	46	12	0	\$ 1,432	\$ 85
MAX WALKER ADMINISTRATION		0	5,562	0.39	6	2	9	1	0	\$ 24	\$ 7
WAREHOUSE		0	1,905	0.00	0	0	1	0	0	\$ 8	\$ -
	4,057	12,033,150	3,848,396	52	189	71	538	78	79	\$ 16,450	\$ 931

Total Cost Avoidance \$ 17,380

# ECM 4 - Marquee Sign

Area	Components	# Lamps	Watts/Lamp	Connected kW	Sign Utilization Factor	Average Utilized kW	Hours of Operation	Projected kWh Used
Existing Marquee Sign	30 watt Incandescent	2,048	30	61	30%	18.4	2,138	35,469
Marquee Exterior Sign	Red LED Retrofit	2,048	2.8	6	30%	1.7	2,138	3,678
							kWh Saved	31,791
							Cost Avoidance \$	4,219

# ECM 5 - Web Enabled HVAC Controls Upgrade

Facility w/ Controls ECM	Yr Built	Primary Technologies			GSF	kWh	Total Cost
		Lighting	Cooling	Heating			
GADSDEN ELEMENTARY MAGNET	1919/1951	T-12	Air Cooled DX	NG	61,953	54,134	\$ 5,546
GREYNA ELEMENTARY	1924/1963	T-12	Air Cooled Chiller	Propane	50,534	-	\$ -
CARTER PARRAMORE	1954/1974	T-12	Air Cooled DX	NG	101,339	-	\$ -
HAVANA ELEMENTARY	1955/1980	T-12	Air Cooled Chiller	NG	81,900	-	\$ -
GEORGE MUNROE ELEMENTARY	1956/1992	T-12	Air Cooled DX	NG	87,248	138,331	\$ 11,554
WALKER ADMIN	1958/1988	T-12	Air Cooled DX	NG	18,062	49,748	\$ 4,155
ST. JOHN ELEMENTARY	1959/1969	T-12	Air Cooled Chiller	NG	49,163	-	\$ -
STEWART STREET ELEMENTARY	1965/1972	T-12	Air Cooled DX	NG	74,810	72,216	\$ 6,032
JAMES A. SHANKS MIDDLE	1967/1987	T-12	Water Cooled Chiller	NG	138,149	-	\$ -
CHATTAHOOCHEE ELEMENTARY	1971/1973	T-12	Air Cooled DX	NG	59,861	81,760	\$ 7,125
GADSDEN TECHNICAL	1972/1975	T-12	Air Cooled DX	NG	100,507	73,860	\$ 6,169
TRANSPORATION – BUS GARAGE	1990/1990	T-12	Air Cooled DX	Electric	17,872	2,744	\$ 315
EAST GADSDEN HIGH	2001/2004	T-8	Air Cooled Chiller	Propane	206,005	102,948	\$ 9,842
WEST GADSDEN HIGH	2005/2005	T-8	Air Cooled Chiller	Propane	116,691	124,936	\$ 12,056
						700,677	\$ 62,794

## ECM 6 - Energy Awareness

Facility w/ Controls ECM	Yr Built	Primiry Technologies			GSF	kWh	Total Cost
		Lighting	Cooling	Heating			
GADSDEN ELEMENTARY MAGNET	1919/1951	T-12	Air Cooled DX	NG	61,953	33,564	\$ 3,438
GREYNA ELEMENTARY	1924/1963	T-12	Air Cooled Chiller	Propane	50,534	89,340	\$ 9,152
CARTER PARRAMORE	1954/1974	T-12	Air Cooled DX	NG	101,339	120,820	\$ 12,377
HAVANA ELEMENTARY	1955/1980	T-12	Air Cooled Chiller	NG	81,900	112,300	\$ 15,564
GEORGE MUNROE ELEMENTARY	1956/1992	T-12	Air Cooled DX	NG	87,248	25,070	\$ 1,927
WALKER ADMIN	1958/1988	T-12	Air Cooled DX	NG	18,062	-	\$ -
ST. JOHN ELEMENTARY	1959/1969	T-12	Air Cooled Chiller	NG	49,163	74,590	\$ 7,641
STEWART STREET ELEMENTARY	1965/1972	T-12	Air Cooled DX	NG	74,810	44,775	\$ 3,740
JAMES A. SHANKS MIDDLE	1967/1987	T-12	Water Cooled Chiller	NG	138,149	-	\$ -
CHATTAHOOCHEE ELEMENTARY	1971/1973	T-12	Air Cooled DX	NG	59,861	50,692	\$ 4,417
GADSDEN TECHNICAL	1972/1975	T-12	Air Cooled DX	NG	100,507	45,794	\$ 3,825
TRANSPORATION – BUS GARAGE	1990/1990	T-12	Air Cooled DX	Electric	17,872	-	\$ -
EAST GADSDEN HIGH	2001/2004	T-8	Air Cooled Chiller	Propane	206,005	147,300	\$ 12,955
WEST GADSDEN HIGH	2005/2005	T-8	Air Cooled Chiller	Propane	116,691	129,200	\$ 11,184
						873,445	\$ 86,221

# Operational Savings

The operational cost savings described below and identified in Attachment G section 1.2 of the contract are deemed satisfied upon contract execution.

Year 1	\$164,888
Year 2	\$171,484
Year 3	\$178,343
Year 4	\$185,477
Year 5	\$192,896
Year 6	\$200,611
Year 7	\$208,636
Year 8	\$216,981
Year 9	\$225,661
Year 10	\$234,687
<b>Total</b>	<b>\$1,979,664</b>

ECM #	Operational Savings Description (OSD)	Cost Avoidance Category (O&M, Capital)	Year 3 Breakdown
1	High Efficiency Lighting Upgrade	O&M	\$24,829
2	High Efficiency HVAC Upgrade	Capital & O&M	\$103,768
3	High Efficiency Plumbing Fixtures	O&M	\$759
4	High Efficiency Marquee Sign	O&M	\$3,560
5	Web Enabled HVAC Controls Upgrade	O&M	\$2,163
6	Web-Based Maintenance Management	O&M	\$43,264
	<b>Total</b>		<b>\$178,343</b>

# Site Visit Findings

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Site visit conducted 6-12-13

Positives	Water savings measures intact and operating as installed Lighting operating as installed
Negatives	School is out for the summer. All a/c in schools is running at normal or low temperature. The a/c is on because schools do a lot of maintenance in the summer but I have found that maintenance people turn down the a/c and then open windows and doors if they are using chemicals in the buildings.

# Gadsden County Schools

I have included a list of alarms as of 6-12-2013. The screen shots on the following pages show the extent of the non-reporting points.

## Admin Building

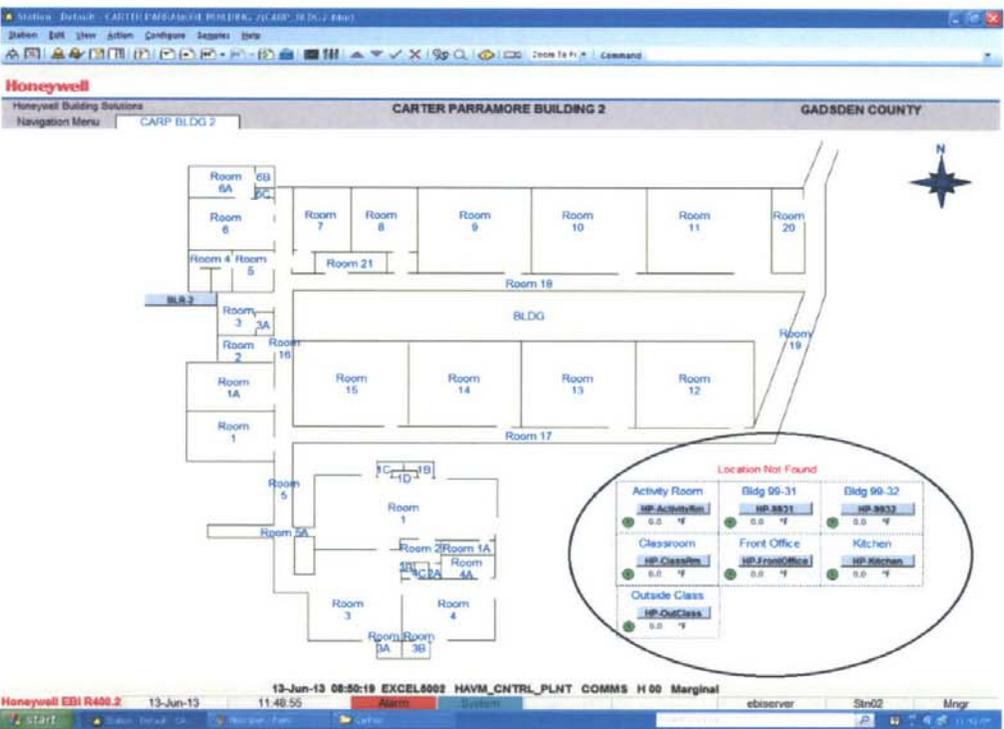
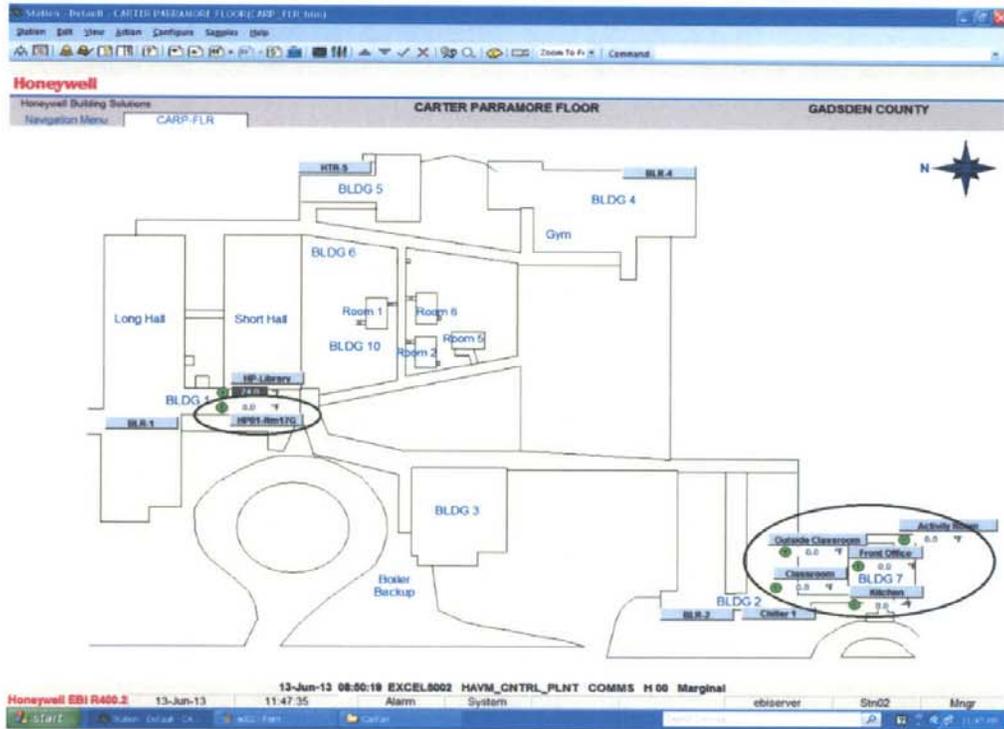
This screenshot displays the Honeywell Building Solutions interface for the Admin Building. The main area shows a detailed floor plan with numerous rooms labeled (e.g., Room 9, Room 13, Room 15, Room 17, Room 18, Room 19, Room 23, Room 24, Room 25, Room 26, Room 27, Room 29, Room 31, Room 32, Room 34, Room 35, Room 36, Room 37, Room 38, Room 39, Room 40, Room 41, Room 42, Room 42 A, Room 42 B, Room 43, Room 44, Room 45, Room 47, Room 48, Room 49, Room 50, Room 51, Room 52, Room 53, Room 54, Room 55, Room 56, Room 57, Room 58, Room 59, Room 60, Room 61, Room 62, Room 63, Room 64, Room 66, Room 85 Covered Walkway, Room 86 Covered Walkway, Server Room HP03). The interface includes a navigation menu at the top left, a title bar at the top, and a status bar at the bottom with the following text: "13-Jun-13 08:50:19 EXCEL8002 HAVM\_CNTRL\_PLNT COMMS H 00 Marginal".

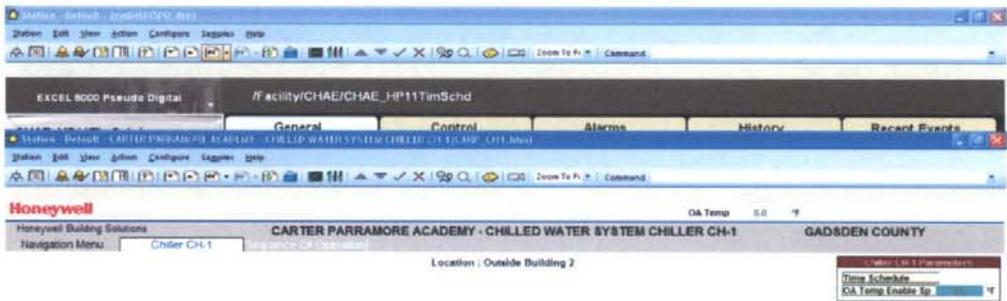
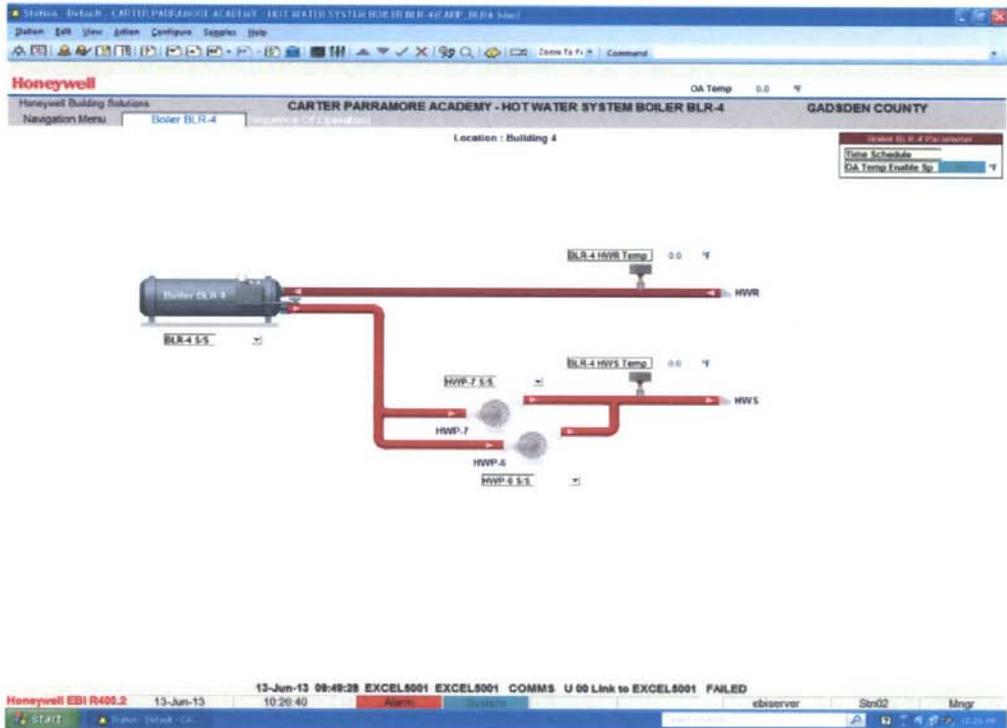
This screenshot shows the Honeywell Building Solutions interface for a split system configuration in the Server Room. The title bar reads "ADMINISTRATIVE BLDG - SPLIT SYSTEM - AC01 GADSDEN COUNTY". The location is specified as "Location - Server Room, System - Conventional AC01". A diagram illustrates the outdoor unit (OA) and indoor unit (SA) connected by ductwork. Below the diagram is a table of parameters for the system.

AHU01 Parameters	
Time Schedule	20130613
CFM01 Parameters	
System Status	Off
Filter Occupancy State	Off
Application Mode	Off
Unit Status	Off
Number of Heat Stages On	0
Number of Cool Stages On	0

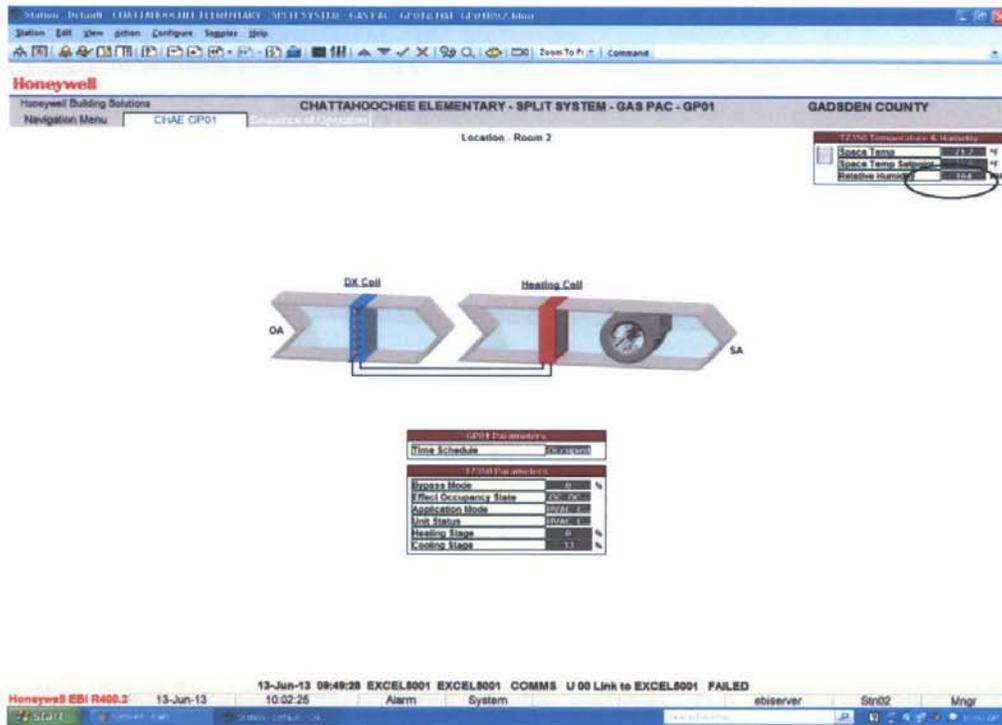
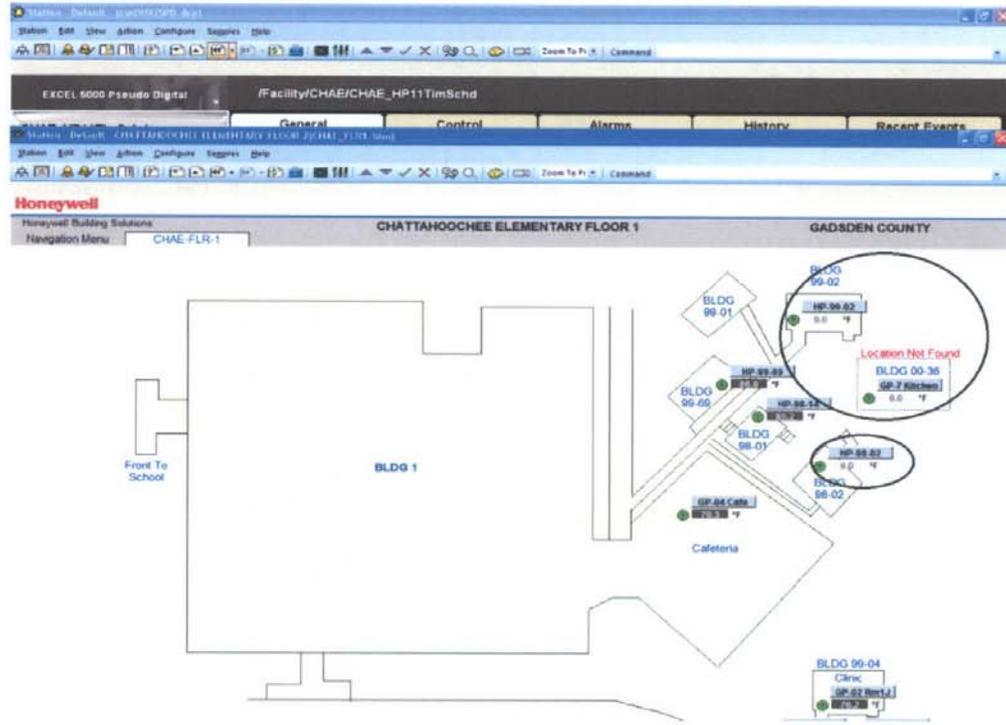
The status bar at the bottom of the screenshot displays: "13-Jun-13 08:50:19 EXCEL8002 HAVM\_CNTRL\_PLNT COMMS H 00 Marginal".

# Carter Parramore School

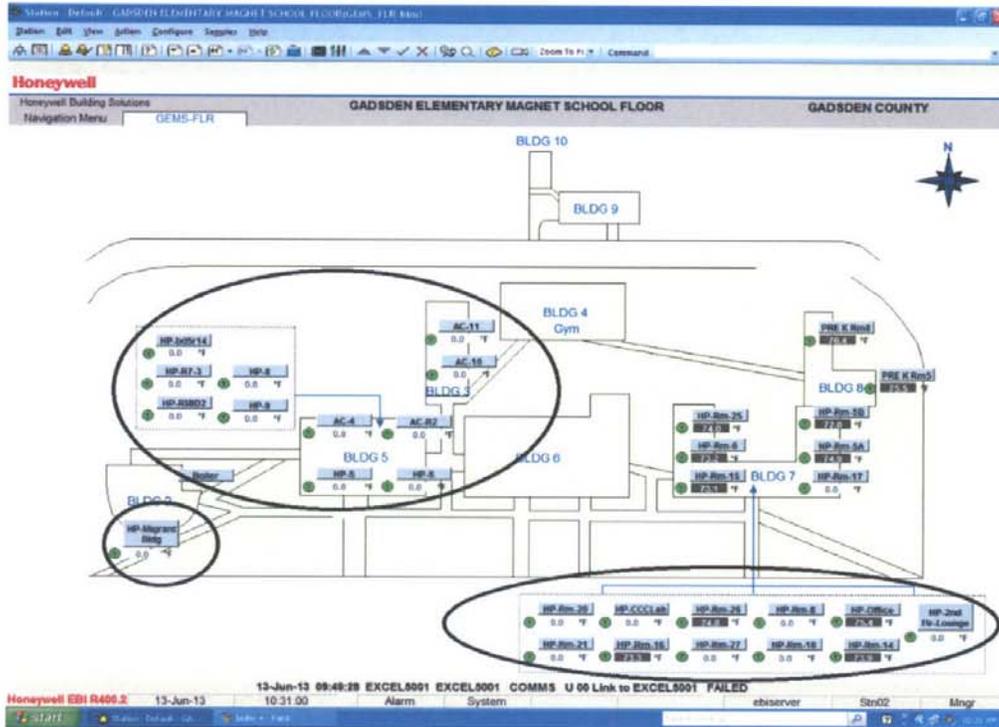




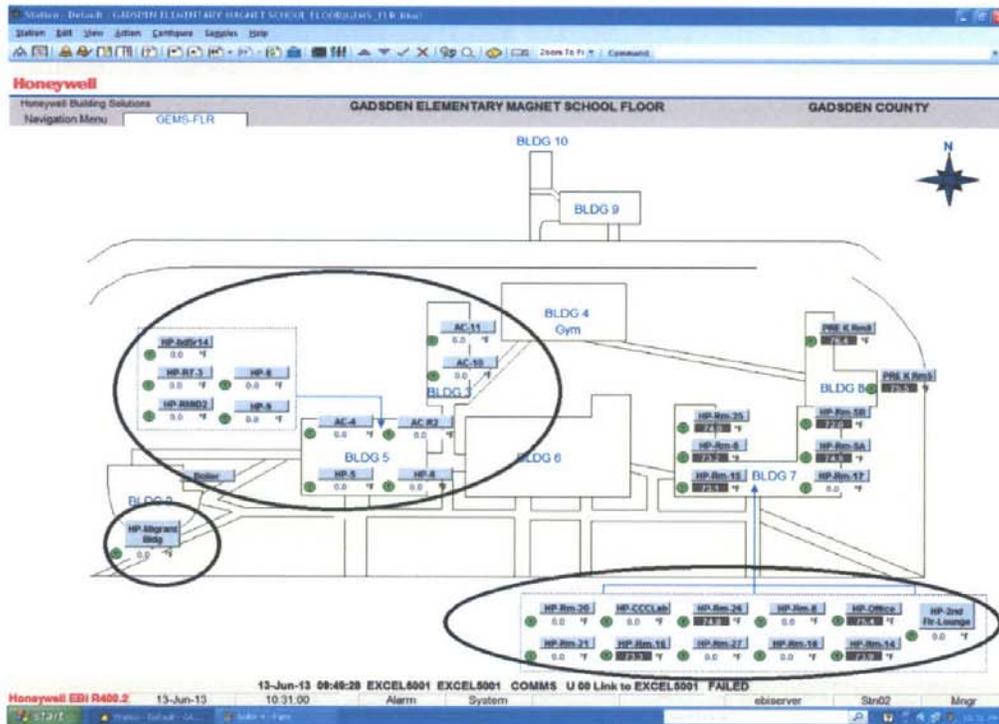
# Chattahoochee Elementary School



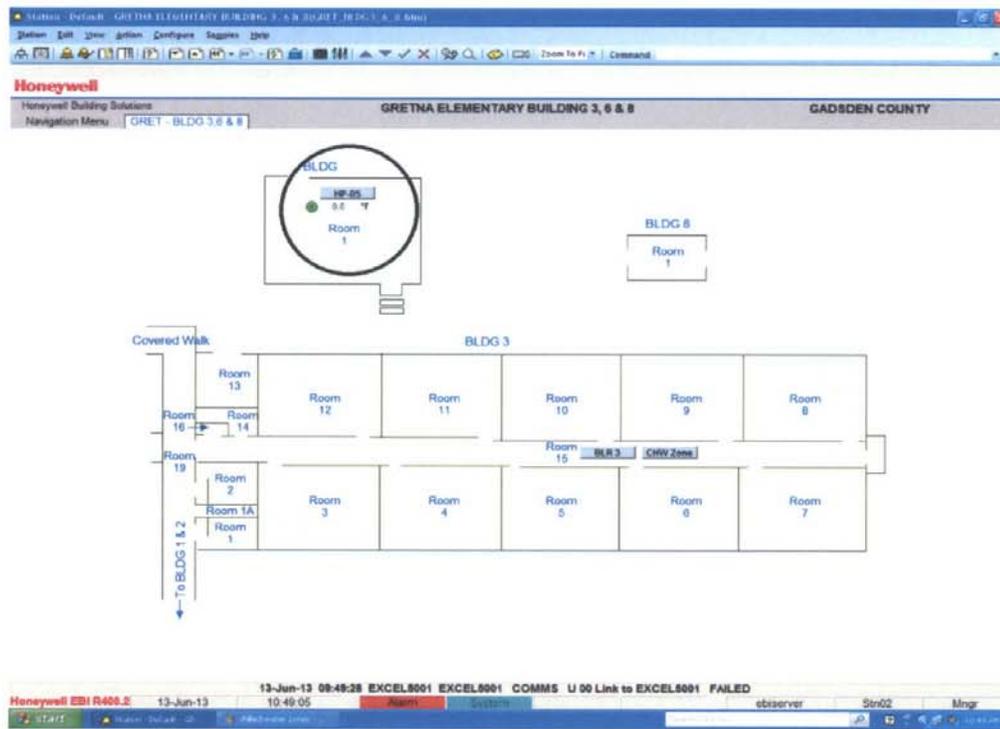
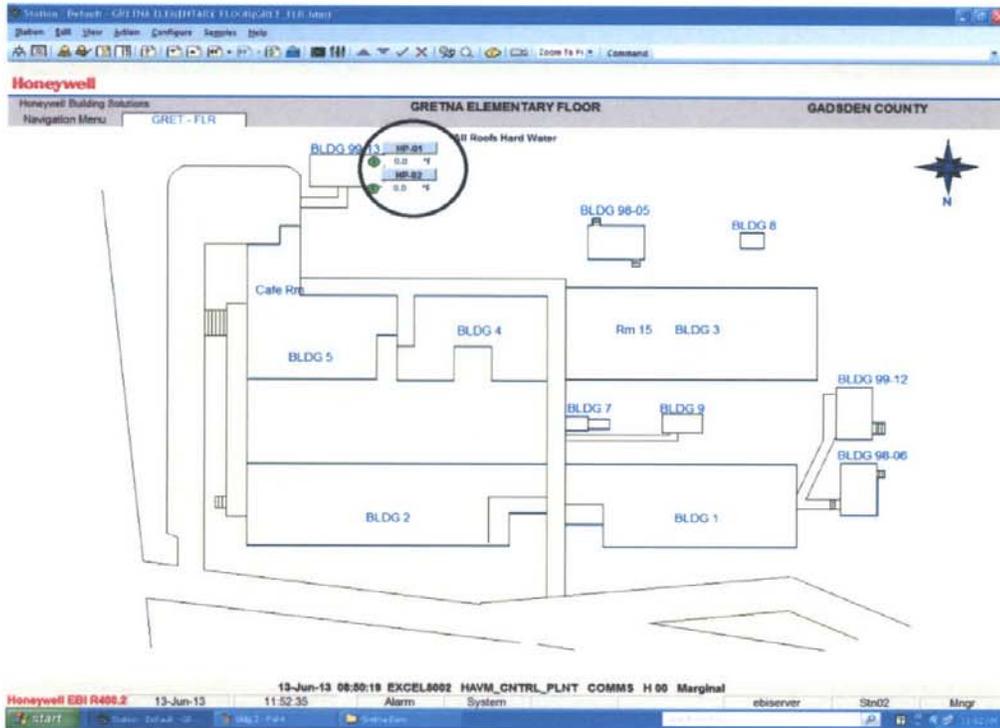
# Gadsden Elementary



# Gretna Elementary



# Gretna Elementary



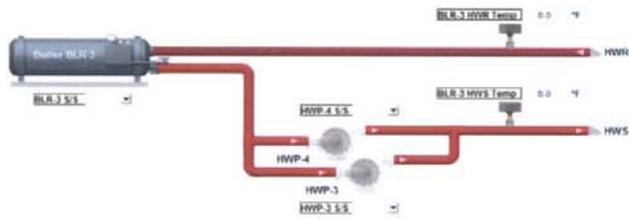
Station: Defeat - GRETHA ELEMENTARY - BOILER BLR-3 (BLR-3) [Close]

Honeywell Building Solutions | GRETHA ELEMENTARY - BOILER BLR-3 | GADSDEN COUNTY

Navigation Menu: Boiler BLR-3 | Sequence Of Operations | Location: Building 3

OA Temp: 0.0 °F

Time Schedule: [Dropdown] | OA Temp Enable Sp: [Dropdown]



13-Jun-13 08:49:28 EXCEL8001 EXCEL8001 COMMS U 00 Link to EXCEL8001 FAILED

Honeywell EBI R400.2 | 13-Jun-13 | 10:52:10 | Alarm | Success | ebsrvr | Str02 | Mng | 10:52 AM

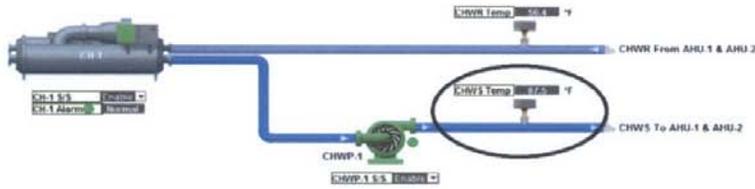
Station: Defeat - GRETHA ELEMENTARY - NEW AIR-COOLED CHILLER CH-1 (CH-1) [Close]

Honeywell Building Solutions | GRETHA ELEMENTARY - NEW AIR-COOLED CHILLER CH-1 | GADSDEN COUNTY

Navigation Menu: Chiller CH-1 | Sequence Of Operations | Location: Outside Building 5 Serving: AHU 1 & AHU 2

OA Temp: 77.3 °F

CH-1 CHWS Cmd: [Dropdown]



13-Jun-13 08:50:19 EXCEL8002 HAVM\_CNTRL\_PLNT COMMS H 00 Marginal

Honeywell EBI R400.2 | 13-Jun-13 | 10:57:30 | Alarm | Success | ebsrvr | Str02 | Mng | 10:57 AM

Station: GRETHA ELEMENTARY - EXISTING CHILLER CH-2 (07.000.000)

Honeywell Building Solutions

Navigation Menu: Chiller CH2

GRETHA ELEMENTARY - EXISTING CHILLER CH-2

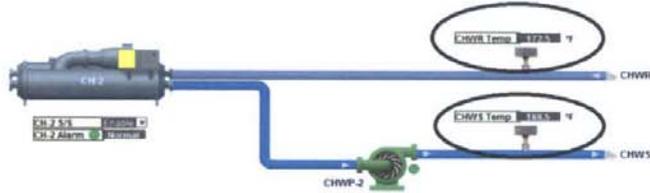
GADSDEN COUNTY

Location: Outside Building 4 Serving: The rest of the Campus

Chiller CH-2 Parameters:

Time Schedule	Success
OA Temp Enable Sp	

OA Temp: 68.00 °F



13-Jun-13 09:48:28 EXCEL8001 EXCEL8001 COMMS U 00 Link to EXCEL8001 FAILED

Honeywell EBI R400.2 13-Jun-13 10:53:20 Alarm System ebsvr01 Str02 Mng

Station: GRETHA ELEMENTARY - BARD UNIT - HEAT PUMP - HP06 (07.000.000)

Honeywell Building Solutions

Navigation Menu: HP06

GRETHA ELEMENTARY - BARD UNIT - HEAT PUMP - HP06

GADSDEN COUNTY

Location: Bldg # 18-05, Area Served: Computer Lab

HP06 Parameters & Humidity:

Space Temp	0.0 °F
Space Temp Setpoint	
Relative Humidity	0 RH



HP06 Parameters

Time Schedule	Success
---------------	---------

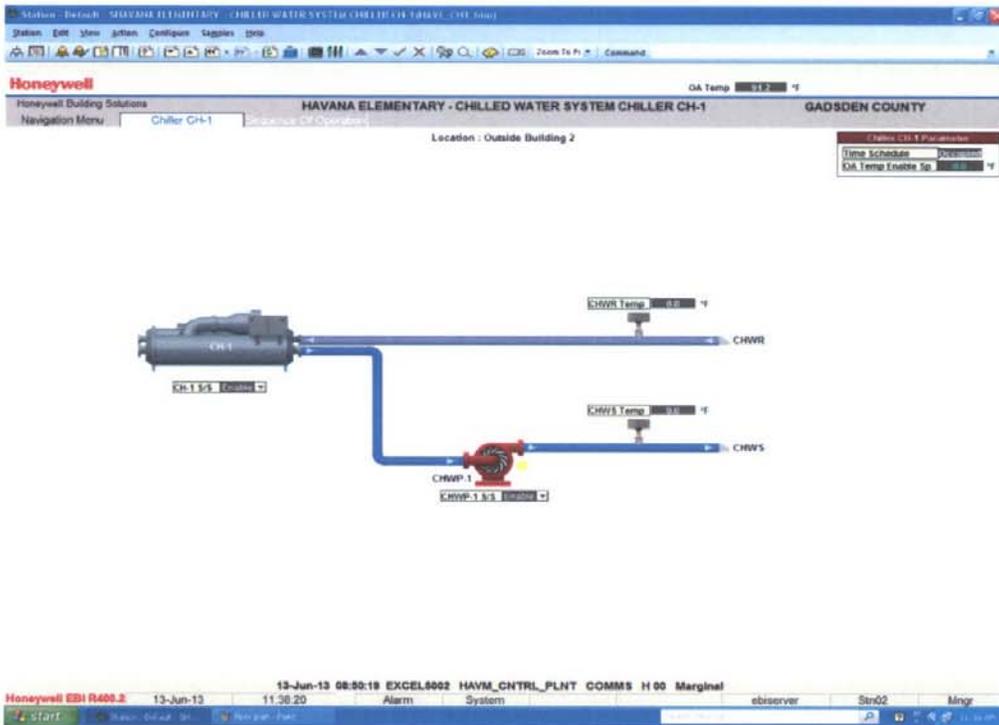
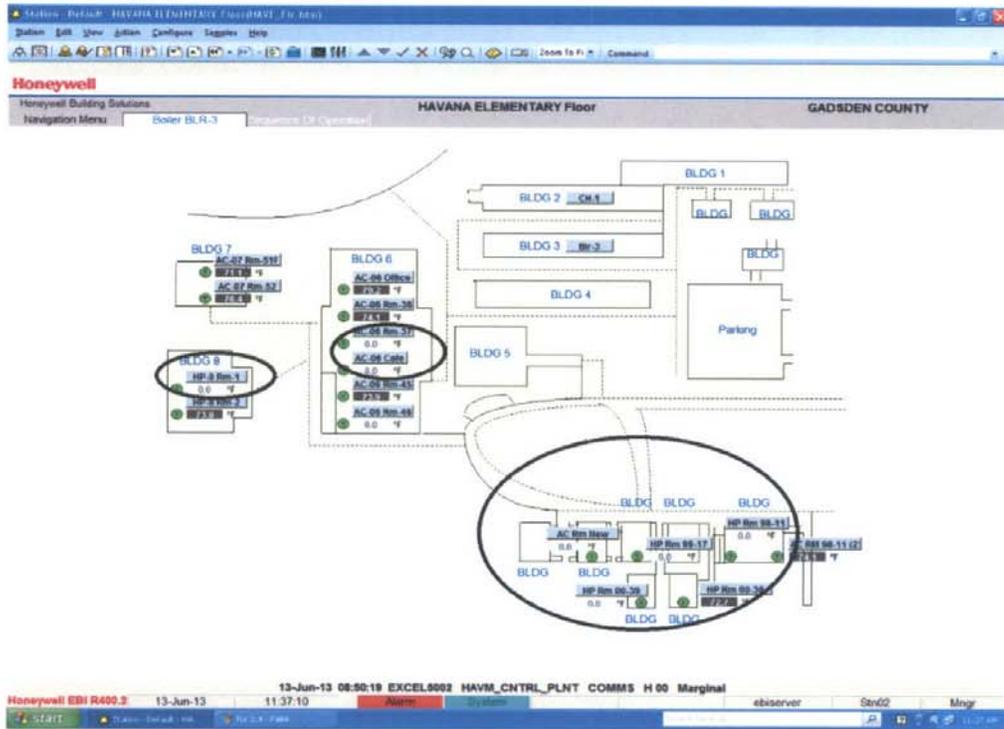
HP06 Parameters

System Mode	0
Effect Occupancy State	
Application Mode	
Unit Status	
Heating Stage	0
Cooling Stage	0

13-Jun-13 09:48:28 EXCEL8001 EXCEL8001 COMMS U 00 Link to EXCEL8001 FAILED

Honeywell EBI R400.2 13-Jun-13 10:51:00 Alarm System ebsvr01 Str02 Mng

# Havana Elementary



G. Monroe

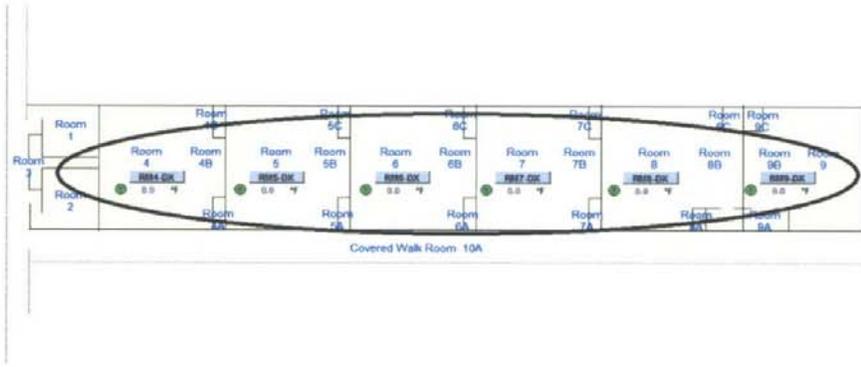
Station: Detail - GEORGE MUNROE BUILDING 3 (BLDG 3) [New]

Station: Edit View Station Configure Settings Help

Honeywell Building Solutions

Navigation Menu: GEME - BLDG 3

GEORGE MUNROE BUILDING 3 GADSDEN COUNTY



13-Jun-13 08:50:18 EXCEL8002 HAVM\_CNTRL\_PLNT COMMS H 00 Marginal

Honeywell EBI R400.2 13-Jun-13 11:21:35 Alarm System ebsrver Str02 Mng

Start

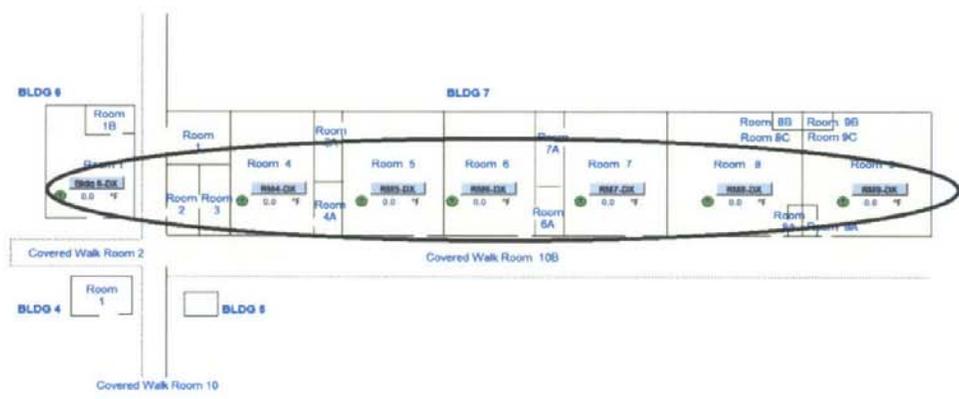
Station: Detail - GEORGE MUNROE BUILDING 4, 5, 6 & 7 (BLDG 4, 5, 6 & 7) [New]

Station: Edit View Station Configure Settings Help

Honeywell Building Solutions

Navigation Menu: GEME - BLDG 4, 5, 6 & 7

GEORGE MUNROE BUILDING 4, 5, 6 & 7 GADSDEN COUNTY

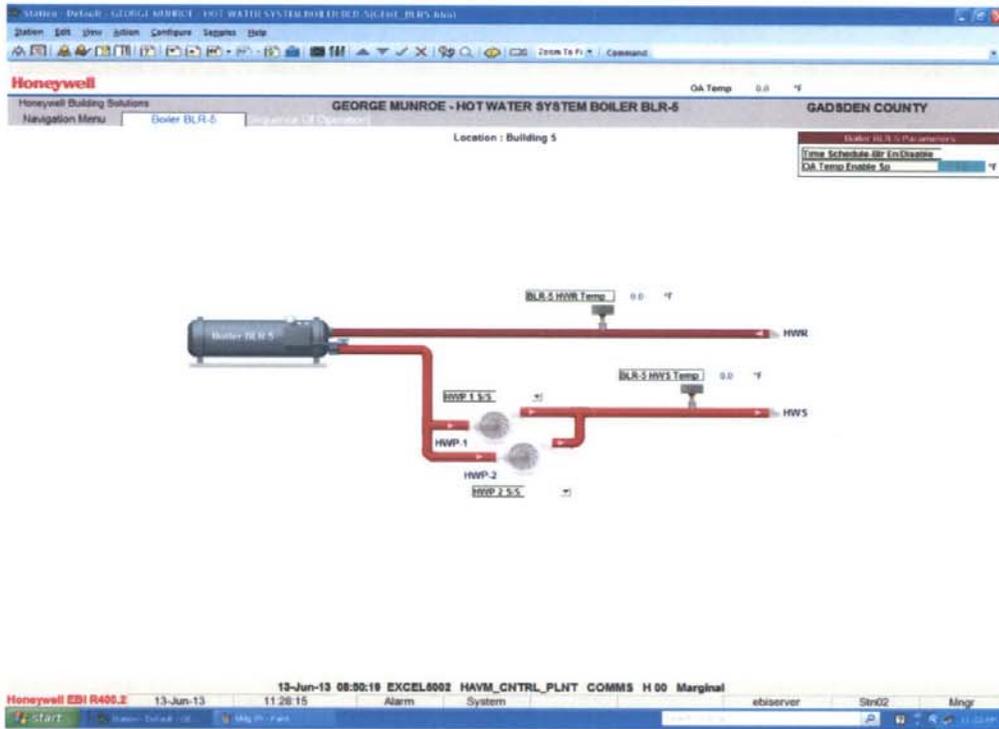


13-Jun-13 08:50:18 EXCEL8002 HAVM\_CNTRL\_PLNT COMMS H 00 Marginal

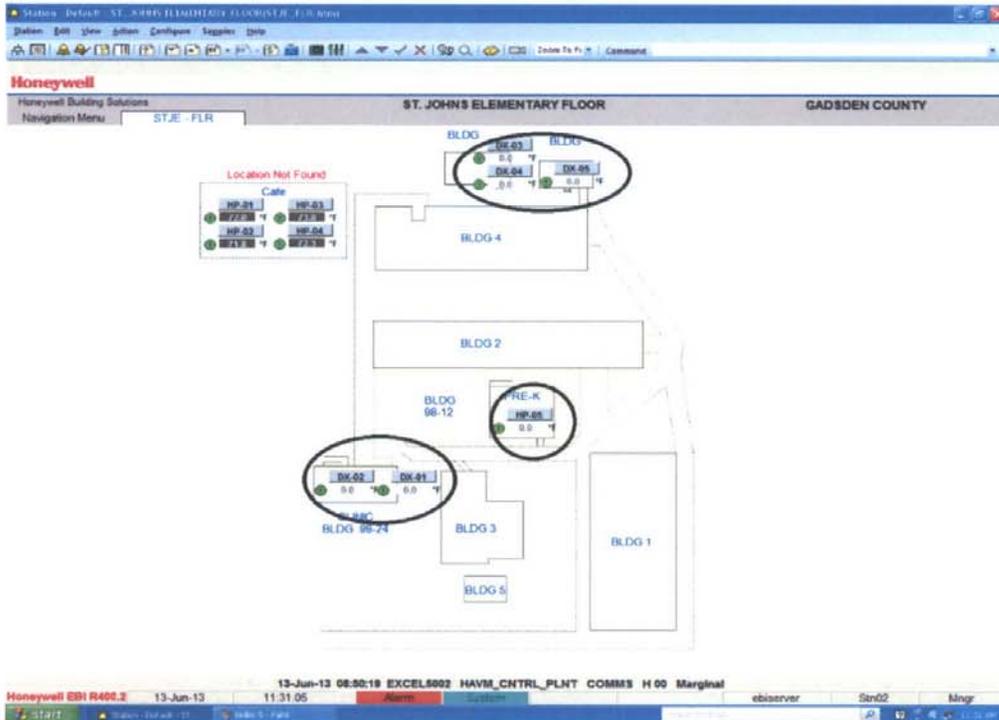
Honeywell EBI R400.2 13-Jun-13 11:23:45 Alarm System ebsrver Str02 Mng

Start





St. John Elementary



Station: Default - ST. JOHN'S ELEMENTARY - CHILLED WATER SYSTEM CHILLER CH-2 (1100-4 View)

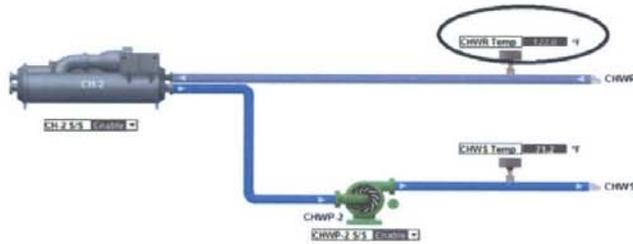
Honeywell Building Solutions ST. JOHN'S ELEMENTARY - CHILLED WATER SYSTEM CHILLER CH-2 GADSDEN COUNTY

Navigation Menu: Chiller CH-2

Location: Near Building 2

OA Temp: 0.0 °F

Time Schedule: [ ]  
 OA Temp Enable Sp: [ ]



13-Jun-13 08:50:19 EXCEL0002 HAVM\_CNTRL\_PLNT COMMS H 00 Marginal

Honeywell EBI R400.2 13-Jun-13 11:24:00 Alarm Systems ebsiserver Str02 Mng

START Station Default 100 Recycle View

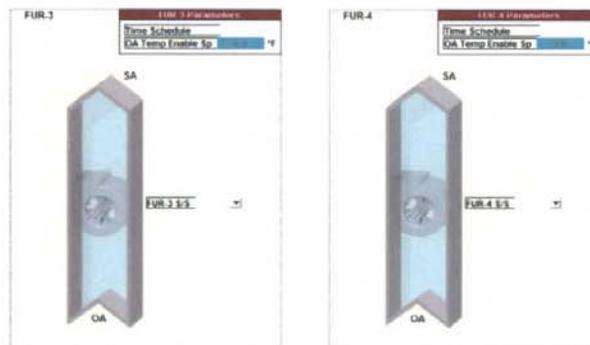
Station: Default - ST. JOHN'S ELEMENTARY - FURNACES FUR-3 & FUR-4 (1100-4 View)

Honeywell Building Solutions ST. JOHN'S ELEMENTARY - FURNACES FUR-3 & FUR-4 GADSDEN COUNTY

Navigation Menu: FUR-3 & FUR-4

Location: Building 4

OA Temp: 0.0 °F

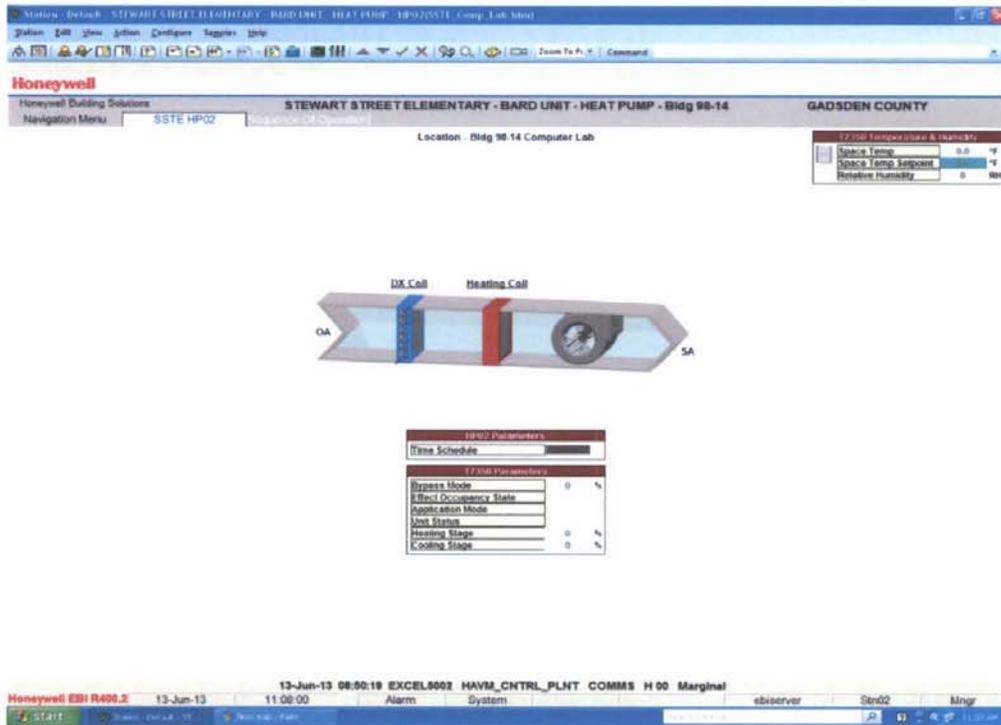
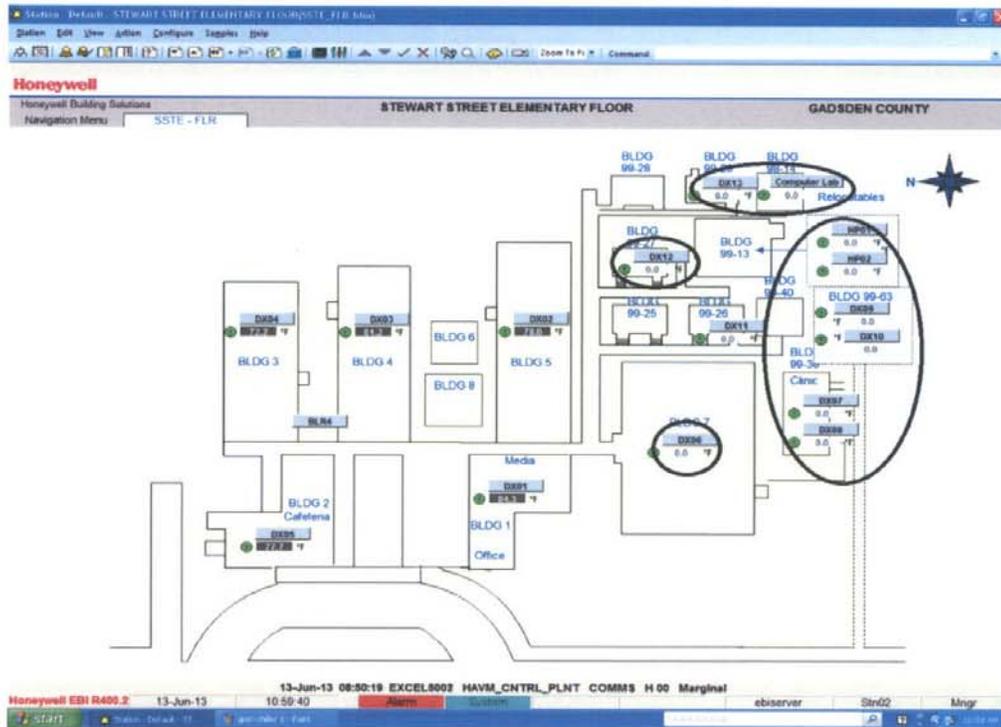


13-Jun-13 08:50:19 EXCEL0002 HAVM\_CNTRL\_PLNT COMMS H 00 Marginal

Honeywell EBI R400.2 13-Jun-13 11:25:45 Alarm Systems ebsiserver Str02 Mng

START Station Default 100 Recycle View

# Stewart Street



Station: Detail STEWART STREET ELEMENTARY - BARD UNIT - EXCEL8002\_DX12

Honeywell Building Solutions

Navigation Menu: SSTE DX12

STEWART STREET ELEMENTARY - BARD UNIT - DX-12

GADSDEN COUNTY

Location: Bldg 99-27

T7350 Temperature & Humidity	
Space Temp	0.0 °F
Space Temp Setpoint	0 °F
Relative Humidity	0 %RH



DX17 Parameters	
Time Schedule	

T7350 Parameters	
Bypass Mode	0 %
Effect Occupancy State	
Application Mode	
Unit Status	
Heating Stage	0 %
Cooling Stage	0 %

13-Jun-13 08:50:19 EXCEL8002 HAVM\_CNTRL\_PLNT COMMS H 00 Marginal

Honeywell EBI R400.2 13-Jun-13 11:11:10 Alarm System ebserver Str02 Mng

Station: Detail STEWART STREET ELEMENTARY - BARD UNIT - EXCEL8002\_DX13

Honeywell Building Solutions

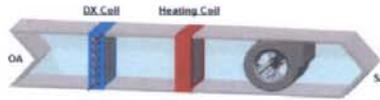
Navigation Menu: SSTE DX13

STEWART STREET ELEMENTARY - BARD UNIT - DX-13

GADSDEN COUNTY

Location: Bldg 99-29

T7350 Temperature & Humidity	
Space Temp	0.0 °F
Space Temp Setpoint	0 °F
Relative Humidity	0 %RH



DX17 Parameters	
Time Schedule	

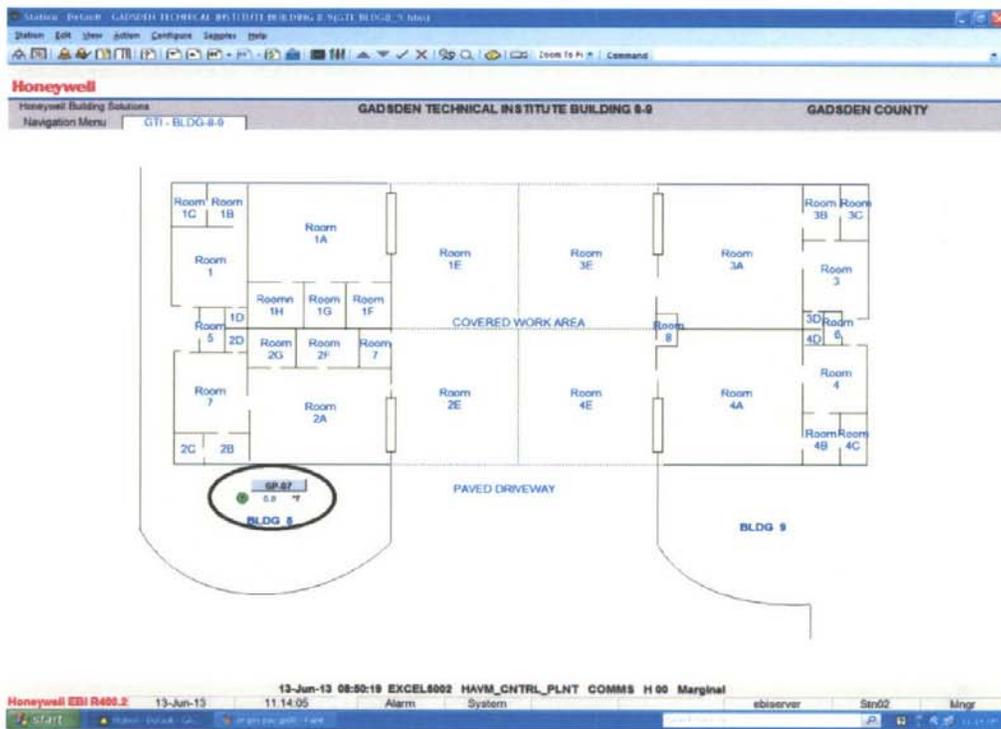
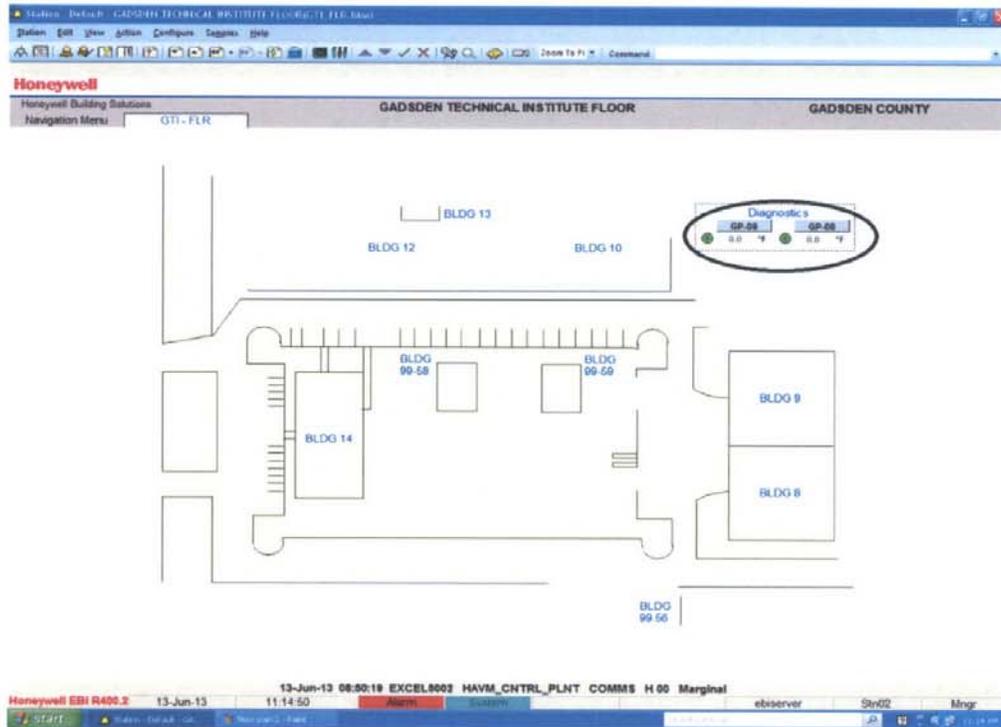
  

T7350 Parameters	
Bypass Mode	0 %
Effect Occupancy State	
Application Mode	
Unit Status	
Heating Stage	0 %
Cooling Stage	0 %

13-Jun-13 08:50:19 EXCEL8002 HAVM\_CNTRL\_PLNT COMMS H 00 Marginal

Honeywell EBI R400.2 13-Jun-13 11:09:50 Alarm System ebserver Str02 Mng

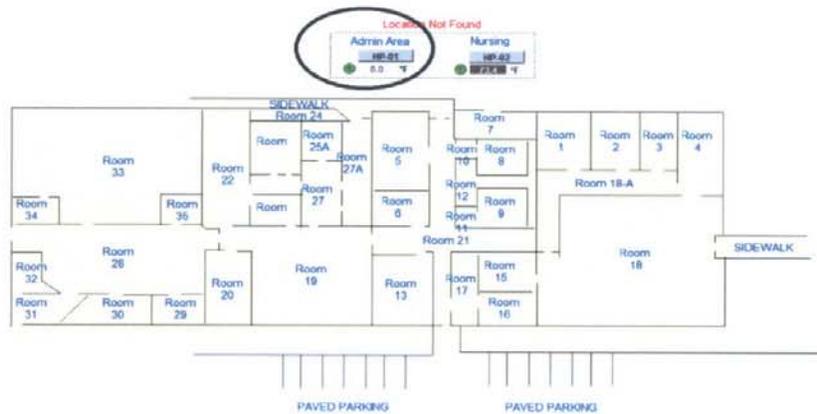
# Gadsden Technical Institute



Station: GADSDEN TECHNICAL INSTITUTE BLDG 14 (14.14.14)

Honeywell Building Solutions | GADSDEN TECHNICAL INSTITUTE BUILDING 14 | GADSDEN COUNTY

Navigation Menu: GTI - BLDG-14



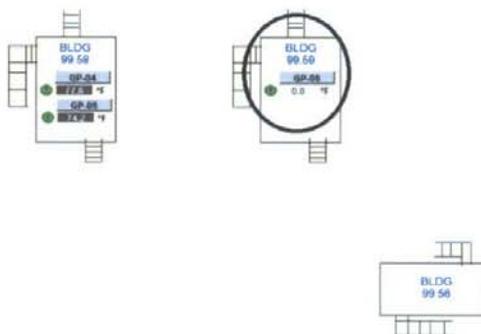
13-Jun-13 08:50:19 EXCEL8002 HAVM\_CNTRL\_PLNT COMMS H 00 Marginal

Honeywell EBI R400.2 | 13-Jun-13 | 11:16:35 | Alarm | System | ebserver | Str02 | Mng

Station: GADSDEN TECHNICAL INSTITUTE BUILDING 99-56, 99-58 & 99-59 (14.14.14)

Honeywell Building Solutions | GADSDEN TECHNICAL INSTITUTE BUILDING 99-56, 99-58 & 99-59 | GADSDEN COUNTY

Navigation Menu: GTI - BLDG-99-56-58-59



13-Jun-13 08:50:19 EXCEL8002 HAVM\_CNTRL\_PLNT COMMS H 00 Marginal

Honeywell EBI R400.2 | 13-Jun-13 | 11:16:05 | Alarm | System | ebserver | Str02 | Mng

# Alarm Summary Report

**Date/Time of Report:** 6/12/2013 16:41:56  
**Requester:** .\Honeywell Service  
**Filter Applied:** Priority: Urgent, High  
**Sort Criteria:** Alarm Time descending  
**Number of Alarms:** 72  
**Acknowledged alarms:** 71  
**Unacknowledged alarms:** 1  
**Shelved alarms:** 0  
**Server:** EBISERVER

	Alarm Time	Source	Condition	Operator	Action	Priority	Description	Value	Units	Count
A	6/9/2013 1:17:13	STJE_Chan_2	COMMS			H 00	Status	Failed		2
A	6/6/2013 1:3:04:16	GEMS_BLDG 7_HP_RM8	COMMS			H 00	Status	Failed		1
U	6/5/2013 1:6:00:23	HAVE_HPRm 99_17	COMMS			H 00	Status	Failed		1
A	5/29/2013 1:6:31:52	GEME_Chan_3	COMMS			H 00	Status	Failed		1
A	5/28/2013 1:3:44:12	GEMS_CPU0 7	COMMS			U 00	Status	Fail		1
A	5/28/2013 1:3:43:05	GEMS_Chan_2	COMMS			H 00	Status	Failed		1
A	5/22/2013 1:4:40:15	STJE_RIO_2	COMMS			H 00	Status	Failed		1
A	5/22/2013 1:3:59:11	GTI_GP07	COMMS			H 00	Status	Failed		1
A	4/23/2013 1:1:51:54	HAVE_ACBId g6_Cafe	COMMS			H 00	Status	Failed		1
A	4/16/2013 1:3:43:43	BUSG_AC02	COMMS			H 00	Status	Failed		1
A	3/18/2013 1:1:10:15	SSTE_CPU10	COMMS			U 00	Status	Fail		1
A	3/18/2013 1:1:10:08	SSTE_Chan_2	COMMS			H 00	Status	Failed		1
A	2/5/2013 1:1:26:40	CARP_Chan_2	COMMS			H 00	Status	Failed		2
A	1/3/2013 1:0:13:28	HAVE_ACBId g6_Rm46	COMMS			H 00	Status	Failed		1
A	12/15/2012 1:0:31:56	GRET_CPU0 7	COMMS			U 00	Status	Fail		6
A	12/15/2012 1:0:31:51	GRET_HP01	COMMS			H 00	Status	Failed		1
A	12/15/2012 1:0:31:42	GRET_HP02	COMMS			H 00	Status	Failed		1
A	11/26/2012 1:0:53:26	SSTE_DX13	COMMS			H 00	Status	Failed		1
A	11/26/2012 6:27:49	SSTE_DX12	COMMS			H 00	Status	Failed		1
A	9/18/2012 1:1:16:52	GEMS_BLDG 7_HP_CCCLA B	COMMS			H 00	Status	Failed		1

U - Active, Unacknowledged; A - Active, Acknowledged; R - Returned to normal, Unacknowledged; S - ; D - Disabled; WAL - Active, Waiting for response; WRT - Returned to normal, Waiting for response; RAL - Active, Responded; RRT - Returned to normal, Responded; RST - Reset; Q - ;  - Comments added;  - With video link;

	Alarm Time	Source	Condition	Operator	Action	Priority	Description	Value	Units	Count
A	9/18/2012 1:16:27	GEMS_BLDG 7_HP_RM27	COMMS			H 00	Status	Failed		1
A	9/18/2012 1:16:01	GEMS_BLDG 7_HP_RM20	COMMS			H 00	Status	Failed		1
A	9/18/2012 1:15:57	GEMS_BLDG 7_HP_RM21	COMMS			H 00	Status	Failed		1
A	9/18/2012 1:15:54	GEMS_BLDG 7_HP_2ndFlr_ LOUNGE	COMMS			H 00	Status	Failed		1
A	9/18/2012 1:15:51	GEMS_BLDG 7_HP_RM18	COMMS			H 00	Status	Failed		1
A	9/18/2012 1:15:46	GEMS_BLDG 7_HP_RM17	COMMS			H 00	Status	Failed		1
A	8/23/2012 1:36:05	iHrtBtRcv	COMMS			U 00		Fail		1
A	8/22/2012 1:51:21	GEMS_BLDG 5_HP_6_RM3 0	COMMS			H 00	Status	Failed		1
A	8/22/2012 1:49:42	GEMS_BLDG 3_AC_10_CA FE	COMMS			H 00	Status	Failed		1
A	8/22/2012 0:15:46	SSTE_DX09	COMMS			H 00	Status	Failed		1
A	8/22/2012 0:15:17	SSTE_DX07	COMMS			H 00	Status	Failed		1
A	8/22/2012 0:15:13	SSTE_DX06	COMMS			H 00	Status	Failed		1
A	8/22/2012 0:14:07	CARP_HP01_ Rm17G	COMMS			H 00	Status	Failed		1
A	8/22/2012 0:13:16	HAVE_HPBI g8_Rm1	COMMS			H 00	Status	Failed		1
A	8/22/2012 0:05:28	GRET_HP05	COMMS			H 00	Status	Failed		1
A	8/22/2012 0:05:20	GTI_HP01	COMMS			H 00	Status	Failed		1
A	8/14/2012 0:43:07	GTI_Chan_3	COMMS			H 00	Status	Failed		1
A	6/15/2012 6:01:38	STJE_DX01	COMMS			H 00	Status	Failed		1
A	6/15/2012 6:01:32	STJE_HP05	COMMS			H 00	Status	Failed		1
A	6/15/2012 6:01:26	STJE_DX02	COMMS			H 00	Status	Failed		1
A	6/14/2012 0:41:15	GEME_HP_BI dg99_04	COMMS			H 00	Status	Failed		1
A	5/22/2012 7:11:51	STJE_CPU08	COMMS			U 00		Fail		1
A	3/30/2012 9:07:42	GEME_CPU0 5	COMMS			U 00		Fail		1
A	2/14/2012 0:22:37	GEME_HP_BI dg99_04_2	COMMS			H 00	Status	Failed		1
A	2/13/2012 3:34:21	CARP_HP_Kit chen	COMMS			H 00	Status	Failed		1
A	2/13/2012 3:34:08	CARP_HP_BI dg_9932	COMMS			H 00	Status	Failed		1

U - Active, Unacknowledged; A - Active, Acknowledged; R - Returned to normal, Unacknowledged; S - ; D - Disabled; WAL - Active, Waiting for response; WRT - Returned to normal, Waiting for response; RAL - Active, Responded; RRT - Returned to normal, Responded; RST - Reset; Q - ;  - Comments added;  - With video link;

	Alarm Time	Source	Condition	Operator	Action	Priority	Description	Value	Units	Count
A	2/13/2012 1 3:33:14	CARP_HP_Front_Office	COMMS			H 00	Status	Failed		1
A	2/13/2012 1 3:32:58	CARP_HP_Activity_Room	COMMS			H 00	Status	Failed		1
A	2/13/2012 1 3:32:29	CARP_HP_Outside_Classroom	COMMS			H 00	Status	Failed		1
A	2/13/2012 1 3:32:15	CARP_HP_Classroom	COMMS			H 00	Status	Failed		1
A	1/19/2012 1 1:28:30	HAVE_ACBlidg6_Rm37	COMMS			H 00	Status	Failed		1
A	1/3/2012 8:4 2:25	GTI_GP06	COMMS			H 00	Status	Failed		1
A	12/8/2011 1 4:19:38	HAVE_HPRm00_543	COMMS			H 00	Status	Failed		1
A	12/8/2011 1 2:46:04	HAVE_HPRm98_11	COMMS			H 00	Status	Failed		1
A	11/10/2011 8:48:40	STJE_DX05	COMMS			H 00	Status	Failed		1
A	11/6/2011 1 9:57:29	CARP_Channel3	COMMS			H 00	Status	Failed		1
A	11/6/2011 1 9:56:43	CARP_CPU04	COMMS			U 00		Fail		1
A	10/4/2011 1 0:21:08	GRET_HP04	COMMS			H 00	Status	Failed		1
A	9/26/2011 1 1:20:56	CHAE_HP_98_02	COMMS			H 00	Status	Failed		1
A	9/23/2011 1 0:02:19	CHAE_GP07_Kitchen	COMMS			H 00	Status	Failed		1
A	8/29/2011 1 2:08:45	SSTE_PC_LAB	COMMS			H 00	Status	Failed		1
A	8/29/2011 1 2:08:42	SSTE_HP02	COMMS			H 00	Status	Failed		1
A	8/29/2011 1 2:08:14	SSTE_HP01	COMMS			H 00	Status	Failed		1
A	7/31/2011 1 9:45:29	GEME_DX_BLDG12_Media	COMMS			H 00	Status	Failed		1
A	7/31/2011 1 9:44:38	GEME_DX_Bldg99_09	COMMS			H 00	Status	Failed		1
A	7/31/2011 1 9:44:20	GEME_DX_Bldg99_08	COMMS			H 00	Status	Failed		1
A	7/31/2011 1 9:38:52	GEMS_BLDG3_AC_11_CAFE	COMMS			H 00	Status	Failed		1
A	7/27/2011 1 1:45:37	GEME_DX_BLDG98_07	COMMS			H 00	Status	Failed		1
A	7/10/2011 2:06:07	CARP_CPU03	COMMS			U 00		Fail		1
A	6/28/2011 7:38:37	CARP_HP_Bldg9931	COMMS			H 00	Status	Failed		1
A	6/17/2011 1 5:26:15	ADMN_AC01	COMMS			H 00	Status	Failed		1
A	9/29/2010 1 4:46:44	CHAE_HP_98_02	COMMS			H 00	Status	Failed		1

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# Energy Savings Tips

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## The Goal

- Eliminate wasted energy in buildings while ensuring a comfortable and safe learning environment for all students and staff.
- Educate every student and employee about contributing to energy efficiency so that every person will be an energy saver, as well as an energy user.

## General Energy Savings Tips

- Be sure all automatic controls are in good working condition, calibrated properly and reviewed often.
- Monthly, review time schedules in the programmable thermostats. Make the most of your energy management system or programmable thermostats by turning heating/cooling systems off during unoccupied periods, including holidays, and maintaining energy-saving temperature setpoints. Start a shutdown list and hand out for use at each site during holidays and summertime. *Did you know that:*

Heating and cooling an average-sized elementary school is like heating and cooling 40 average-sized homes?

For every hour that an HVAC system operates at an average-sized elementary school when no one is there, it costs about \$15 to heat and \$14 to cool?

Every degree a thermostat is lowered during heating season or raised during cooling season decreases costs by 3-5%?

- Turn lights off in all areas, especially gyms, cafeterias, and auditoriums, when they are not occupied; instruct custodians to shut lights off as soon as classes end and turn them on again in an area only while cleaning it. (The average classroom can save \$25 a year by shutting off the lights for 2 additional hours each day.)
- Use daylight (it's free) to enhance lighting and reduce the use of electric light.
- Turn off computers, copiers, and other office machines every night, and make sure they are set on "energy-saver" mode while in use.
- Install Vending Misers on canned/bottled drink and other vending machines to turn them off 12 hours a day. Permanently de-lamp vending machines and disconnect ballasts, and turn them off completely during months when school is not in session. (Note: The cost of operating vending machines can exceed the shared revenue provided by the vendor.)
- Turn off exhaust fans in kitchens and bathrooms during unoccupied periods.
- Use equipment that consumes high amounts of electricity before noon whenever possible. This helps cut peak demand charges on a school's utility bill. This type of equipment includes kilns, electric ovens, sawdust collectors, and sports lights.
- Limit the use of small refrigerators in classrooms. Approximate annual cost is \$75 to \$90 per unit.

# Energy Savings Tips

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## Prepare for Heating Season

- Clean boilers, test all heating-related equipment, and check piping for steam leaks to be sure everything is in good working order *before* it is needed.
- Keep hot water temperatures to 120-130 degrees Fahrenheit for sinks and showers.
- Routinely inspect steam traps and repair those not operating properly. Avoid the domino effect of Steam trap failure = Loss of condensate = Increased make-up water = Increased use of costly treatment chemicals and Increased fuel consumption
- Insulate, caulk and repair or replace weather stripping around doors and windows to reduce heat loss.
- Be sure that building doors, as well as individual classroom and office doors, are closed when heating equipment is in operation. Repair gaps in doors.
- Space heaters use 1000 watts per hour. Flat leg or foot warmers may be substituted and use much less energy (approximately 100 watts per hour). These devices should be turned off at the end of the day.
- Negotiate fuel contracts whenever possible to avoid the unpredictable and frequent price spikes that occur each year.

## Cooling Season Tips

- If your air conditioning systems have automatic temperature controls, make sure outside air dampers are closed during unoccupied times.
- Be sure that building doors, as well as individual classroom and office doors, are closed when air conditioning equipment is in operation. Repair gaps in doors.
- Where cross-ventilation is available during mild weather, shut down air conditioning equipment and open windows and doors.
- Do not turn lights on unless needed, as they add heat to the building.

# Glossary of Terms

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actual cost	Actual energy cost taken directly from utility bill.
actual savings	Savings derived through the Metrix™ program; baseline less actual costs. Positive actual savings indicate utility costs have been reduced after adjusting for weather and other variables in dollars.
balance point	(HtgDD), the outdoor temperature below which space heating is required or (ClgDD), the outdoor temperature above which space cooling is required.
baseline	The adjusted, tuned pre-retrofit bills (usually 1 year) used to compare to post-installation usage in order to calculate savings.
baseline cost	Cost calculated for the baseline using current rates.
billed dollars	Amount billed from utility company.
bill matching	Adjustment made by Metrix™ to account for differing number of days in the billing period before calculating cost avoidance.
cost avoidance	The difference between the baseline cost and the actual or SimActual cost in dollars.
degree-day	Unit representing one degree of difference between the balance point selected and the average temperature during one day.
EER	Energy Efficiency Ratio of cooling equipment defined as the cooling effect in BTU's divided by the power use in watts
guarantee period	Time period specified in contract for which Honeywell will guarantee energy savings.
guarantee year	Number identifying for which year the review is performed based on the number of years the guarantee is in effect.
guaranteed savings	Those savings Honeywell promises the customer through the use of maintenance programs, retrofits, upgrades and energy management systems.

# Glossary of Terms

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HVAC	Industry standard abbreviation for Heating, Ventilating and Air Conditioning.
HtgDD/ClgDD	HtgDD = Heating degree-days ClgDD = Cooling degree-days
kW	Kilowatt - a unit of electrical power, equal to 1000 watts.
kWh	Kilowatt hours - a unit of electrical energy or work, equal to that done by one kilowatt acting for one hour.
modification	An allowance for changes in the facility which affect utility usage that occur while tracking the performance of a meter. Modifications correct both the actual and baseline usage and cost for meters.
pre-installation	Time period (start month and stop month, typically one year's time) that is used as a benchmark for comparison which consists of all energy bills applicable to the retrofit.
R <sup>2</sup>	A measure of how well the independent variable in a regression can explain changes in the dependent variable. An R <sup>2</sup> = "1.0" indicates a perfect correlation.
rate tariff	Actual amount the utility company charges per unit of energy or demand; used by Metrix <sup>TM</sup> to calculate utility costs for the SimActual & Baseline scenarios.
reference year	The actual usage for designated baseline period.
review period	Time period for which savings are reported.
runtime adjustment	Adjustment made for those hours equipment has run beyond the operating hours specified in the contract.
simactual	The total cost for the billing period as calculated by Metrix <sup>TM</sup> .
weather adjustment	Adjustment made by Metrix <sup>TM</sup> for weather variations using degree days.

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8a

**DATE OF SCHOOL BOARD MEETING:** July 23, 2013

**TITLE OF AGENDA ITEMS:** Termination of Honeywell Contract

**DIVISION:** Finance and Maintenance Departments

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the termination of the contract with Honeywell. Attached is documentation regarding the change.

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

# AUSLEY & McMULLEN

ATTORNEYS AND COUNSELORS AT LAW

123 SOUTH CALHOUN STREET  
P.O. BOX 391 (ZIP 32302)  
TALLAHASSEE, FLORIDA 32301  
(850) 224-9115 FAX (850) 222-7560

June 13, 2013

## CERTIFIED MAIL

Bueno Prades  
Honeywell Building Solutions  
11214 Cedar Grove Court  
Windemere, Florida 34786

Re: Cancellation of Service Agreement #930-01-10101

Dear Mr. Prades:

In accordance with paragraph 17.1 of the agreement, the School Board has the option to cancel this agreement for its convenience by giving Honeywell notice of its intent to terminate the agreement at least 60 days prior to the annual anniversary date. This letter is to formally implement that provision and give notice that the School Board of Gadsden County, Florida intends to cancel the above-referenced service agreement.

The annual anniversary date for the above-referenced agreement is October 31, 2013. Therefore, this letter satisfies the requirements under paragraph 17.1. Pursuant to that provision, the School Board wishes to terminate the agreement in its entirety. The date of termination will be October 31, 2013.

If you have any questions or need additional information, please do not hesitate to call.

Sincerely,



Deborah S. Minnis

cc: Bonnie Wood  
Wayne Shepard

**Automation and Control Solutions**

Honeywell International Inc.  
1225 SW 25th Place  
Gainesville, FL 32601

June 28, 2013

Gadsden County Schools  
Mrs. Bonnie Wood  
Assistant Superintendent for Business and Finance  
35 Martin Luther King, Jr. Blvd.  
Quincy, Florida 32351

RE: Termination of Energy Guarantee

Dear Mrs. Wood

Gadsden County Schools entered into a performance contract with Honeywell on October 31, 2008. Associated with this performance contract is a 14 year energy guarantee, which commenced on April 1, 2010, the first day of the month following the date of Final Project Acceptance.

In response to your letter dated June 13, 2013 notifying Honeywell of your intent to cancel contract # 930-01-10101, this letter is being sent to inform you the energy guarantee provision of the contract will also be cancelled and will no longer be in force.

With the delivery of the Year three (3) Cost Avoidance and HEAR report, Honeywell will discontinue the Energy Cost avoidance report and associated guarantee effective June 30, 2013. With completion of this final energy cost avoidance report, no further reports will be provided. If you are subject to any state reporting requirements your decision to cancel this contract may not excuse continued compliance with such requirements.

With the intent to cancel all services by October 31, 2013, a billing adjustment will be made to reflect that no additional services associated with the guarantee will be done. The only services that will remain through October 2013 include FLEX Automation Services and Energy Awareness Program Services.

If it is not your intention to cancel the energy guarantee, please contact me by phone at (352) 372-4192 or email [dan.ponton@honeywell.com](mailto:dan.ponton@honeywell.com). If it is your intention to cancel the energy guarantee, please sign below indicating receipt of this letter and fax it to (806) 794-7727 and mail it to the address above. If we do not hear from you by phone or email or receive this signed letter within 45-days from the date of this letter, Honeywell will assume it is your intention to terminate the energy guarantee provisions of the contract and the savings guarantee shall be null and void; Honeywell will have no further obligations under the contract.

Yours truly,

**Dan Ponton** (JB)

Dan Ponton  
Measurement and Verification Specialist

Gadsden County Schools  
Mrs. Bonnie Wood  
Assistant Superintendent for Business and Finance  
35 Martin Luther King, Jr. Blvd.  
Quincy, Florida 32351

RE: Termination of Energy Guarantee  
Acknowledgement of guarantee cancellation letter dated June 28, 2013.

-----  
*Signed for on behalf of <Customer Name>*

\_\_\_\_\_  
*Customer Contact Name and Title (printed)*

\_\_\_\_\_  
*Customer Signature*

\_\_\_\_\_  
*Date*

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8b

**DATE OF SCHOOL BOARD MEETING:** July 23, 2013

**TITLE OF AGENDA ITEMS:** Contracted Services for TSA Consulting Group, Inc.

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the 403(b) and 457 Plan Administration Services Contract for the 2013-2014 fiscal year.

**FUND SOURCE:** General Fund

**AMOUNT:** \$5,448.60 (estimated based on eligible employees)

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business and Finance

May 7, 2013

Gadsden County Schools  
Attn: Bonnie Wood  
35 Martin Luther King, Jr. Blvd.  
Quincy, FL 32351

RE: 403(b) Plan Administration Services Contract

Dear Ms. Wood,

Enclosed please find your new contract for services with TSA Consulting Group (TSACG). Please note that this new contract extends to your District the ability to piggyback off the Duval County Public Schools' (DCPS) RFP award from 2010, and the contract contains the provisions agreed to with DCPS.

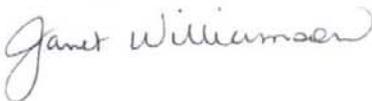
While Exhibit C of the contract shows the pricing schedule from the DCPS piggyback, please note that TSACG has elected not to exercise the 3% contract increase on your rate; therefore, your rate will remain the same at \$5.73 per eligible employee for the next 12 months. This rate hold reflecting the rate change will continue through 6/30/2014.

In addition to executing the new contract for services, please sign this letter below to acknowledge receipt and understanding of this rate hold. Please send both documents back to TSACG via the following address:

TSA Consulting Group, Inc.  
Attn: Contracts  
15 Yacht Club Dr NE  
Fort Walton Beach, FL 32548

If additional information is desired or if you have any questions regarding either document, please contact Sherry Marcolongo, Program Services Manager, via email at [smarcolongo@tsacg.com](mailto:smarcolongo@tsacg.com) or via phone at ext. 1120, or Janet Williamson, Chief Operations Officer, via email at [jwilliamson@tsacg.com](mailto:jwilliamson@tsacg.com) or via phone at ext. 1122.

Sincerely,



Janet Williamson  
VP, Chief Operations Officer

---

Signature: \_\_\_\_\_

Typed Name: \_\_\_\_\_

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

## **Retirement Plan Compliance and Administration Services Agreement**

**PREAMBLE:** The following constitutes a binding "Agreement," effective as of July 1, 2013 between TSA Consulting Group, Inc., a Florida Corporation, (hereinafter referred to as "TSA") whose principal place of business is 15 Yacht Club Drive NE, Ft. Walton Beach, Florida 32548 and the **Gadsden County Schools, 35 Martin Luther King Jr. Blvd., Quincy, FL 32351**, hereinafter referred to as "Plan Sponsor."

**PURPOSE:** Plan Sponsor wishes to retain the services of TSA to provide compliance administration services to the Plan Sponsor for the Plan Sponsor's voluntary retirement programs under Sections 403(b) and/or 457(b) of the Internal Revenue Code ("403(b)/457(b)") and TSA is willing to provide such services.

1. TSA agrees that for a period of twelve (12) months, commencing with the effective date of this Agreement, it will, consistent with its other obligations, render to the Plan Sponsor such consulting and administration services set forth in Exhibits A-1 "Compliance Edge Services,"; Exhibit A-2, "Plan Administration Agreement"; Exhibit A-2.1 "Plan Administration Fee Schedule"; all of which are attached and incorporated herein. This Agreement may be renewable at the end of each contract year by mutual agreement of both parties for six (6) additional one-year periods.
2. Plan Sponsor agrees that, for the term of this Agreement, it will render to TSA all reasonable assistance and information necessary to accomplish services set forth in Exhibits A-1, A-2, and A-2.1. The Plan Sponsor shall provide all information including, yet not limited to, items set forth in Exhibit B, attached and incorporated herein. Transmission of all information from the Plan Sponsor to TSA shall be performed on a timely basis relative to services provided and service dates set forth in this Agreement.
3. Plan Sponsor agrees to remunerate TSA for such consulting and administration services, also known as Compliance Edge®, at the stated rate and methods shown in Exhibit C, attached and herein incorporated by reference.
4. TSA shall act as an independent consultant and/or administrator and not as an agent or employee of the Plan Sponsor and TSA shall make no representation as an agent or employee of the Plan Sponsor. TSA shall furnish evidence of business liability and errors and omissions insurance in such limits of liability and written by an insurance company licensed in the state of Florida and acceptable to the Plan Sponsor. TSA shall be responsible for all taxes as an independent consultant and/or administrator. TSA shall have no authority to bind the Plan Sponsor or incur other obligations on behalf of the Plan Sponsor.
5. TSA agrees to hold in confidence all employee information received from the Plan Sponsor in connection with this Agreement and necessary to complete the scope of services outlined in Exhibits A-1, A-2, and A-2.1. TSA shall protect all information received from the Plan Sponsor from misuse, espionage, loss or theft and in accordance with federal laws. This information will not be transmitted or used for the purpose of solicitation in any form, and upon request all information held by TSA will be returned to the Plan Sponsor.
6. TSA warrants that it is under no obligation to any other entity that in any way conflicts with this Agreement and that it is free to enter into this Agreement.
7. This Agreement and all extensions and modifications hereof and all questions relating to its validity and interpretation, performance and enforcement shall be governed by and construed in conformance with the laws of the State of Florida, unless preempted by federal law.
8. All parties agree that proper venue for any lawsuit arising out of this Agreement shall be in Gadsden County, Florida.

9. TSA agrees that it will indemnify and hold harmless the Plan Sponsor, individual members of the Plan Sponsor, its representatives and employees, from any claim, demand or suit which may arise from, be connected with, or be made due to the negligence or failure to satisfy the requirements of this Agreement. This indemnification shall include all related costs, including but not limited to, attorneys' fees, consultant fees, fees for other professional service providers, as well as court costs, fines, penalties or other similar charges against the Plan Sponsor, provided that the Plan Sponsor notifies TSA, in writing, no later than 30 calendar days after receipt of such claim or demand. Notwithstanding the preceding, this indemnification shall not cover any claim or demand based on erroneous information provided by the Plan Sponsor, its employees or other representatives.
10. This Agreement may be modified, amended or terminated by either party upon 60 days written notice to the other party, provided that no such modification, amendment or termination shall affect the liability of either party incurred prior to such event.
11. This Agreement may be executed in any number of counterparts, each of which, including any reliable copies or facsimiles thereof, will be deemed to be an original and all of which together shall be deemed to be one and the same instrument.
12. If any provision of this agreement shall be held or declared to be illegal, invalid or unenforceable, such illegal, invalid or unenforceable provisions shall not affect any other provision of this Agreement, and the remainder of this Agreement shall continue in full force and effect as though such provisions had not been contained in this Agreement. If the scope of any provision in this agreement is found to be too broad to permit enforcement of such provision to its fullest extent, the parties consent to judicial modification of such provision and enforcement to the maximum extent permitted by law.

We, the undersigned as duly authorized representatives, agree to all the terms and conditions stated above, and by our signatures, place this Agreement into full force and effect as of the date first above-written.

**GADSDEN COUNTY SCHOOLS**

**TSA CONSULTING GROUP, INC.**

By: \_\_\_\_\_

By: \_\_\_\_\_

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

Name: Janet Williamson

Title \_\_\_\_\_

Title: VP, Chief Operations Officer

Federal Tax Identification Number:

Federal Tax Identification Number:

59-6000615

59-3451677

**EXHIBIT A-1            Compliance Edge® Services**

In accordance with the Agreement between the Plan Sponsor and TSA, the following services will be provided by TSA;

1. Maximum Allowable Contribution (MAC) calculations will be maintained for all employees eligible to participate in the employer's authorized 403(b) and/or 457(b) plans. These calculations shall include limits applicable to 403(b) and/or 457(b) plans under applicable Sections of the Internal Revenue Code. Such calculations shall be performed in accordance with accepted standards and subject to the prevailing Internal Revenue Codes and Regulations at that time. MAC's will be based on information obtained from the Plan Sponsor and/or the employee and any statement or guarantee of accuracy by TSA will be contingent on the accuracy of the information delivered by the Plan Sponsor and/or the employee.
2. TSA shall provide an annual review and audit of the previous year's contributions for all employees. TSA shall notify the Plan Sponsor of all non-compliant contributions and provide the necessary data to facilitate notification to employees affected and completion of correction procedures as required by current Revenue Procedures.
3. A master file of MAC calculations will be maintained by TSA during the term of this Agreement.
4. TSA will administer the plan with respect to processing participant requests for loans, distributions, transfers, qualified domestic relations orders, and rollovers, including interactions with other investment providers necessary to administer the plan subject to the terms and conditions included in Exhibit A-2..
5. Employee communications components (handbooks) will be delivered to the Plan Sponsor once annually in sufficient quantities for all eligible employees. The employee awareness and educational materials shall be generic in content regarding 403(b) and/or 457(b) requirements, and will also address the specific policies and procedures of the Plan Sponsor relative to all retirement programs maintained by the Plan Sponsor. Components will be revised annually to facilitate changes in IRS rules or changes in the Plan Sponsor's policies and procedures.
6. Video presentations will be produced, distributed and available via online stream by TSA once annually. Video presentations shall be generic and topical in nature concerning the 403(b) and/or 457(b) programs.
7. Web pages specific to the Plan Sponsor will be made available and will be maintained by TSA for information on their retirement plans.
8. TSA shall provide ongoing administrative support to the Plan Sponsor, including, but not limited to, the development of appropriate policies and/or procedures regarding all employee retirement programs. Such administrative support includes research and development of any new programs and/or vendors that may be regarded as beneficial to the Plan Sponsor and the employees of the Waltham Public Schools.
9. TSA expressly agrees to cooperate with and offer assistance to the Plan Sponsor in the event of any audit of the 403(b) and/or 457(b) plans by the IRS.

**EXHIBIT A-2**

**Plan Administration Agreement**

This Administrative Agreement (hereinafter "Agreement") is executed this 1st day of July 2013 by TSA Consulting Group, Inc. ("TSA") and Gadsden County Schools (Plan Sponsor").

WHEREAS, Plan Sponsor has established a  403(b) Plan and/or a  457(b) Plan and is authorized to appoint service providers; and

WHEREAS, Plan Sponsor desires to appoint TSA as the administrator of the Plan(s) established and indicated herein; and

WHEREAS, TSA is authorized to accept the appointment as administrator and desires to provide such services subject to the terms and conditions set forth herein;

NOW THEREFORE, the parties agree as follows:

**1.0 Designation of TSA as Administrator.**

Plan Sponsor hereby appoints TSA as Administrator of the plan(s) established and indicated herein.

**2.0 Responsibilities of TSA.** TSA will provide the recordkeeping and related plan administrative services, which services shall include the following:

2.1 Plan Documents: TSA will provide appropriate Plan Documents to the Plan Sponsor, for review and approval. These documents shall govern the plan(s).

2.2 Meaningful Notice: TSA will assist the Plan Sponsor in developing and distributing employee communications material including specific information on eligibility and enrollment procedures. These communications shall be developed and distributed at least once each calendar year.

2.3 Forms and Procedures: TSA will develop standardized administrative forms for use by the Plan Sponsor and participants for the purposes of enrollment and asset transactions under the Plan(s).

2.4 Participant Records: TSA will establish and maintain a record for each participant reflecting the date, amount and type of each transaction in the participant's account based on information provided to TSA from the Plan Sponsor, employees and product providers. Records maintained by TSA shall include all information necessary to comply with applicable regulations, rulings and procedures established by the Internal Revenue Service for the plan types indicated herein. The Plan Sponsor will determine eligibility requirements for employees and TSA shall be entitled to rely on the Plan Sponsor's eligibility determinations.

2.5 Participant Inquiries: TSA will provide adequate access to participants regarding their records and transactions recorded by TSA. Access shall include, at a minimum, customer service representatives during normal business hours to assist participants with information and transactions under the Plan(s).

2.6 Aggregation of Data: TSA will assist the Plan Sponsor with the development and execution of agreements between the Plan Sponsor and each investment product provider under the Plan(s) regarding the sharing and aggregation of participant data necessary to facilitate recordkeeping and administration duties for the Plan(s). TSA will exercise its best efforts to cooperate with each provider that maintains participant accounts under the Plan(s) that are subject to the recordkeeping requirements of applicable Internal Revenue Service regulations, rulings and procedures.

2.7 Plan Sponsor Reports: TSA will prepare Plan reports as necessary for the Plan Sponsor including, yet not limited to, contribution auditing and excess contribution corrections.

2.8 Technical Assistance: TSA will provide technical and consulting assistance to the Plan Sponsor upon request and under terms mutually agreeable between TSA and the Plan Sponsor.

2.9 Other Assistance: TSA will provide other assistance to the Plan Sponsor upon mutual agreement between both parties.

3.0 **Responsibilities of the Plan Sponsor.** Plan Sponsor acknowledges that it is responsible for the following:

- 3.1 Plan and Participant Data: Plan Sponsor will provide all necessary plan and participant data required by TSA to accomplish proper plan administration duties including, yet not limited to, plan documents, policies and procedures, contribution history and all other data as may be reasonably requested by TSA.
- 3.2 Fee Billing and Payment: Plan Sponsor agrees that TSA will charge fees for its services in accordance with the Plan Administration Fee Schedule below. The fee schedule shall remain in effect for a term identical to the term of the Plan Administration Agreement in effect between TSA and the Plan Sponsor, under which TSA is providing recordkeeping services. Any changes to the fee schedule will subject to mutual agreement between TSA and the Plan Sponsor and require notice of at least sixty (60) days prior to the change effective date.

4.0 **Miscellaneous.**

- 4.1 Termination: Plan Sponsor or TSA may terminate this agreement at any time upon sixty (60) days prior written notice to the other party. TSA agrees to deliver to the Plan Sponsor or its designee, all records reasonably necessary for the continuing recordkeeping of the Plan.
- 4.2 Notices: Notices or other communications given pursuant to this agreement shall be hand delivered, mailed by first class mail service, addressed as follows, or as changed by notice:

- a) To TSA: TSA Consulting Group, Inc.  
15 Yacht Club Drive NE  
Fort Walton Beach, FL 32548
- b) To Plan Sponsor: Gadsden County Schools  
35 Martin Luther King Jr. Blvd.  
Quincy, FL 32351

- 4.3 Entire Agreement: Supplements and Amendments. This agreement generally constitutes the entire agreement between the parties, merging all prior presentations, discussions and negotiations. It may be modified by additional letter or other written agreements executed by each party contemporaneously with this agreement, which may modify its provisions or meanings. It may be further supplemented, but not modified, by TSA from time to time with written procedures that provide a description of the ordinary processes for the parties to fulfill their obligations hereunder, which shall not exclude extraordinary processing in appropriate situations that produces comparable results. Finally, this agreement may be amended at any time, but only by written agreement signed by all parties hereto.
- 4.4 Assignment: Some of the rights and duties of TSA hereunder may be assigned to an affiliate, or to any successor through merger, reorganization, or sale of assets. Some duties of TSA may be performed by others under subcontract, without the release of TSA for responsibility for such services. Otherwise, no party may assign this agreement nor any rights or duties hereunder without the prior written consent of the other party.
- 4.5 Governing Law: Except to the extent governed by federal law, this agreement shall be governed by and constructed according to the laws of the state where Plan Sponsor's principal office resides..

**PLAN ADMINISTRATION FEE SCHEDULE**

Plan Sponsor hereby agrees that TSA, in remuneration for administrative and recordkeeping services for the Plan(s) indicated in the Administrative Services Agreement and dated July 1, 2013 shall be entitled to collect the following fees from the Plan Sponsor and/or each authorized investment product provider under the plan:

**PLAN SPONSOR FEES:**

Plan Sponsor fees are designated in the above referenced Administrative Services Agreement between Plan Sponsor and TSA.

**INVESTMENT PRODUCT PROVIDER FEES:**

Recordkeeping – (Per Participant \* Account) \$12.00 per year billed monthly

Estimated Billing Effective Date\*\*: August 1, 2013

\*\*Participant” is defined as any individual that maintains one or more accounts with assets under the Plan

\*\*The “Billing Effective Date” will be the billing cycle that is at least 30 days following the execution date of the Plan Administration Fee Schedule (i.e., a January 15 execution date would trigger a March 1 billing date).

Required Provider Fees: Plan Sponsor further agrees and stipulates that each authorized investment product provider is required to pay the fees described herein directly to TSA unless otherwise modified by the Plan Sponsor upon notice to the investment product provider. Each authorized provider must agree to the fee schedule set forth herein as a condition of participation under the Plan(s).

Method of Payment: Investment Product Providers shall remit the fees described herein in a timely manner and according to a reasonable method of remittance as determined by TSA.

Basis for Invoicing – Provider Fees: TSA shall bill each Investment Product Provider monthly according to the number of participants that maintain one or more accounts under the Plan. The actual number of participant accounts will be determined according to the participant data files generated by the Provider as required under the Investment Provider Service Agreement between the Plan Sponsor and the Provider.

Provider Discretion – Investment Product Pricing: The Plan Sponsor intends to maintain a high quality array of investment products and providers under the Plan for the benefit of participants. Plan Sponsor recognizes and agrees that Providers have sole discretion regarding the pricing of their investment products and the generation of revenue models sufficient to offset expenses related to participation in the Plan Sponsor Plan.

Plan Sponsor Reports: TSA shall be responsible for submitting reports to the Plan Sponsor regarding fees assessed to and collected from Investment Product Providers. TSA shall not attempt to collect any fees from Investment Product Providers other than those expressed in this fee schedule.

IN WITNESS WHEREOF, the parties have caused this agreement to be executed by their authorized representatives.

PLAN SPONSOR:  
Gadsden County Schools

ADMINISTRATOR:  
TSA CONSULTING GROUP, INC.

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: VP, Chief Operations Officer

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

## **EXHIBIT B**

In accordance with the Agreement between TSA and the Gadsden County Schools, the following information and services will be provided by the Plan Sponsor to TSA;

1. All available data necessary to complete the services provided by TSA as outlined in Exhibits A-1, A-2, and A-2.1. Such data shall include, yet not be limited to, Plan Sponsor policies and procedures regarding all qualified plans offered by the Plan Sponsor, participating vendor information, employee data pertinent to MAC calculations to the extent possible for current and prior years' service, and all additional information deemed necessary to complete the scope of work as defined by the Agreement. Data required for MAC calculations shall be supplied electronically by the Plan Sponsor in a format mutually agreed upon by both parties to the Agreement.
2. Distribution of all employee and worksite materials on a timely basis
3. All other appropriate, commonly accepted, efforts necessary to develop and maintain compliance with existing or amended Internal Revenue Codes regarding the retirement plans offered by the Plan Sponsor.
4. The Plan Sponsor shall require all providers of investment products and services to the retirement plans to cooperate with TSA by providing any information needed to complete the terms of this Agreement.
5. The Plan Sponsor shall instruct staff to cooperate fully with TSA regarding the compliance review and in obtaining all necessary information for TSA to complete the duties described in this Agreement. The Plan Sponsor realizes that any delay in providing data and information to TSA may impede completion of services as described in this Agreement.

## **EXHIBIT C**

BASIS OF REMUNERATION: Annual compensation for services provided by TSACG subject to the Agreement shall be invoiced at stated rate including an initial setup fee in the first year.

Standard Fees for all services listed in the **Compliance Edge® Program:**

**Comprehensive Program - The Compliance Edge®  
Total Cost of basic services**

- All services described in Exhibit A of this contract-

**\$5.73 per year per regularly scheduled employee billed monthly with a 3% increase yearly. Rates will be adjusted as reflected in schedule below each July 1. The number of employees will be adjusted to reflect the number of regularly scheduled employees reported by the employer via the most recent calendar year end demographic file. i.e. The adjustment on July 1, 2014 will reflect the Year 2 rate below and the number of regularly scheduled employees reflected in data representing the 2013 calendar year end.**

**Rate based upon estimated number of employees – 937**

Pricing is based upon the size category (number of employees) and pricing matrix maintained by TSA Consulting Group, Inc. Gadsden County Schools qualifies in pricing category I (less than 5,000 employees).

- Year 1 – \$5.90 per year per employee billed monthly: 7/1/2013 to 6/30/2014**
- Year 2 – \$6.08 per year per employee billed monthly: 7/1/2014 to 6/30/2015**
- Year 3 – \$6.26 per year per employee billed monthly: 7/1/2015 to 6/30/2016**
- Year 4 – \$6.45 per year per employee billed monthly: 7/1/2016 to 6/30/2017**
- Year 5 – \$6.64 per year per employee billed monthly: 7/1/2017 to 6/30/2018**
- Year 6 – \$6.84 per year per employee billed monthly: 7/1/2018 to 6/30/2019**
- Year 7 – \$7.05 per year per employee billed monthly: 7/1/2019 to 6/30/2020**

All services shall be billed monthly beginning August 1, 2013 at the equivalent rates shown above. Fees described above are based on total number of employees for this employer. Rates for larger or smaller groups may vary according to current published rate schedules established by TSACG.

**GADSDEN COUNTY SCHOOLS**

**TSA CONSULTING GROUP, INC.**

By: \_\_\_\_\_

By: \_\_\_\_\_

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

Name: Janet Williamson

Title \_\_\_\_\_

Title: VP, Chief Operations Officer

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

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



# **Plan Administration and Compliance Services**

**RFP No. 2-11/LG**

**Award Documents from**

**Duval County Public Schools**

**to be used for Piggybacking on this award.**



**Ed Pratt-Dannals**  
**Superintendent of Schools**  
Purchasing Services  
4880 Bulls Bay Highway  
Jacksonville, FL 32219  
Phone: 904.858.4848  
Fax: 904.858.4868  
[www.duvalschools.org](http://www.duvalschools.org)

TO WHOM IT MAY CONCERN:

Notice is hereby given to interested parties that, in accordance with State Board Rule 6A-1.012(6), purchases from the below described contract are permissible by other governmental agencies and political subdivisions within the State of Florida, with the consent and agreement of the awarded Contractor(s):

**PLAN ADMINISTRATION AND COMPLIANCE SERVICES FOR 403(b) and 457 PLANS**

RFP NO. 2-11/LG

CONTRACTOR: TSA CONSULTING GROUP, INC.

AWARD DATE: SEPTEMBER 7, 2010

CONTRACT TERM: OCTOBER 1, 2010 THROUGH SEPTEMBER 30, 2015

RENEWALS: FIVE (5) ONE-YEAR RENEWABLES

For further information or documentation, please contact Mr. Larry Ganger, Supervisor, DCPS Purchasing Services at PH (904) 858-4859 or email at [gangerl@duvalschools.org](mailto:gangerl@duvalschools.org).

Respectfully,

Larry Ganger, Supervisor  
DCPS Purchasing Services  
PH (904) 858-4859

SUMMARY SHEET

*Rubmitt*

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: July 23, 2013

TITLE OF AGENDA ITEM: **AGREEMENT BETWEEN THE SCHOOL BOARD OF GADSDEN COUNTY AND THE SCHOOL BOARD OF SEMINOLE COUNTY (MEDICAID ADMINISTRATIVE CLAIMING)**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

This is an agreement with SCSB (Seminole County School Board) – a consortium that acts as data manager/processor for Medicaid billing.

FUND SOURCE: **MEDICAID**

AMOUNT: **\$9.00 PER RANDOM SAMPLING FORM**

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

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 7

CHAIRMAN'S SIGNATURE: page(s) numbered 7

SCHOOL BOARD ATTORNEY: page(s) numbered 7

This form is to be  duplicated on light blue paper.

PROOF READ BY: *Kristy Ward*

# AGREEMENT

**THIS AGREEMENT** is made and entered into as of this 1st day of July, 2013, by and between

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**  
(hereinafter referred to as SBGC),  
a body corporate and political subdivision of the State of Florida,  
whose principal place of business is  
35 MLK Jr. Boulevard, Quincy, Florida 32351.

and

**THE SCHOOL BOARD OF SEMINOLE COUNTY, FLORIDA**  
(hereinafter referred to as SBSC),  
whose principal place of business is  
400 East Lake Mary Boulevard, Sanford, Florida, 32773.

**WHEREAS**, both School Boards have a common and concurrent interest in providing data and sharing statistics for the purpose of being reimbursed for Medicaid Administrative Claiming activities.

**NOW, THEREFORE**, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree to establish and maintain a process to determine statistically valid time sample results with approved staff as a function of the Medicaid Administrative Claiming reimbursement process. Both School Boards shall be subject to the following terms:

## ARTICLE 1 - RECITALS

1.01 **Recitals**. The Parties agree that the foregoing recitals are true and correct and that such recitals are incorporated herein by reference.

## ARTICLE 2 – SPECIAL CONDITIONS

2.01 **Term of Agreement**. The term of this Agreement shall commence on July 1, 2013 and conclude on June 30, 2014, unless terminated as provided herein.

2.02 **Responsibilities of SBGC.**

- 2.02.1 Provide a pool of employee names who are eligible to be sampled based upon selected job codes whose incumbents have the potential to engage in Administrative Claiming Activities. Only certain staff positions are to be included in the time study process upon mutual concurrence among all parties participating in this agreement and upon the review and approval of AHCA.
- 2.02.2 Distribute and collect random moment sample forms, as provided by SBSC during four fiscal quarters in the school year.
- 2.02.3 Code the status of each observation form to effectively and accurately record the performance of school district personnel activities as delineated in the Medicaid School District Administrative Claiming Guide.
- 2.02.4 Provide periodic training to SBGC employees who will be responsible for coding the quarterly activities of district personnel delineated on the sample forms. Only trained district coders will be authorized to participate in the program.
- 2.02.5 Send quarterly sample forms to SBSC for activity calculations
- 2.02.6 Pay the SBSC prorated actual and reasonable costs among all districts participating based upon the percent of ESE FTE appropriated during the 2010-2011 school year. Your charge for the 2013-2014 fiscal year will be \$ 442.30 which will include the cost of office operations and the cost for clerical and administrative processing, consultation and technical assistance during the contract period. The above reference amount may be payable in equal quarterly installments or in one annual payment. This cost will be reviewed annually.
- 2.02.7 SBGC shall maintain and be able to produce requested records and materials for Agency for Health Care Administration audits.
- 2.02.8 Any recoupment of funds due to an audit exception, deferral or denial deemed appropriate by the Agency for Health Care Administration (AHCA) will be the responsibility of the SBGC, even after withdrawal from the program.

2.03 **Responsibilities of SBSC**

- 2.03.1 Pursuant to this agreement, SBSC will be acting solely as a data manager and data processor for SBGC.
- 2.03.2 Annually collect school district calendars and scheduled work hours from SBGC.
- 2.03.3 Quarterly collect personnel rosters from SBGC and perform data entry relative to creating a sample pool of individuals.
- 2.03.4 Quarterly generate, package and mail the prorated share of random moment sample forms to SBGC.

- 2.03.5 Quarterly review all returned sample forms for completion. One hundred percent of all forms will be reviewed for the purposes of quality control. In instances where there is a disagreement on the coding of a particular sample form by the district coder, AHCA will be contacted to ensure the consistency of activity selection.
- 2.03.6 Quarterly calculate all the data generated from scanning and return the statistics to all participating districts for individual claim generation.

2.04 **Mutual Agreements**

Independent contractors: SBSC and SBGC are independent contractors. Nothing contained herein shall constitute or designate either party's employees or agents as agents or employees of the other party. Each party remains solely responsible for its own cost report and claim that will be submitted to the Agency for Health Care Administration (AHCA).

2.05 **Indemnification.** Each party agrees to be fully responsible for its acts of negligence, or its agent's acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

**ARTICLE 3 – GENERAL CONDITIONS**

3.01 **No Waiver of Sovereign Immunity.** Nothing contained in this Agreement is intended to serve as a waiver of sovereign immunity by any agency to which sovereign immunity may be applicable.

3.02 **No Third Party Beneficiaries.** The parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the parties intend to directly or substantially benefit a third party by this Agreement. The parties agree that there are no third party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.

3.03 **Non-Discrimination.** The parties shall not discriminate against any employee or participant in the performance of the duties, responsibilities and obligations under this Agreement because of race, age, religion, color, gender, national origin, marital status, or disability.

3.04 **Termination.** This Agreement may be canceled with or without cause by SBGC during the term hereof one-quarter's prior written notice to the other parties of its desire to terminate this Agreement.

3.05 **Records.** Each party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each party shall be responsible for compliance with any public documents request served upon it pursuant to Section 119.07, Florida Statutes, and any resultant award of attorney's fees for non-compliance with that law.

3.06 **Entire Agreement.** This document incorporates and includes all prior negotiations, correspondence, conversations, agreements and understandings applicable to the matters contained herein and the parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

3.07 **Amendments.** No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each party hereto.

3.08 **Preparation of Agreement.** The parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to herein expresses their mutual intent and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the parties than the other.

3.09 **Waiver.** The parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any party's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement. A waiver of any breach of a provision of this Agreement shall not be deemed a waiver of any subsequent breach and shall not be construed to be a modification of the terms of this Agreement.

3.10 **Compliance with Laws.** Each party shall comply with all applicable federal and state laws, codes, rules and regulations in performing its duties, responsibilities and obligations pursuant to this Agreement.

3.11 **Governing Law.** This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of Florida. Any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted to the jurisdiction of the State courts of the Second Judicial Circuit of Gadsden County, Florida.

3.12 **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

3.13 **Assignment.** Neither this Agreement nor any interest herein may be assigned, transferred or encumbered by any party without the prior written consent of the other party. There shall be no partial assignments of this Agreement including, without limitation, the partial assignment of any right to receive payments from SBGC.

3.14 **Force Majeure.** Neither party shall be obligated to perform any duty, requirement or obligation under this Agreement if such performance is prevented by fire, hurricane, earthquake, explosion, wars, sabotage, accident, flood, acts of God, strikes, or other labor disputes, riot or civil commotions, or by reason of any other matter or condition beyond the control of either party, and which cannot be overcome by reasonable diligence and without unusual expense (“Force Majeure”). In no event shall a lack of funds on the part of either party be deemed Force Majeure.

3.15 **Place of Performance.** All obligations of SBGC under the terms of this Agreement are reasonably susceptible of being performed in Gadsden County, Florida and shall be payable and performable in Gadsden County, Florida.

3.16 **Severability.** In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, unlawful, unenforceable or void in any respect, the invalidity, illegality, unenforceability or unlawful or void nature of that provision shall not effect any other provision and this Agreement shall be considered as if such invalid, illegal, unlawful, unenforceable or void provision had never been included herein.

3.17 **Notice.** When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of this paragraph. For the present, the Parties designate the following as the respective places for giving notice:

To SBGC: Superintendent of Schools  
The School Board of Gadsden County, Florida  
35 MLK Jr. Boulevard  
Quincy, Florida 32351

With a Copy to: Sharon Thomas, ESE Director  
The School Board of Gadsden County, Florida  
35 MLK Jr. Boulevard  
Quincy, Florida 32351

To SBSC Superintendent of Schools  
The School Board of Seminole County, Florida  
400 East Lake Mary Boulevard  
Sanford, Florida 32773

With a Copy to: Ida Mazar  
The School Board of Seminole County, Florida  
400 East Lake Mary Boulevard  
Sanford, Florida 32773

3.18 **Captions.** The captions, section numbers, article numbers, title and headings appearing in this Agreement are inserted only as a matter of convenience and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way effect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.

3.19 **Authority.** Each person signing this Agreement on behalf of either party individually warrants that he or she has full legal power to execute this Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement.

3.20 **Excess Funds.** Any party receiving funds paid by SBGC under this Agreement agrees to promptly notify SBGC of any funds erroneously received from SBGC upon the discovery of such erroneous payment or overpayment. Any such excess funds shall be refunded to SBGC with interest calculated from the date of the erroneous payment or overpayment is noticed to the School Board of Seminole County Public Schools subject to confirmation of the overpayment by both parties. Interest shall be calculated using the interest rate for judgments under Section 55.03, Florida Statutes, applicable at the time the erroneous payment or overpayment was made by SBGC.

IN WITNESS WHEREOF, the Parties hereto have made and executed this Agreement on the date first above written.

**FOR SBGC**

(Corporate Seal)

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

ATTEST:

By \_\_\_\_\_  
School Board Chair

\_\_\_\_\_  
Superintendent of Schools

Approved as to Form:

\_\_\_\_\_  
School Board Attorney

**FOR SBSC**

(Corporate Seal)

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

ATTEST:

*Walt Griffin*  
\_\_\_\_\_  
Walt Griffin, Superintendent of Schools

By  
*Karen Almond*  
\_\_\_\_\_  
Karen Almond, Chairman

*J. Maltramus*  
\_\_\_\_\_  
Witness

*J. News*  
\_\_\_\_\_  
Witness

# SUMMARY SHEET

2013 JUL 16 PM 7:53

## RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d



Date of School Board Meeting: July 23, 2013

**TITLE OF AGENDA ITEM: Agreement between the Gadsden County Public Schools and Milestones Occupational Therapy Services, LLC; Makesha Bush, OTR/L**

**DIVISION: EXCEPTIONAL STUDENT EDUCATION**

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

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

**This contract will provide Occupational Therapy Services to Exceptional Students in Gadsden County Schools. This therapist will provide needed services in positions not filled by the Gadsden County School Board.**

**FUND SOURCE: FEFP Dollars**

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

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

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

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

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

summary for  
revised 0591

Proof read by: *Keranda B Harris*

## COOPERATIVE AGREEMENT FOR OCCUPATIONAL THERAPY SERVICES

**Subject:** Cooperative agreement for Occupational Therapy Services

### **1. Scope of Services**

**Between:** Gadsden County School Board, Quincy, FL hereinafter referred to as "Agency" and, Milestones Occupational Therapy Services, LLC; Makesha Bush, OTR/L, P.O. Box 513 Gretna, FL 32332 hereinafter referred to as "Contractor".

- The Agency is in the business of providing childhood services to children with special needs enrolled in its program, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by contractor for occupational therapy services.
- Contractor agrees to perform these services for the Agency under the terms and conditions set forth in this contract.

### **2. Duration and Termination**

The parties hereto contemplate that this contract will begin August 2013 and continue through June 2014. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with thirty days written notice. Said notice shall be delivered by certified mail or in person.

### **3. Authorized Parties**

The School Board Chairman and Sharon Thomas ESE director are designated representatives authorized to represent the Agency. Milestones Occupational Therapy Services LLC, Makesha Bush is the designated Contractor.

### **4. Nature of Work**

Contractor shall provide occupational therapy services with respect to all matters relating or affecting the provision of occupational therapy to the Agency. Contractor shall render services according to their professional qualifications, which together with appropriate registration, licensure and/or permit, shall be maintained throughout the terms of this agreement.

The contractor will:

- Supply testing materials needed, and will provide evaluative, direct & consultative Occupational Therapy services consistent with goals in students' education/support plan
- Attend IEP meetings; if unable to attend IEP meetings, provide required information to Agency prior to meeting
- Maintain documentation of services per funding source requirements/guidelines

#### **4. Nature of Work (continued)**

The Agency will:

- Provide appropriate workspace for diagnostic, intervention, and consultation services and access to copy machine, fax machine, and telephone
- Provide supplies as needed for contractor to carry out objectives outlined in the individual education plan for occupational therapy
- Provide contractor with a schedule of IEP meetings, parent conferences, and family support meetings to provide adequate time for contractor to prepare for meetings

#### **6. Status of Contractor**

This contract calls for the performance of the services of the contractor as an independent contractor and contractor will not be considered an employee of the Agency for any purpose.

#### **7. Place of Work**

It is understood that these services will be rendered at schools within the Gadsden County Public School System.

#### **8. Time Devoted to Work**

In the performance of the services, the services and the hours the Contractor is to work on any given day will be entirely within Contractor's control, and the Agency will rely upon Contractor to put in such number of hours on a daily basis that is reasonably necessary to fulfill the spirit and purpose of this contract. Contractor will provide services for 7.5 hours per school day; 4 days/week. It is understood that the contractor is free to contract similar services for other agencies, while under contract, provided that such services do not negatively interfere with contract and provision of services between the Agency and contractor.

#### **9. Payment**

The Agency will pay contractor for all work actually performed by Contractor, on completion of the same, a daily rate of \$435/day (\$58.00 x 7.5 hrs/day). Contractor agrees to submit properly prepared invoices on a bi-weekly basis. The Board shall process invoices and make payments on a bi-weekly basis.

**10. Insurance Liability**

Contractor agrees to maintain, at contractor's expense, professional liability insurance. Contractor agrees to provide proof of current State of Florida licensure, proof of Professional Liability Insurance, & proof of required health & background screenings as requested.

**11. Confidentiality**

Inasmuch as contractor will acquire or have access to information that is highly confidential, contractor will not disclose such information unless disclosure is required by law or with authorization of the Agency. Records will not be removed from the school through which services are being provided.

**12. Miscellaneous**

Contractor shall, through insurance and otherwise, hold harmless the Agency, its officers, and employees from any claim of liability resulting from any actions or negligence of the contractor, if any, relating to the care and treatment of students or other actions required to provide services pursuant to this contract.

**13. Non Compete Clause**

The contractor understands and agrees that all clients served under this agreement will remain clients of the agency upon termination of this agreement.

**14. Waiver of Breach**

No waiver or any breach by any party of terms of this Agreement shall be deemed a waiver of any subsequent breach.

**15. Governing Law**

Florida Law shall govern this instrument in reference to interpretation and performance.

**16. Communications**

Any official communication between parties will be sent by certified mail to the following addresses:

For the Agency:

Gadsden County School Board  
Sharon Thomas, ESE Director  
35 Martin Luther King, Jr. Blvd.  
Quincy, Florida 32351

For the Contractor:

Milestones Occupational Therapy Services, LLC  
Makesha Bush, Occupational Therapist  
P.O. Box 513  
Gretna, Florida 32332

**17. Amendments**

This agreement makes up the entire agreement between the parties. The said agreement can only be modified or amended in writing, signed by both parties. If any provision of this agreement is found or determined to be enforceable, all other provisions shall remain enforceable.

**18. Representations**

The parties represent to each other:

- (a) Each party fully understands the provisions of this agreement and each is signing this Agreement freely and voluntarily intending to be bound by item terms.
- (b) Each party understands and agrees that this agreement constitutes the contract of the parties. There are not warranties or other than those set forth herein.

**IN WITNESS WHEREOF**, the parties have caused this agreement to be duly executed on the dates hereinafter indicated.

\_\_\_\_\_  
**Milestones Occupational Therapy Services, LLC**  
**Makesha Bush, OTR/L Occupational Therapist**  
**Independent Contractor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Sharon B. Thomas, Director**  
**Exceptional Student Education**

\_\_\_\_\_  
**Date**

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

BY: \_\_\_\_\_  
**ISAAC SIMMONS, JR., CHAIRMAN**

\_\_\_\_\_  
**Date**

ATTEST: \_\_\_\_\_  
**REGINALD C. JAMES, SUPERINTENDENT**

\_\_\_\_\_  
**Date**

Notice to Vendor/Contractor: By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34, Section 80.36(i) Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be effected and the basis for settlement will be decided by the Gadsden County School Board.

*Handwritten signature*

# SUMMARY SHEET

## RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

Date of School Board Meeting: **July 23, 2013**

TITLE OF AGENDA ITEM: **Agreement between The School Board of Gadsden County Public Schools and INVO HealthCare Associates, Inc.**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

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

FUND SOURCE: FEFP Dollars

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

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

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

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

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

summary.for  
revised 0591

Proof read by: *Cristy Ward*

## Agreement

THIS AGREEMENT is made on this 9th day of May, 2013 (the "**Effective Date**") by and between **Invo HealthCare Associates**, 1780 Kendarbren Drive, Jamison, PA 18929 (hereinafter referred to as "**IHC**") and **Gadsden County Public Schools, 35 Martin Luther King Jr. Boulevard, Quincy, FL 32351** (hereinafter referred to as "Agency").

THIS AGREEMENT contains the following:

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

THE PARTIES agree to the following:

1. Services:

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

2. Duties of Therapist:

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

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

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

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

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

3. Term:

This AGREEMENT shall be for one (1) year term beginning on or about July 1, 2013 and extending until June 30, 2014. The AGREEMENT will continue for an additional one (1) year term unless either party gives written notice of cancellation sixty (60) days prior to the next one year term. However, if *IHC* does not present a qualified candidate for interview within thirty (30) days from the date on which this AGREEMENT is signed, then the Agency will have the option to terminate the AGREEMENT. Notice of termination will be delivered to *IHC* by Certified Mail with a return receipt.

4. Fees:

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

(b) Since *IHC* incurs daily expenses, *IHC* will receive from the Agency a guaranteed income of fifty-eight (\$58.00) dollars per hour for every hour of contracted occupational therapy service approved by the Agency and fifty-eight (\$58.00) dollars per hour for every hour of contracted speech and language pathology service approved by the Agency. In the event that therapist must travel between locations after arriving for work on a given date, billable hours will include transportation time from one location to another.

The Agency shall make payment within thirty (30) days of receipt of a properly prepared and submitted invoice. If the payment is not postmarked from the Agency within thirty (30) days of the receipt of the invoice, the Agency agrees to pay an additional 1.5% interest per month on amounts not paid, such interest being calculated beginning day thirty-one (31) from receipt of invoice. Interest should be calculated in accordance with standard accounting procedures. *IHC* shall bill the Agency for the interest.

Failure by the Agency to pay appropriately submitted invoice within sixty (60) days of receipt may be considered a breach of contract.

For each subsequent contract renewal, the compensation for therapist's services will be negotiated approximately one month prior to the initiation of the next contract period.

5. Duties of Agency:

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

(b) Agency will provide support services as needed.

6. Service of Notices:

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

7. Law of State to Govern:

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

8. Scope of AGREEMENT:

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

9. Amendments:

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

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

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

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

11. Default:

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

- (a) The Agency fails to make any payment when due.

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

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

12. Confidential Information:

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

13. Termination:

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

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

THE PARTIES execute this AGREEMENT on the \_\_\_\_\_ day of \_\_\_\_\_, 2013.

**Gadsden County Public Schools**

By: \_\_\_\_\_

Title: \_\_\_\_\_

***Invo HealthCare Associates***

By: \_\_\_\_\_

Mary A.J. McClain, CEO

**SUMMARY SHEET**

GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT  
2013 JUL 16 PM 7:53

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**



AGENDA ITEM NO. 8f

Date of School Board Meeting: July 23, 2013

**TITLE OF AGENDA ITEM: COOPERATIVE AGREEMENT FOR INTER-COUNTY TRANSFER OF EXCEPTIONAL STUDENTS BETWEEN LEON COUNTY SCHOOL BOARD AND GADSDEN COUNTY SCHOOL BOARD**

**DIVISION:** EXCEPTIONAL STUDENT EDUCATION

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

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

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

**FUND SOURCE:** STATE FTE FUNDS

**AMOUNT:** (determined by formula) *SBJ*

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

**POSITION:** Director, Exceptional Student Education

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

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

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered 4

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

summary.for  
revised 0591

Proof read by: Kristy Ward

BOARD CHAIR  
Dee Dee Rasmussen

BOARD VICE CHAIR  
Forrest Van Camp



BOARD MEMBERS  
Georgia M. "Joy" Bowen  
Maggie B. Lewis-Butler  
Dee Crumpler

SUPERINTENDENT  
Jackie Pons

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

This agreement entered into the nineteenth day of August, 2013, by the School Board of Leon County and the School Board of **Gadsden County** is for the purpose of defining the responsibilities of each as it relates to exceptional students who reside in one county and attend schools in the other, and delineating the conditions under which the contract shall be executed.

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

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

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

Exceptional Student Education  
2757 West Pensacola Street \* Tallahassee, Florida 32304-2998  
Phone (850) 487-7158 \* Fax (850) 487-7823

*Building the Future Together ~ All Children Learning*

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

II. In providing these Special Education Programs, the School Board of Leon County shall be responsible for:

- A. Provision and maintenance of adequate and appropriate facilities to house the program(s);
- B. Provision of sufficient certified instructional and qualified non-instructional personnel, necessary for a quality program, including teacher, therapists, and a supervisor or coordinator;
- C. Notifying and obtaining the agreement of the participating district in any decision regarding the assignment of instructional staff in excess of the approved staffing ratio of the School Board of Leon County in order to provide appropriate instruction for a student from the participating district;
- D. Provision of necessary equipment, materials and supplies for each student;
- E. Provision of all other direct and indirect services necessary to conduct a quality program, except those responsibilities specifically designated in this agreement as the responsibility of the participating county;
- F. Provision of dismissal or reevaluation information for students from the School Board of Gadsden County.

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

- A. Provision of transportation for those students from its county who are enrolled in the program. The transportation schedule shall enable students to participate in the total program for at least the minimum number of hours required for the age or grade group;
- B. Provision of the evaluation information and eligibility process conducted in accordance with Florida State Board of Education Administrative Rules 6A-6.0331, FAC, 6A-6.03011, FAC and 6A-6.03013, FAC;
- C. Provision of the assignment and dismissal process in accordance with 6A-6.03028, FAC, 6A-6.0311, FAC and 6A-6.0331, FAC;
- D. Initiating and conducting an Individual Education Plan meeting in accordance with 6A-6.0331, FAC and in conjunction with the School Board of Leon County;
- E. Legal costs incurred through the due process procedure as a result of a student's assignment;
- F. The salary of personnel required to instruct students from the participating district in excess of the approved staffing ratio of the School Board of Leon County;
- G. Adhering to the school calendar and hours designated by the School Board of Leon County.

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

A. The School Board of Leon County shall:

1. Provide the 2013-2014 formula calculation for the Regional Funding Fee;
2. Provide an invoice after the February FTE period to June 1 based on a formula using discretionary tax dollars in the general fund (FEFP calculation) projected total weighted FTE for contracted students multiplied by the Regional Funding Fee; and the salary of any teacher, classroom aide, interpreter or classroom support personnel required for individualized instruction as a result of the behavior and/or communication needs of a **Gadsden County** student;
3. Submit or receive funds as an adjustment to the "Regional Funding Fee" following the June FTE and end-of-year close out. That is, provided the actual end of year formula factors creates an under or over payment of \$100 or more for the current fiscal year.

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

1. Receive all FTE funds generated from Transportation of their students to Leon County;
2. Submit payment to the School Board of Leon County based on the statement of account described under IV A of this section. This payment shall arrive no later than June 30, 2014;
3. Submit or receive funds as an adjustment to the Regional Funding Fee payment projections and actual salary reimbursement for any teacher, classroom aide, interpreter or classroom support personnel required for instruction as a result of the behavior and/or communication needs of a **Gadsden County** student, if actual weighted FTE creates an under or over payment of \$100 or more. This adjustment will be made following the June FTE and prior to October 1, 2014.

This Agreement shall take effect August 19, 2013 and continue until May 30, 2014. This contract supersedes any previous agreements. The School Board of Leon County and the School Board of Gadsden County shall abide by Section 1001.42(4)(d)(3.), Florida Statutes, for Settlement of Disagreements, which states "In the event an agreement cannot be reached relating to any phase of the project or activity, the matter may be referred jointly by the cooperating school boards, or by any individual school board of the cooperating districts, to the Department of Education for decision under regulations of the state board, and its decision shall be binding on all school boards of the cooperating districts".

The agreement executed the day and year first written above.

**Extended School Year Services (ESY)**

V. Services for Extended School Year (ESY) will be contracted on an individual basis.

- A. The School Board of Leon County agrees to make available extended school year exceptional student education services in certain exceptional education programs and assignments within certain grade levels at specific sites in the district. Extended school year programs are provided four days per week, Monday through Thursday and follow the adopted Leon County School Board Calendar. All provisions agreed upon in the yearly contractual agreement are extended for extended school year services, i.e., among other things, **Gadsden County** will be required to pay for all costs associated with the employment of one-on-one aides during ESY.
  
- B. Funding: extended school year services will be provided by Leon County for **Gadsden County** students for a cost of five hundred dollars per student for the five weeks of Extended School Year.

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

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

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

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

\_\_\_\_\_  
DATE: \_\_\_\_\_

Jackie Pons  
Superintendent, Leon County Schools

Gadsden

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT  
2013 JUL 16 PM 7:53

AGENDA ITEM NO. 8g



DATE OF SCHOOL BOARD MEETING: July 23, 2013

TITLE OF AGENDA ITEM: Agreement between Cumberland Therapy Services, LLC, and Gadsden County School Board

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

This contract will provide psychological services (including, but not limited to assessments, evaluations, counseling, consulting, collaboration, intervention services, and support to families, school staff and administrators).

SOURCE: IDEA

AMOUNT: \$61.00 per hour

PREPARED BY: Sharon B. Thomas 

POSITION: Director of Exceptional Student Education

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

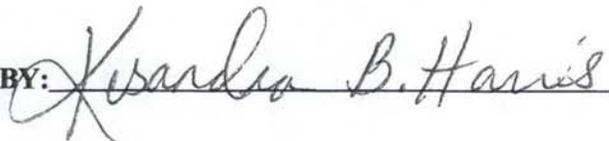
2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

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

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

This form is to be  duplicated on light blue paper.

PROOF READ BY: 



## AGREEMENT

This Agreement is made and entered by and between Cumberland Therapy Services, LLC, 3701 North Ravenswood, Suite 248, Chicago, IL 60613, hereinafter referred to as "Contractor" and Gadsden County School District, 35 Martin Luther King, Jr. Boulevard, Quincy, FL, 32351 hereinafter referred to as "School District" on August 5, 2013.

It is hereby agreed as follows:

**FEES:** Contractor agrees to provide the following staff to School District and School District agrees to pay the following hourly rates for those staff:

**School Psychologist**                      **\$61.00 per hour**

School District agrees to be billed (except during holidays or school closures) for 8 hours per day of services for 213 school days during the 2013/14 School Year and Extended School Year, except during absence of Contractor's employee(s) due to illness or other personal time off. School District agrees and understands that School District is billed on actual hours of service provided by the Contractor's staff, based on the total hours listed on a biweekly timesheet and verified and authorized for invoicing by the signature of the specific individual authorized by School District to verify and sign Contractor's timesheets. Contractor's employee(s) will not work above 40 hours per week.

**MILEAGE:** Travel between schools will not be considered billable.

**PAYMENT TERMS:** School District will be billed every two weeks and agrees to pay all outstanding invoices within 30 days of receipt.

**EMPLOYEE BENEFITS AND INSURANCES:** Contractor will be responsible for providing all employee benefits and insurances including Workers' Compensation coverage.

**CONFIDENTIALITY:** School District agrees not to provide the content information of this Agreement to any individual or an entity that may be considered a competitor of the Contractor. School District further agrees not to discuss or disclose any information pertaining to the contents of this Agreement including but not limited to fees/costs, duration and terms, etc. to the Contractor's staff assigned to provide services to the School District. Disclosure of such information to the Contractor's staff will be considered a breach of this Agreement.

**TERMINATION:** This Agreement will end on the final day of the School District's 2013/14 Extended School Year and may continue beyond this period by mutual consent. School District agrees not to terminate the Agreement until the end of the term unless Contractor's staff is deficient in performance or involved in professional or ethical misconduct. School District agrees to notify Contractor of any deficiencies in services or possible ethical or professional conduct as soon as School District becomes aware of such deficiencies or conduct.



**JURISDICTION:** This agreement shall be governed by, construed, and is enforceable in accordance with the laws of the State of Illinois. Any action or proceeding relating to or arising out of this Agreement shall be commenced and heard in the State or Federal Court sitting in Chicago, Illinois. Both parties hereby consent to the jurisdiction and venue of such courts.

Signed for Contractor:

Signed for School District:

*Erin*  
Signature

\_\_\_\_\_  
Signature

ERIN CORCORAN  
Name

\_\_\_\_\_  
Name

PRESIDENT  
Title

\_\_\_\_\_  
Title

7/16/2013  
Date

\_\_\_\_\_  
Date

Signed for School District:

Signed for School District:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Cumberland Therapy Services, LLC  
3701 North Ravenswood, Suite 248  
Chicago, IL 60613  
Phone: (800) 337-5965

Gadsden County School District  
35 Martin Luther King, Jr. Boulevard  
Quincy, FL 32351  
(850) 327-9651

*R. W. Smith*

AGENDA ITEM NO. 8h

Date of School Board Meeting: JULY 23, 2013

TITLE OF AGENDA ITEM: The School Board of Gadsden County, Contract with Independent Contractor Janice M. Gilchrist

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

The purpose of this contract is to provide additional counseling and clinical services to students with behavioral, emotional and/or academic problems in Gadsden County Schools. These services will be provided mainly at Stewart Street Elementary School and other schools/assignments as needed (as designated by the Director of Exceptional Student Education).

FUND SOURCE: IDEA dollars  
AMOUNT: \$40.00 (per hour for actual hours worked)  
PREPARED BY: Sharon B. Thomas *SBT*  
POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.  
SUPERINTENDENT'S SIGNATURE: page(s) numbered 3  
CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

Be sure that the COMPTROLLER has signed the budget page.

This form is to be  duplicated  on  light blue paper .

summary.for  
revised 0591

Proof read by: *Kesandra B. Harris*

**Gadsden County School District**  
**Exceptional Student Education**  
**Contract with Independent Contractor**  
**2013-2014 Fiscal Year**

THIS CLINICAL SERVICES MASTER AGREEMENT ("Contract") is entered into as of this 30<sup>th</sup> day of July, 2013 by and between The Gadsden County School Board("Board"), a Florida corporation organized and existing under the law of the State of Florida, with its principal place of business at 35 Martin Luther King Jr. Blvd., City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, and Janice M. Gilchrist of Midway, County of Gadsden, State of Florida herein referred to as contractor.

1. The Board is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by Janice M. Gilchrist: Clinical Psychological Services.
2. Janice M. Gilchrist agrees to perform services for the Board under the terms and conditions set forth in this contract and in this listed manner.

**RESPONSIBILITY OF CONTRACTOR**

The contractor will provide clinical psychological services on behalf of the Board with respect to all matters relating to or affecting the provision of clinical psychology to the preschool and school age population as identified by the Board and for who such services are prescribed for by a duly licensed or licensed eligible psychologist in the State of Florida. And that are approved by the Director of Exceptional Student Education. The contractor will render such service according to her professional qualifications, and shall be maintained throughout the terms of this agreement. Janice M. Gilchrist shall provide the following services: **A. Counseling B. Class wide behavioral plans C. Individual behavioral modification plans D. Consultation for clinical and/or behavioral modification plans E. Clinical observations for Response to Intervention F. Target group sessions G. Collaboration with student Study Team H. Participation with the Multi-tiered Systems of Support /Response to Intervention/Problem-Solving teams to suggest and/or provide interventions to students.** You are paying me only for those services listed above and no others. It is unlawful for me to make any guarantee or promise to you unless it is written in this contract and unless I have a factual basis for making the guarantee or promise.

**STATUS OF THE CONTRACTOR**

These services shall be provided by the contractor as an independent agent free from obligation of employment terms not thereupon agreed in the contract.

## **DESIGNATED WORK AREA**

The School Board will provide adequate space and materials and time for the contractor to carry out treatment goals and objectives outlined in the individual education plan and treatment plan for clinical psychological services. It is understood that these services will be rendered in Gadsden County Schools, State of Florida, or other locations approved by the Director of Exceptional Student Education.

## **TIME ALLOTMENT FOR AGREED DUTIES**

The Contractor will provide services for 5 days per school week (7.5 hours per day). As approved by the Director of Exceptional Student Education, the contractor may provide up to an additional (5) hours per school week for activities such as home visits, emergency assessments, crisis management training. The allotted workflow shall also incorporate administrative duties required for accurate reporting of contracted services.

## **PAYMENT ARRANGMENT**

The School Board will pay Janice M. Gilchriest for all work performed by contractor, on completion of the same, at the rate of \$40.00 per unit of services (\$40.00 per hour). I will provide you a statement itemizing all services rendered and the balance owed, each time a payment is due.

Payment shall be made by the Board within (30) calendar days after statements for professional services are received. Such statements shall be presented monthly.

## **PAYMENT OF TAXES AND ASSESMENTS**

This contractor assumes full responsibility for the payment of all assessments, payroll taxes, or contributions, whether state or federal, as to her services under this contract and as to all individuals employed by the contractor to perform services under this contract. Janice M. Gilchriest shall furnish to the Board, upon request of the Board, a certificate or other evidence of compliance with all state or federal laws concerning contribution, taxes, and payroll assessments.

The contractor agrees to maintain, at contractor's expense, workers compensation insurance, as required by law, to fully protect contractor and any individual employed by contractor in providing services under this contract. All other assumptions are thereupon understood to be in the care and authority of the Board.

## **CONFIDENTIALITY**

Inasmuch as the contractor will acquire or have access to information which is highly confidential, it is expected that contractor will not disclose such information unless such disclosure is required by law by the ethical guidelines/statutes of the Florida Board of Licensed Psychologist and with approval of the Director of Exceptional Student Education.

**DURATION AND TERMINATION**

The parties hereto contemplate that this contract will run for one (1) fiscal school year from August 1, 2013 to June 30, 2014. Any party wishing to terminate this contract prior to its expiration date shall provide that other party with sixty day (60) written notice.

**AMENDMENTS**

This agreement and any signed attachment make up the entire agreement between the parties. Said agreement can only be modified or amended in writing, signed by both parties. If any provision of this agreement is found or determined to be unenforceable, all other provisions shall remain enforceable.

**In witness of their hands and seals, the parties have executed this agreement on the dates hereinafter indicated.**

\_\_\_\_\_  
**Janice M. Gilchrist**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Sharon B. Thomas, Director  
Exceptional Student Education**

\_\_\_\_\_  
**Date**

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

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

ATTEST: \_\_\_\_\_  
Reginald C. James Superintendent

\_\_\_\_\_  
**Date**

Notice to Vendor/Contractor: By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with title 34, Section 80.36(i) code of Federal Regulation. Termination for cause and for convenience by the grantee of sub-grantee including the manner by which it will be effected and the basis for the settlement will be decided by the Gadsden County School Board.

SUMMARY SHEET



AGENDA ITEM NO. 8i

Date of School Board Meeting: July 23, 2013

TITLE OF AGENDA ITEM: **CONTRACT BETWEEN THE SCHOOL BOARD OF GADSDEN COUNTY AND ART THERAPIST, BETH BOSTICK-COX**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

**This contract provides for Art Therapy for the students at Gadsden Central Academy two (2) times a week. The Therapist provides individual and group therapy for identified students.**

FUND SOURCE: **IDEA**

AMOUNT: **\$15,500.00**

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

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

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

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revised 0591

Proof read by: *Cristy Ward*

# GADSDEN COUNTY SCHOOL DISTRICT

## EXCEPTIONAL STUDENT EDUCATION CONTRACT WITH INDEPENDENT CONTRACTOR

2013-2014 Fiscal Year

GADSDEN, State of FLORIDA herein referred to as contractor.

1. The Board is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by contractor: Beth Bostick-Cox, Art Therapist.
2. Contractor agrees to perform these services for the Board Contract made July 30, 2013, BETWEEN the School Board of Gadsden County, Florida, a corporation organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King, Jr. Blvd., City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, and Beth Bostick-Cox, 60 Oakland Drive, Quincy, Florida, 32351 of QUINCY County of under the terms and conditions set forth in this contract.

### NATURE OF WORK

Contractor will provide art therapy services on behalf of the Board with respect to all matters relating to or affecting the provision of art therapy services to students with disabilities three (3) to twenty-one (21), approved by the Director of Exceptional Student Education. The contractor will render such services according to her professional qualifications, which together with appropriate registration, licensure and/or permit, shall be maintained throughout the terms of this agreement. Contractor shall have sole control of the manner and means of performing this contract provided the same is implemented under the direction of the students Individual Education Plan.

### PLACE OF WORK

BOARD will provide adequate space and equipment for contractor to carry out objectives outlined in the individual education plan for art therapy. It is understood that these services will be rendered in Gadsden County Schools, at Gadsden Central Academy City of Quincy, County of Gadsden, State of Florida, as designated by the Director of Exceptional Student Education.

### TIME DEVOTED TO WORK

In the performance of the services, the services and the hours contractor is to work on any given day will be entirely within contractors control and the Board will rely upon contractor to put in such number of hours on a daily basis that is reasonably necessary to fulfill the spirit and purpose of this contract. However, the contractor will provide services for no less than five (5) hours and no more than twelve (12) hours per school week. The contractor may provide up to twenty (20) additional hours per school year for additional activities as scheduled and approved by the Director of Exceptional Student Education.

### PAYMENT

The Board will pay contractor for all work actually performed by contractor on completion of the same, with masters degree at the rate of \$35.00 per unit of service. Payment shall be made by the Board within thirty (30) days after a statement for professional services rendered is received. Such statements shall be presented monthly. The contractor will not be reimbursed for traveling.

### DURATION AND TERMINATION

The parties hereto contemplate that this contract will run for one (1) fiscal school year from August 2013 thru June 2013. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.

### STATUS OF CONTRACTOR

This contract calls for the performance of the services of the contractor as an independent contractor and contractor will not be considered an employee of the Board for any purpose.

### PAYMENT OF TAXES AND ASSESSMENTS

This contractor assumes full responsibility for the payment of all assessments, payroll taxes, or contributions, whether state or federal, as to his/her services under this contract and as to all individuals employed by the contractor to perform services under this contract. Contractor shall furnish to the Board, upon the request of the Board, a certificate or other evidence of compliance with all state or federal laws concerning contributions, taxes, and payroll assessments. Contractor agrees to maintain, at contractors expense, workers compensation insurance, as required by law, to fully protect both contractor and any individual employed by contractor in providing services under this contract.

### CONFIDENTIALITY

Inasmuch as contractor will acquire or have access to information which is highly confidential, it is expected that contractor will not disclose such information unless such disclosure is required by law or with the authorization by the Director of Exceptional Student Education.

### SERVICES BY OTHERS

In the event that the contractor shall at any time be unable to provide the services under this contract, the contractor may employ and temporarily furnish as a substitute to perform such services, another duly qualified and licensed person. Contractor shall be responsible for compensation of individuals employed by her as substitutes.

### MISCELLANEOUS

Contractor shall, through insurance and otherwise, hold harmless the Board, its officers, and employees from any claim of liability resulting from any actions or negligence of the contractor or her substitutes or employees, if any, relating to the care and treatment of students, the operation of motor vehicles, or other actions required to provide services pursuant to this contract.

AMENDMENTS

This agreement and any signed attachments make up the entire agreement between the parties. Said agreement can only be modified or amended in writing, signed by both parties. If any provision of this agreement is found or determined to be unenforceable, all other provisions shall remain enforceable.

In witness their hands and seals, the parties have executed this agreement on the dates hereinafter indicated.

\_\_\_\_\_  
BETH BOSTICK-COX, ART THERAPIST

\_\_\_\_\_  
Date

\_\_\_\_\_  
SHARON B. THOMAS, DIRECTOR  
EXCEPTIONAL STUDENT EDUCATION

\_\_\_\_\_  
Date

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

BY: \_\_\_\_\_  
ISAAC SIMMONS, Jr., CHAIRMAN

\_\_\_\_\_  
Date

ATTEST: \_\_\_\_\_  
REGINALD C. JAMES, SUPERINTENDENT

\_\_\_\_\_  
Date

Notice to Vendor/Contractor: By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34, Section 80.36(i) Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be effected and the basis for settlement will be decided by the Gadsden County School Board.

*R. Smith*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8j

Date of School Board Meeting: July 23, 2013

TITLE OF AGENDA ITEM: MEMORANDUM OF AGREEMENT BETWEEN REDLANDS CHRISTIAN MIGRANT ASSOCIATION (RCMA) HEAD START AND GADSDEN COUNTY SCHOOL BOARD.

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

Requirements of the Individuals with Disabilities Education Act specify that school districts must provide services to (3) three year old children with disabilities on their third (3rd) birthday. This agreement allows for the provision of services for identified students at the RCMA Head Start. It also allows for the exchange of information between our two agencies.

FUND SOURCE: **FEFP dollars for therapy provided to identified children**

AMOUNT: **NA**

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

POSITION: **Director, Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

CHAIRMAN'S SIGNATURE: page(s) numbered 2

Be sure that the COMPTROLLER has signed the budget page.

This form is to be  duplicated on light blue paper.

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Proof read by: *Keranda B Harris*

**MEMORANDUM OF AGREEMENT**  
BETWEEN  
RELANDS CHRISTIAN MIGRANT ASSOCIATION (RCMA) HEAD START  
AND  
GADSDEN COUNTY SCHOOL BOARD

**Agreement made and entered in Gadsden County, Florida this 30<sup>TH</sup> day of July 2013 by and between the County School Board hereinafter referred to as the Board and the RCMA Head Start Program, hereinafter referred to as Head Start.**

**PURPOSE:**

**The purpose of this agreement is to establish the responsibilities of the Board and Head Start relative to services for preschool children with disabilities. Both the Board and Head Start support the right of all children with disabilities to receive a free and appropriate public education including all necessary special education and related services in accordance with state and federal statutes and regulations.**

**RESPONSIBILITIES:**

**The following terms and conditions are agreed to by the Board and Head Start:**

- 1. Head Start will be considered an appropriate placement for identified children with disabilities who meet the Head Start eligibility criteria and for whom placement in a self-contained preschool special education classroom would not provide the least restrictive environment.**
- 2. Head Start placement will be considered for preschool children with disabilities when the Individual Educational Plan (IEP) indicates the need for stimulation and socialization with non-disabled peers.**
- 3. Children are evaluated by the PreKindergarten Transdisciplinary Team and recommended for referral to The Head Start Program.**
- 4. Consultation and evaluation services (speech, occupational therapy, physical therapy, psychological) will be provided to Head Start children upon referral to Child Find, consistent with school district procedures.**
- 5. Head Start staff members will participate in the development and implementation of the Individualized Educational Plan (IEP) as appropriate.**

6. Therapy services provided by the Board may be at the Head Start Center or a place designated by the Board. Procedures will be consistent with those specified in the Special Programs and Procedures for Exceptional Students. Transportation will be provided by the Board if services are provided at a public school site.
7. Head Start will provide appropriate classroom space for provision of therapy services, social services and parent involvement will be the responsibility of Head Start, consistent with each child's IEP.
8. Children with disabilities served in Head Start, who receive therapy services provided by the Board, will be considered dually enrolled in both agency programs. Records and reports will be shared by both agencies. Confidentiality and due process procedures will be maintained in accordance with the Head Start Performance Standards and Board regulations.
9. Head Start will make referrals to the Board (Exceptional Student Education/Student Services Department) of any known child suspected of having disabilities ninety (90) days prior to the child's third birthday or immediately for children 3-5 years of age.

This agreement shall apply to children who meet enrollment criteria for Head Start and are suspected or identified as disabled. It shall be effective August 1, 2013, continue until June 30, 2014. It may be canceled by mutual agreement of the parties or until either party cancels it by giving written notice of thirty (30) days.

\_\_\_\_\_  
 COORDINATOR  
 RCMA HEAD START PROGRAM

\_\_\_\_\_  
 DIRECTOR,  
 EXCEPTIONAL STUDENT EDUCATION

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Isaac Simmons, Jr., CHAIRMAN

\_\_\_\_\_  
 Date

SUMMARY SHEET

GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT

2013 JUL 16 PM 7

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8k



Date of School Board Meeting: July 23, 2013

TITLE OF AGENDA ITEM: VISION SERVICES FOR EXCEPTIONAL STUDENTS

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

**This contract is to provide vision services, and orientation and mobility training for the visually impaired students in Gadsden County Schools.**

FUND SOURCE: **FEFP Dollars**

AMOUNT: **\$14,500.00(est.)**

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

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

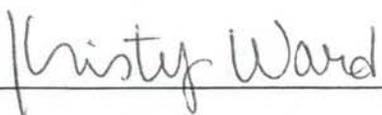
2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3

CHAIRMAN'S SIGNATURE: page(s) numbered 3

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

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Proof read by: 

# AGREEMENT

BETWEEN

## **INDEPENDENT TRAINING FOR THE BLIND AND GADSDEN COUNTY FLORIDA SCHOOL BOARD**

This agreement, dated this 30th day of July 2013 by and between the **Gadsden County School Board**, hereinafter referred to as the "Board," and **Elizabeth Wilson of Independent Training for The Blind**, hereinafter referred to as "Teacher."

Witnessed:

### **1. Purpose of This Agreement**

The District is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have services of a Vision Teacher and Orientation and Mobility Teacher, Mrs. Elizabeth Wilson of Independent Training for the Blind. The Teacher, as sole provider, agrees to perform these services for the District under the terms and conditions set forth in this contract. The District and the Teacher contemplate that this contract will run through one (1) fiscal school year from August 2013 through June 30, 2014. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with thirty (30) days written notice. By mutual consent of the County School Board and Teacher, this contract will be renewed annually.

The purpose of this agreement is to specify the manner in which services will be provided to students with visual impairments by Teacher to the Board.

Both parties will comply with applicable federal, state, and local laws, rules, regulations, including rules of the Board.

### **2. The Board Agrees To:**

- a. Provide referral for selected students.
- b. Provide Teacher with instructional space, materials and supplies.
- c. Appoint Director of Special Education to be responsible for the execution of the Board's provisions of this agreement.
- d. Pay for services rendered to students with visual impairments. The Board shall pay \$60.00 per hour for educational services. Services shall include instruction, planning, travel and coordination with staff. This will be paid monthly upon receipt of billing. Services billed shall not exceed 12 hours per week, unless approved by the Director of Exceptional Student Education.

### **3. Teacher Agrees To:**

- a. Assure that services are in accordance with the IEP for each student.
- b. Ensure that written evaluations and student records are the property of the Board
- c. Plan and prepare lessons and strategies, which support the student IEP.
- d. Identify, select and modify instructional materials to meet the needs of students.
- e. Instruct and supervise the work of volunteers and paraprofessionals when assigned.
- f. Establish and maintain effective record keeping procedures (including but not limited to IEP, textbook projections).
- g. Perform functional vision and orientation and mobility assessments on new referrals and three-year re-evaluations.
- h. Interpret eye medical reports as they relate to educational environments.
- i. Recommend appropriate specialized evaluations, as needed, such as low vision, orientation and mobility, psychosocial, and adaptive physical education.
- j. Consult with diagnosticians, classroom teachers, students, and parents concerning appropriate evaluations, modifications, and test administration.
- k. Monitor the student's progress in academic subjects and provide instruction in compensatory skills as needed in the areas the students may have difficulty with as a result of the visual impairment.
- l.

### **4. Teacher agrees to provide instruction for:**

- Braille reading and writing
- Use of low vision devices
- Use of Abacus
- Typing/keyboarding
- Adaptive devices (e.g., computers, note takers, tape recorders)
- Listening skills
- Visual efficiency
- Concept development (especially for infants and early childhood students)
- Daily living/self-help skills
- Career readiness
- Leisure and recreation skills
- Social skills
- Self-advocacy
- Orientation and Mobility

This agreement calls for the performance of the services of Independent Training for the Blind, Inc. as an independent contractor and will not be considered as employee of the District for any purpose.

The District will assist Mrs. Wilson with background screening to ensure compliance with fingerprinting and background checks pursuant to Florida Statute. Any costs incurred are the responsibility of the contractor. Mrs. Wilson will work with the District for completion of this requirement, which must be done through the District. The District will provide written confirmation to Mrs. Wilson that she has received this clearance.

In as much as Mrs. Wilson will acquire or have access to information, which is highly confidential, it is expected that she will not disclose such information unless such disclosure is required by law or with the authorization by the Director of Exceptional Student Education.

In the event that Mrs. Wilson shall at any time be unable to provide the services under this contract, Independent Training for the Blind may employ and furnish to perform such services, another duly qualified person who will meet employment criteria of Gadsden County School Board. Independent Training for the Blind shall be responsible for compensation of individuals employed.

\_\_\_\_\_  
Elizabeth Wilson, Vision Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Sharon B. Thomas, Director  
Exceptional Student Education

\_\_\_\_\_  
Date

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

BY: \_\_\_\_\_  
Isaac Simmons, Jr., CHAIRMAN

\_\_\_\_\_  
Date

ATTEST: \_\_\_\_\_  
REGINALD C. JAMES, SUPERINTENDENT

\_\_\_\_\_  
Date

**Notice to Vendor/Contractor:** By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34, Section 80.36(i) Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be effected and the basis for settlement will be decided by the Gadsden County School Board.

*R. Smith*



# SUMMARY SHEET

## RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 81

Date of School Board Meeting: July 23, 2013

TITLE OF AGENDA ITEM: Agreement between The School Board of Gadsden County Public Schools and ProCare Therapy, Inc.

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

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

FUND SOURCE: FEFP Dollars

AMOUNT: \$58.00 – \$65.00(per hour for actual hours worked)

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

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3

CHAIRMAN'S SIGNATURE: page(s) numbered 3

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

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Proof read by: *Kristy Ward*

# CLIENT SERVICES AGREEMENT



ProCare Therapy (hereafter referred to as "ProCare"), and

## Gadsden County Schools

(Client Name)

35 Martin Luther King Jr. Blvd

(Street Address)

Quincy, FL 32351

(City, State, Zip)

(hereafter referred to as "Client")

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

- 1. Scope of Services.** ProCare will use its commercially reasonable efforts to provide HCPs for assignment with Client. ProCare will be responsible for payment of each HCP's wages and applicable payroll taxes, deductions, and insurance, including workers compensation, general liability and professional liability coverage for the benefit of the HCPs. If a HCP is unable to complete the specified assignment, ProCare will use its commercially reasonable efforts to find a replacement in a timely manner.
- 2. Independent Contractor.** The parties hereto specify and intend that the relationship of each to the other is that of an independent contractor, that each HCP shall be an employee of ProCare and that no qualified HCP shall at any time be an employee of Client, unless the parties shall otherwise agree in writing. ProCare agrees to provide and maintain all payroll services for any qualified HCP placed with Client, to maintain payroll records and to withhold and remit all payroll taxes and social security payments. ProCare does not ordinarily use subcontractors in providing services. Should the need to use a separate staffing firm or independent contractor arise, ProCare will notify Client in advance of the assignment in order to receive approval of this arrangement.
- 3. Insurance.** ProCare will maintain Worker's Compensation and Employer Liability insurance in accordance with state regulations. General Liability insurance will be maintained at a minimum level of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate. Excess liability insurance will be maintained at a minimum level of five million dollars (\$5,000,000) per occurrence/aggregate. Professional Liability insurance will be maintained at a minimum level of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate.
- 4. Competency.** ProCare will conduct comprehensive pre-employment screening to provide licensed HCPs who meet applicable professional standards. ProCare will endeavor to present only HCPs who are qualified for Client's open position(s) on job requirements established by Client either verbally or in writing. While ProCare will make every effort to pre-screen job candidates based on these requirements, Client acknowledges the candidate assignment decision is ultimately the responsibility of the Client. To this end, ProCare will make available to Client all appropriate HCP records that ProCare may permissibly disclose (e.g. skills checklist(s), work history, etc.) and will facilitate an interview between Client and HCP in order to assist Client in the hiring decision.
- 5. On-Site Responsibility.** Client is responsible for providing all support, facilities, training, direction, materials, supplies, and means for the HCP to complete the assignment. Client acknowledges that ProCare is not providing nursing or healthcare services, but rather is providing candidate identification and placement services. As such, Client is responsible for the HCP's adherence to the applicable standard of care and acknowledges that ProCare is not responsible for the HCP's on-site performance. Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards, including OSHA standards, and that Client will be responsible for providing all safety training and equipment, and for each HCP's compliance with health and safety requirements, including those instituted by Client.
- 6. Employment of HCPs.** Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any HCP introduced or referred by ProCare for a period of (12) months after the latest date of introduction, referral, or placement. If Client or its affiliate enters into such a relationship or refers HCP to a third party for employment, Client agrees to pay an amount equal to \$10,000 or eighteen (18) percent (whichever is greater) of the HCP's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to ProCare upon start date.
- 7. Equal Opportunity.** It is the policy of ProCare to provide equal opportunity to all HCPs for employment. ProCare and Client will screen based on merit only. All HCPs will be free from discrimination due to race, religion, color, sex, national origin, age, or disability.
- 8. Payment Terms.** Client will be billed bi-weekly for all services provided during the previous two weeks. Payment is due upon receipt of invoice and shall be considered in default thirty (30) days from issuance of ProCare invoice, after which time a default charge will be imposed at one and one-half percent (1½%) per month on unpaid balances (annual percentage rate of eighteen percent (18%)) or the maximum legal interest rate, whichever is lower. Client agrees to pay all necessary collection costs of amounts past due, including

## CLIENT SERVICES AGREEMENT



reasonable attorney's fees and costs. ProCare reserves the right, at its option, to discontinue any extension of credit. Please provide billing address below:

<i>Client to complete billing information</i>	Client Name:	<u>Gadsden County Schools</u>
	Billing Address:	<u>35 Martin Luther King Jr. Blvd</u>
	City, State, Zip:	<u>Quincy, FL 32351</u>
	Attention:	<u>Sharon Thomas</u>
	Telephone:	<u>850.627.9651 ext1239/1240</u>

9. **Limitation of Liability.** NEITHER PARTY SHALL BE LIABLE TO THE OTHER WHATSOEVER FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, EXEMPLARY OR PUNITIVE DAMAGES, INCLUDING ANY DAMAGES ON ACCOUNT OF LOST PROFITS, LOST DATA, LOSS OF USE OF DATA, OR LOST OPPORTUNITY, WHETHER OR NOT PLACED ON NOTICE OF ANY SUCH ALLEGED DAMAGES AND REGARDLESS OF THE FORM OF ACTION IN WHICH SUCH DAMAGES MAY BE SOUGHT. THE FEES AND BILLINGS DUE UNDER THIS AGREEMENT ARE NOT CONSIDERED SPECIAL DAMAGES OR LOST PROFITS AND SHALL NOT BE LIMITED BY THESE PROVISIONS.
10. **Incident and Error Tracking.** Client will report to ProCare any performance issues, incidents, errors and other events related to the care and services provided by ProCare employees. ProCare will document reported incidents in employee's personnel file and track all such events for quality assurance purposes. Client will report to ProCare any performance issues, incidents, errors and other events related to the care and services provided by ProCare employees. ProCare will document reported incidents in employee's personnel file and track all such events for quality assurance purposes. All supporting documentation is required within seventy-two (72) hours of the occurrence.
11. **Reporting of Work-Related Injuries.** Client will maintain a safe working environment and provide all appropriate personal protective equipment as deemed appropriate for unit to which ProCare's HCP has been assigned. Client ensures compliance with all applicable OSHA or state Department of Labor obligations to include general training on the reporting of work-place injuries, incidents, and occupational exposure to bloodborne pathogens occurring at Client facility. Records of such occurrences must be maintained by the Client and accessible to ProCare within guidelines set forth by governing entities. In the event of work-place injury, incident or exposure, each affected HCP will contact their immediate Client-appointed supervisor and report to the applicable treating department as per Client protocol. HCP shall also report work-place injury, incident or exposure to ProCare concurrently with Client. If ProCare's HCPs are not eligible for treatment of work-place injury, incident or exposure by Client or if reporting requirements change during the term of this Agreement, Client is responsible for written notification of such information to both ProCare and ProCare's HCP.
12. **Termination with Cause.** If Client requests removal of HCP due to performance issues, misconduct or failure to pass any physical, drug screen or other assessment, immediate written and verbal notice is required within forty-eight (48) hours including all supporting documentation specifying the reasons and facts of the termination. If the Client does not provide such documentation within the required timeframe, Client will be assessed as liquidated damages and not as a penalty, an amount equal to one (1) week of billing. The parties agree that ProCare's HCPs are an integral part of its operation and a resource that may have been developed over a number of years. Any delay or absence of a written and verbal notice could result in lost revenue or other consequences not foreseen at this time and therefore the liquidated damages are not unreasonable to the probable loss to be suffered by ProCare in the event of your breach of this provision. Client will be responsible for all professional fees (and expenses if applicable) up to the point of termination. Termination with cause must be documented prior to termination in accordance with the Incident and Error Tracking procedures set forth in paragraph 11 of this agreement. ProCare shall have seventy-two (72) hours to refill the position in the event of termination with cause.
13. **Termination without Cause.** Client may cancel an assignment with thirty (30) days written notice. Client is responsible for all charges and fees prior to cancellation date and through the 30-day period of notice. In the event Client is unable to provide thirty (30) days notice of termination, Client will be billed for thirty (30) days at the agreed upon regular bill rate and minimum hours. In the event of termination without cause, Client will be responsible for any housing and travel costs actually incurred by ProCare as a result of such cancellation.
14. **Guaranteed Minimum Hours.** Client agrees to provide HCP the guaranteed number of work hours per week specified in the attached Assignment Confirmation Addendum A. Cancellation of prescheduled shift(s) or reduction in work hours by Client will be billed reflecting the guaranteed minimum work hours.
15. **Issue Resolution.** In the event Client encounters an issue that is not satisfactorily resolved by its ProCare representative, Client should escalate the issue to the appropriate ProCare manager by calling: 888-899-1331. Please ask for your account representative's manager.
16. **Indemnification.** Each party will indemnify, defend and hold harmless the other against third party claims arising from breaches of the parties' respective obligations under this Agreement.

**CLIENT SERVICES AGREEMENT**



- 17. **Confidentiality.** Each party acknowledges that as a result of this Agreement, they will learn confidential information of the other party. Confidential information is defined as that information which is private to each party but is shared by one to the other party as required to accomplish this Agreement. It is agreed that neither party will disclose any confidential information of the other party to any person or entity. Neither will it permit any person nor entity to use said confidential information. The only exceptions will be: (a) Information shared to the appropriate individuals within the respective organizations as necessary to execute this Agreement, (b) disclosures as required by law. Confidential Information of ProCare shall include, but is not limited to, any and all unpublished information owned or controlled by ProCare and/or its employees, that relates to the clinical, technical, marketing, business or financial operations of ProCare and which is not generally disclosed to the public including but not limited to employee information, technical data, policies, financial data and information to include contract terms and provisions, billing rates, permanent placement fees whether disclosed orally, in writing or by inspection. If the receiving party shall attempt to use or dispose of any of the Confidential Information, or any duplication or modification thereof, in any manner contrary to the terms of the foregoing, the disclosing party shall have the right, in addition to such other remedies which may be available to it, to obtain an injunctive relief enjoining such acts or attempts as a court of competent jurisdiction may grant, it being acknowledged that legal remedies are inadequate.
- 18. **Governing Law.** This Agreement shall be governed by the laws of the state of Florida.
- 19. **Entire Agreement.** This Agreement represents the entire agreement between the parties and supersedes any prior understandings or agreements whether written or oral between the parties respecting the subject matter herein. This Agreement may only be amended in a writing specifically referencing this provision and executed by both parties. This Agreement shall inure to the benefit of and shall be binding upon the parties hereto and their respective heirs, personal representatives, successors and assigns, subject to the limitations contained herein. The unenforceability, invalidity or illegality of any provision of this Agreement shall not render any other provision unenforceable, invalid or illegal and shall be subject to reformation to the extent possible to best express the original intent of the parties. This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.

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

**PROCARE THERAPY, INC**

_____	_____
Client Name	
_____	_____
Client Representative Signature	ProCare Representative Signature
_____	_____
Print Name	Print Name
_____	_____
Title	Title
_____	_____
Date	Date

*R. Smith*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8m

Date of School Board Meeting: July 23, 2013

TITLE OF AGENDA ITEM: Contracted Services with Speech/Language Pathologist  
Joy Scharein & The Gadsden County School Board

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

**Contract services with Joy Scharein to provide Speech/Language services to  
students at Havana Elementary School and Havana Middle School on an  
average basis of (37.5) THIRTY-Seven and a half hours per week.**

FUND SOURCE: **FEFP dollars**  
AMOUNT: **\$50.00 per hour**  
PREPARED BY: Sharon B. Thomas *SBT*  
POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

summary.for  
revised 0591

Proof read by: *Kristy Ward*

**GADSDEN COUNTY SCHOOL DISTRICT  
STUDENT SERVICES/EXCEPTIONAL EDUCATION  
CONTRACT WITH INDEPENDENT CONTRACTOR  
2013-2014 Fiscal Year**

*Contract made July 30, 2013, BETWEEN the School Board of Gadsden County, Florida, a corporation organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King, Jr. Blvd., City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, and Joy Scharein, Speech Pathologist of 10041 Neamathla Trail, City of TALLAHASSEE County of LEON, State of FLORIDA herein referred to as contractor.*

- 1. The Board is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by contractor: Speech/Language Therapy.*
- 2. Contractor agrees to perform these services for the Board under the terms and conditions set forth in this contract.*

**NATURE OF WORK**

*Contractor will provide speech/language therapy services on behalf of the Board with respect to all matters relating to or affecting the provision of speech/language therapy to the preschool and school age population as identified by the Board and are approved by the Director of Exceptional Student Education. The contractor will render such services according to her professional qualifications, which together with appropriate registration, licensure and/or permit, shall be maintained throughout the terms of this agreement. Contractor shall have sole control of the manner and means of performing this contract provided the same is implemented under the direction of the students Individual Education Plan. The contractor shall provide the following services: See Attachment A.*

### **PLACE OF WORK**

***BOARD*** will provide adequate space and equipment for contractor to carry out objectives outlined in the individual education plan for speech/language therapy. It is understood that these services will be rendered in Gadsden County Schools. Services will be provided mainly at Havana Elementary School and Havana Middle School, City of Havana, County of Gadsden State of Florida, as designated by the Director of Exceptional Student Education.

### **TIME DEVOTED TO WORK**

*In the performance of the services, the services and the hours contractor is to work on any given day will be entirely within contractors control and the Board will rely upon contractor to put in such number of hours on a daily basis that is reasonably necessary to fulfill the spirit and purpose of this contract. However, the contractor will provide services for no less than fifteen (15) hours and no more than thirty-seven and a half (37.5) hours per school week. The contractor may provide up to twenty (20) additional hours per school year for additional activities as scheduled and approved by the Director of Exceptional Student Education.*

### **PAYMENT**

*The Board will pay contractor for all work actually performed by contractor, on completion of the same, at the rate of \$50.00 per unit of service. Payment shall be made by the Board within thirty (30) days after a statement for professional services rendered is received. Such statements shall be presented monthly (along with Medicaid Billing; See Attachment A). The contractor will not be reimbursed for traveling.*

### **DURATION AND TERMINATION**

*The parties hereto contemplate that this contract will run for (1) fiscal school year August 1, 2013 thru June 30, 2014. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.*

### **STATUS OF CONTRACTOR**

*This contract calls for the performance of the services of the contractor as an independent contractor and contractor will not be considered an employee of the Board for any purpose.*

### **PAYMENT OF TAXES AND ASSESSMENTS**

*This contractor assumes full responsibility for the payment of all assessments, payroll taxes, or contributions, whether state or federal, as to his/her services under this contract and as to all individuals employed by the contractor to perform services under this contract. Contractor shall furnish to the Board, upon the request of the Board, a certificate or other evidence of compliance with all state or federal laws concerning contributions, taxes, and payroll assessments. Contractor agrees to maintain, at contractors expense, workers compensation insurance, as required by law, to fully protect both contractor and any individual employed by contractor in providing services under this contract.*

### **CONFIDENTIALITY**

*Inasmuch as contractor will acquire or have access to information which is highly confidential, it is expected that contractor will not disclose such information unless such disclosure is required by law or with the authorization by the Director of Exceptional Student Education.*

### **SERVICES BY OTHERS**

*In the event that the contractor shall at any time be unable to provide the services under this contract, the contractor may employ and temporarily furnish as a substitute to perform such services, another duly qualified and licensed person. Contractor shall be responsible for compensation of individuals employed by her as substitutes.*

### **MISCELLANEOUS**

*Contractor shall, through insurance and otherwise, hold harmless the Board, its officers, and employees from any claim of liability resulting from any actions or negligence of the contractor or her substitutes or employees, if any, relating to the care and treatment of students, the operation of motor vehicles, or other actions required to provide services pursuant to this contract.*

**AMENDMENTS**

*This agreement and any signed attachments make up the entire agreement between the parties. Said agreement can only be modified or amended in writing, signed by both parties. If any provision of this agreement is found or determined to be unenforceable, all other provisions shall remain enforceable.*

*In witness their hands and seals, the parties have executed this agreement on the dates hereinafter indicated.*

\_\_\_\_\_  
*Joy Scharein, Speech Pathologist*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Sharon B. Thomas, Director  
Exceptional Student Education*

\_\_\_\_\_  
*Date*

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

BY: \_\_\_\_\_  
*Isaac Simmons, Jr., CHAIRMAN*

\_\_\_\_\_  
*Date*

ATTEST: \_\_\_\_\_  
*Reginald C. James, SUPERINTENDENT*

\_\_\_\_\_  
*Date*

Notice to Vendor/Contractor: By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34, Section 80.36(i) Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be effected and the basis for settlement will be decided by the Gadsden County School Board.

## **ATTACHMENT A**

### **SPEECH/LANGUAGE PATHOLOGIST PERFORMANCE RESPONSIBILITIES and SERVICES PROVIDED:**

#### **Planning / Preparation**

- \* (1) Develop and write an Individual Education Plan (IEP) for every student enrolled in the speech/language program.
- \* (2) Select or prepare materials and supplies for program implementation, including therapy, classroom, and home carry-over activities.
- \* (3) Sequence activities appropriately.
- \* (4) Plan educationally relevant therapy.
- \* (5) Establish schedules for delivery of services.

#### **Administrative / Management**

- \* (6) Prepare reports and interpret state standards for program eligibility.
- \* (7) Prepare and maintain audit files on students in the speech / language program.
- \* (8) Establish and maintain a positive, organized and safe learning environment.
- \* (9) Establish and use behavior management techniques which are appropriate and effective.
- \* (10) Manage materials and equipment effectively.
- \* (11) Assist in the enforcement of school rules, administrative regulations, and School Board policies.
- \* (12) Use technology resources effectively.

#### **Assessment / Evaluation**

- \* (13) Identify students who have speech and / or language impairments using appropriate assessment and evaluation procedures.
- \* (14) Determine eligibility for the speech / language program.
- \* (15) Screen students' hearing and refer for further audiological assessment when needed.
- \* (16) Use the 3-year re-evaluation review process and evaluate students as appropriate.
- \* (17) Assess student progress and communicate that information knowledgeably and responsibly to students, parents, and professional staff.

#### **Intervention / Direct Services**

- \* (18) Conduct educationally relevant therapy for eligible students.
- \* (19) Implement the Individual Education Plan (IEP).
- \* (20) Provide teachers with strategies for classroom accommodations and/or modifications.
- \* (21) Monitor and share results of progress toward goals with parents and teachers.
- \* (22) Provide appropriate instruction, accommodations and modification to students with special needs, including students who have limited proficiency in English.
- \* (23) Foster student responsibility, appropriate social behavior, valuing of cultural diversity, and respect for self and others.

- \*(24) Use appropriate materials, technology and resources to help meet learning needs of all students.
- \*(25) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting action.

### **Collaboration**

- \*(26) Participate in the Child Study Team to assist in suggesting interventions and identifying students who need evaluations. Participate in the Multi-tiered Systems of Support/Response to Intervention/Problem-Solving teams to
- \*(27) Use input from parents, teachers, and others involved with the students to develop the IEPs.
- \*(28) Consult with and serve as a resource to teachers about speech, language and hearing problems.
- \*(29) Attend eligibility and other meetings as required.
- \*(30) Provide consultation and follow-up services as needed.

### **Staff Development**

- \*(31) Participate in appropriate activities for the continuing improvement of professional knowledge and skills.
- \*(32) Keep abreast of relevant laws, rules and policies.
- \*(33) Provide training and / or information for parents, teachers, and administrators.

### **Professional Responsibilities**

- \*(34) Model professional and ethical conduct at all times.
- \*(35) Perform all professional responsibilities.
- \*(36) Prepare required reports and maintain all appropriate records, including attendance and lesson plans for each session/group.
- \*(37) Maintain confidentiality of student and other professional information.
- \*(38) Comply with policies, procedures, and programs.
- \*(39) Support school and District goals and priorities.
- \*(40) Complete Medicaid Billing monthly. *Bill Medicaid for services as prescribed by the Gadsden County School District and Florida Medicaid policy. All billing will be submitted on approved forms on a monthly basis (along with the Invoice for Services).*

*Please note that the district's policy states that the Medicaid Eligibility List (provided on a monthly basis) will be used to complete Medicaid Billing.*

### **Student Growth / Achievement**

- \*(41) Ensure that student growth / achievement is continuous and appropriate for age group and student program classification.
- \*(42) Establish and maintain a positive, collaborative relationship with classroom teachers and students' families to increase student achievement.

### **\*Essential Performance Responsibilities**

SUMMARY SHEET

*Russin*

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8n

DATE OF SCHOOL BOARD MEETING: 7/23/2013

TITLE OF AGENDA ITEM: Home School Education Updated Form

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Per State Statutes, these forms are required for a complete Home School Education enrollment packet.

- \* Home School Education Notice of Intent Form
- \* Home School Education Verification Form
- \* Home School Education Annual Evaluation Form
- \* Home School Education Notice of Termination Form

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Sherrie Taylor

POSITION: Coordinator, Communities In Schools

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered                     

CHAIRMAN'S SIGNATURE: page(s) numbered                     

This form is to be duplicated on light blue paper.

2013-07-23 15:00:00  
 Communities In Schools  
 1000 S. ...  
 ...

# The School Board of Gadsden County



*"Building A Brighter Future"*

**REGINALD C. JAMES**  
SUPERINTENDENT OF SCHOOLS

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

**TO:** The Superintendent of Schools

**RE:** Notice of Intent to Establish and Maintain a Home Education Program

This letter is to inform you of our intent to establish and maintain a home education program for our child(ren), according to Florida Statutes 1002.41.

Please Print

Child Name	Date of Birth	Current School / Grade Level

Parent's Name (please print) \_\_\_\_\_  
 Home Address, City/Zip Code \_\_\_\_\_ (please print)  
 Phone Number \_\_\_\_\_ Second Phone Number \_\_\_\_\_  
 Reason for Home School \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Mail to:**  
 Superintendent of Schools  
 Gadsden County Schools  
 35 Martin Luther King, Jr. Blvd  
 Quincy, Florida 32351  
 FAX: 850-627-7594

AUDREY D. LEWIS  
DISTRICT NO. 1  
HAVANA, FL 32333

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

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

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

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

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

## Home Education Verification

Date \_\_\_\_\_

To Whom It May Concern:

This letter is written to verify that the student listed below is currently enrolled in the Gadsden County School District – Home School Education Program for \_\_\_\_\_ (School year).

***Student:***

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Address/City/State/Zip Code \_\_\_\_\_

Date of Birth: \_\_\_\_\_

If you have any questions or need additional information, please feel free to contact Parent Services at (850) 627-9651 Ext. 1252

Sincerely

Sherrie Taylor  
Coordinator, Parent Services

AUDREY D. LEWIS  
DISTRICT NO. 1  
HAVANA, FL 32333

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

ISAAC SIMMONS, JR.  
DISTRICT NO. 3  
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DISTRICT NO. 4  
GRETNA, FL 32332  
QUINCY, FL 32352

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

BOARD MEETS FOURTH TUESDAY OF EACH MONTH  
EQUAL OPPORTUNITY EMPLOYER

# The School Board of Gadsden County



*"Building A Brighter Future"*

**REGINALD C. JAMES**  
SUPERINTENDENT OF SCHOOLS

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

## Home Education Annual Evaluation

### ***Student:***

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Address/City/State/Zip Code \_\_\_\_\_

Date of Birth: \_\_\_\_\_

### ***Teacher:***

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

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

Certification# \_\_\_\_\_

Date of Expiration \_\_\_\_\_

I \_\_\_\_\_, a Florida Certified Teacher, evaluated the above named student in accordance with ss.1002.41, and I agree or disagree (circle one) that s/he has or has not (circle one) demonstrated progress at a level commensurate with his/her ability and is ready (circle one) or not ready to continue instruction at the next level.

Current Grade Level \_\_\_\_\_

Next Grade Level \_\_\_\_\_

### ***Teacher/Evaluator:***

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

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

Signature

AUDREY D. LEWIS  
DISTRICT NO. 1  
HAVANA, FL 32333

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

ISAAC SIMMONS, JR.  
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# School Board of Gadsden County



**REGINALD C. JAMES**  
SUPERINTENDENT OF SCHOOLS

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

*"Building A Brighter Future"*

## Notice of Termination of a Home Education Program

In compliance with Section 232.02 (4)B(1), Florida Statutes, this is a written notice of intent to terminate a home education program for my child(ren).

Child's Name Date of Birth

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Child's Name Date of Birth

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**The reason for termination is:**

- \_\_\_\_\_ Returning to district public school: new school name \_\_\_\_\_ grade level \_\_\_\_\_
- \_\_\_\_\_ Enrolling into private school: new school name \_\_\_\_\_
- \_\_\_\_\_ Moving from the district: new district name \_\_\_\_\_
- \_\_\_\_\_ Graduating from Home Education: graduation date \_\_\_\_\_
- \_\_\_\_\_ Other (please specify) \_\_\_\_\_

Parent/Guardian Name (print): \_\_\_\_\_ Phone No. \_\_\_\_\_

Home Address Street/City/Zip \_\_\_\_\_

Parent/Guardian Signature Date

### Gadsden County Staff Only

**Home Education enrollment verified:** \_\_\_ yes \_\_\_ no

Annual evaluation current: \_\_\_ yes \_\_\_ no

**Name of receiving school** (if applicable) : \_\_\_\_\_

Date of enrollment in receiving school (if applicable): \_\_\_\_\_

(Truant if date is 3 days from withdrawal date.)

**Action Taken:** \_\_\_\_\_

Print staff name

Signature of staff

Date

**Return completed form to:**

Gadsden County Schools  
Home School Education  
35 Martin Luther King, Jr. Blvd  
Quincy, Florida 32351  
Fax: (850) 627-7594

AUDREY D. LEWIS  
DISTRICT NO. 1  
HAVANA, FL 32333

JUDGE B. HELMS, JR.  
DISTRICT NO. 2  
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GRETNA, FL 32332  
QUINCY, FL 32352

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

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 80

**DATE OF SCHOOL BOARD MEETING:** July 23, 2013

**TITLE OF AGENDA ITEM:** Agreement Between the School Board of Gadsden County, FL, Capital Health Plan, Inc., World Class Schools of Leon County, Inc., and Titus Sports Academy, L.L.C.

**DIVISION:**

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

**PURPOSE AND SUMMARY OF ITEM:**

This agreement among Gadsden School District, Capital Health Plan, World Class Schools of Leon County, and Titus Sports Academy will provide the following:

- Sports training and physical fitness programs to students and staff; and
- Enhance self-confidence of students through physical activity

Schools selected to participate in this agreement are Havana Elementary, Havana Middle, George Munroe Elementary, St. John Elementary, Gadsden Magnet, Crossroad Charter Academy, Chattahoochee Elementary, Stewart Street Elementary, Greensboro Elementary, Shanks Middle, West Gadsden, and Gretna Elementary. Capital Health Plan staff will be assigned to the P.E. staff of the schools listed above.

This agreement is a contractual relationship for the 2013-2014 year and has no fiscal requirement for the Gadsden District, nor liability risk for the School Board.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Rosalyn W. Smith

**POSITION:** Deputy Superintendent

---

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 12

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

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

**AGREEMENT BETWEEN  
THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, CAPITAL  
HEALTH PLAN, INC., WORLD CLASS SCHOOLS OF LEON COUNTY, INC.,  
and TITUS SPORTS ACADEMY, L.L.C**

This Agreement is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2013, by and between the School Board of Gadsden County, Florida; Capital Health Plan, Inc., a Florida Corporation, not for profit; World Class Schools of Leon County, Inc., a Florida Corporation, not for profit, and a unit of the Greater Tallahassee Chamber of Commerce; and Titus Sports Academy, LLC. The School Board of Gadsden County, Florida, Capital Health Plan, Inc., World Class Schools of Leon County, Inc., and Titus Sports Academy, LLC are collectively referred to as "the Parties." The term "Party" shall be the singular of "Parties."

**Recitals**

WHEREAS, the School Board of Gadsden County, Florida ("GCS") is the governing body of the Gadsden County School District ("District"); and

WHEREAS, Capital Health Plan ("CHP") is a Florida Corporation, not for profit and a federally qualified non-profit health maintenance organization created to provide comprehensive and coordinated medical care in Leon, Wakulla, Gadsden, Jefferson, and Calhoun counties; and

WHEREAS, World Class Schools of Leon County, Inc., is a Florida Corporation, not for profit, and a unit of the Greater Tallahassee Chamber of Commerce ("WCS"), created to involve business and civic leaders in the attainment of the highest levels of academic achievement in the District; and

WHEREAS, Titus Sports Academy, LLC ("Titus"), provides sports training in the Tallahassee, Leon County area and throughout the State of Florida; and

WHEREAS, CHP and Titus have partnered together to offer a physical fitness and exercise program to students and staff in the District and surrounding counties, hereinafter known as the *CHP Champions* program; and

WHEREAS, CHP and Titus have engaged WCS to implement the *CHP Champions* program, whereby funds provided by CHP to WCS will be utilized to implement the *CHP Champions* program through the services of Titus; and

WHEREAS, the *CHP Champions* program is designed to help participants improve their health, fitness, and self-confidence through physical activity and

play for 45 minutes twice weekly, and additionally focuses on self esteem building through mastery of physical skills and positive coaching techniques; and

WHEREAS, over the past seven years of its existence, the *CHP Champions* program has expanded its operations both within Leon County and the surrounding five-county area ("Big Bend area"); and

WHEREAS, the Parties desire to enter into a contractual relationship reflecting the Parties' respective responsibilities regarding the implementation and operation of the *CHP Champions* program in the District for the 2013-2014 school year which starts July 1, 2013 and ends June 30, 2014, which start and end dates for implementation of the program are to be agreed upon by Titus and WCS, after consultation with GCS.

NOW, THEREFORE, in consideration of the promises and mutual agreements contained herein, GCS, CHP, WCS, and Titus do hereby mutually agree to the following terms and conditions below:

1. **Purpose.**

1.1 The purpose of this Agreement is to define the roles, relationships and responsibilities of the Parties as each relate to the *CHP Champions* program, which is operated and implemented exclusively by WCS and Titus.

1.2 The *CHP Champions* program will provide before, during, and after-school fitness and exercise programs for GCSB students and may also provide before and after-school fitness and exercise programs for GCSB employees. All programs, with the exception of the during-school student programs, shall be voluntary for participants.

2. **GCS Rights and Responsibilities**

2.1 GCS will permit Titus to use its school sites as the location for the provision of the *CHP Champions* program, provided that Titus adheres to all applicable state statutes, state rules and board policies regarding the use of school facilities.

2.2 GCS will assist in making the *CHP Champions* program available to District students in accordance with the terms set forth by the school site administrators.

2.3 GCS will maintain a copy of each executed release obtained by Titus for each District student enrolled in the *CHP Champions* program.

2.4 GCS will honor Level II background screenings on all Titus staff involved in the *CHP Champions* program, in accordance with Leon County School District policy 2.021 and applicable state law, upon payment of the required fee. Titus shall ensure that all employees, contractors or assignees submit to Level II background checks, as set forth in section 5.6, below.

2.5 GCS will review all manuals, program rules and guidelines, safety protocols and forms related to the *CHP Champions* program.

2.6 GCS will prepare and require compliance with a District security and operations manual for the *CHP Champions* program, which manual shall provide guidelines on maintaining safe and secure school sites, use and/or non-use of school recreational equipment, etc., which will be available during the *CHP CHAMPIONS* Coach Certification.

2.7 GCS agrees that GCS personnel paid by Titus through the official Titus payroll system to assist with the *CHP Champions* program, whether hourly, salaried or by stipend are considered Titus employees for any duties required to perform the above referenced assistance. Therefore, incidents involving said employees and arising from these duties that may constitute grounds for a worker's compensation claim, an unemployment compensation claim, or which may be subject of a wage and hour determination, shall be covered exclusively by Titus pursuant to employees acting within the scope, responsibility and duty of employment. In the event a governmental entity (other than GCS), court, or administrative panel make a determination under any state or federal law that GCS is, singularly or jointly, the employer for these employees, Titus will indemnify, hold harmless and/or defend GCS.

### 3. **CHP Responsibilities.**

3.1 CHP shall provide funds to WCS for the implementation of the *CHP Champions* program in accordance with the approved budget and including an administration fee of \$30,000 payable from CHP to WCS at the rate of \$2,500 per month. CHP will work in coordination with WCS and Titus in developing and maintaining an annual budget for the program. Any changes to the budget after approval must be

agreed upon in writing by CHP, Titus and WCS.

3.2 CHP shall ensure that all student records and/or personal health information disclosed to and/or used by it, in accordance with a properly executed release, is not improperly disclosed to any third party in violation of GCS policy, or state or federal law, and shall protect such student information in accordance with section 8 of this Agreement.

#### 4. **WCS Responsibilities.**

4.1 WCS shall act as the fiscal agent and contract manager for CHP, and shall utilize the funds provided to it by CHP to support and fund the operations of the *CHP Champions* program in accordance with this Agreement. This will include, but not limited to, the following:

- a. Developing and maintaining an annual budget for the *CHP Champions* program in coordination with CHP and Titus; any changes to the budget after approval must be agreed upon in writing by CHP, Titus and WCS.
- b. Disbursing CHP funds necessary to administer the *CHP Champions* program in accordance with this agreement and the annual budget;
- c. Providing monthly financial statements, which detail all receipts and expenditures, to the Chief Financial Officer of CHP;
- d. Providing quarterly financial reports, in a format agreed upon by WCS and GCS, to the *CHP Champions* Advisory Committee; Ensuring that GCS and the principal of each school in which the CHP Champions program is being administered are involved in student recruitment and scheduling;
- e. Ensuring that Titus documents successful completion of Level II background screening requirements by each staff member prior to contact with GCS students;
- f. Ensuring that Titus maintain Commercial General Liability insurance, as set forth in section 5.8 of this Agreement, and that Titus provides the following proof of insurance coverage to WCS and GCS: 1) a copy of the current certificate of insurance with GCS listed as a named insured; and 2) documentation of payment (which shall consist of a statement of the cost of an annual premium from the insurance company, and either a cancelled check, credit card statement, or letter from the

- insurance company documenting proof of annual payment) for the current policy period;
- g. Ensuring that Titus maintain workers compensation/employers liability insurance, as set forth in section 5.9 of this Agreement, and that Titus provides the following proof of insurance coverage to WCS and GCS: 1) a copy of the current certificate of insurance with GCS listed as a named insured; and 2) documentation of payment (which shall consist of a statement of the cost of an annual premium from the insurance company, and either a cancelled check, credit card statement, or letter from the insurance company documenting proof of annual payment) for the current policy period; Ties to maturity date of policy Titus agrees that GCS personnel paid by Titus through the official Titus payroll system to assist with the CHP Champions program, whether hourly, salaried or by stipend are considered Titus employees for any duties required to perform the above referenced assistance. Therefore, incidents arising from these duties that might constitute grounds for a Worker's Compensation claim would be covered under the Worker's Compensation policy provided by Titus and referenced in section 5.9. pursuant to employees acting within scope, responsibility and duty of employment.

4.2 WCS shall disburse the designated funds it receives from CHP as necessary to support and fund the goals and related outcomes of the *CHP Champions* program.

4.3 WCS shall ensure that all student information disclosed to and/or used by it, in accordance with a properly executed release, is not improperly disclosed to any third party in violation of GCS policy, or state or federal law, and shall protect such student information in accordance with section 8 of this Agreement.

4.4 WCS shall coordinate a *CHP Champions* Advisory Committee quarterly meeting. In addition, WCS may also assist in preparing an annual report.

4.5 WCS shall provide any assistance reasonably requested by Titus in the implementation and operation of the *CHP Champions* program.

5. **Titus Responsibilities.**

5.1 Titus shall develop, monitor and oversee the programs and the operations of *CHP Champions* including compliance with the standards and the goals developed by Titus and CHP for the *CHP Champions* program.

5.2 Titus shall develop all program materials, student materials, and procurement of program equipment, coaches' uniforms, "*CHP Champions*" t-shirts, rewards and incentives.

5.3 Titus shall develop and enforce the program standards, inclusive of assurance that each on-site coach representing Titus is meeting its minimum requirements as described in the attachment entitled "Requirements and Expectations for Champions Coaches."

- a. Ensuring that Titus will provide adequate training and day-to-day supervision of all staff, to include appropriate safety standards set forth by GCS policy.
- b. Ensuring that Titus complies with all District safety and operations protocols.

5.4 Titus shall provide the staff and all programs necessary to implement and operate the *CHP Champions* program. In this regard, Titus shall have the sole discretion to recruit, select, hire and fire the staff, the coaches, any volunteers, or any other persons working in the *CHP Champions* program as Titus deems necessary to implement the *CHP Champions* program.

5.5 Titus shall select, train, and assign the staff, Coaches, volunteers, or other persons that may be required to work in the *CHP Champions* program.

5.6 Titus shall ensure that all employees, contractors or assignees submit to Sexual Predator and Level II background checks in accordance with state law and Leon County School District Policy 2.021.

5.7 Titus shall take all precautions necessary for the safety of and prevention of injury to persons, including *CHP Champions* program participants, Titus employees, and third persons, and for the prevention of damage to GCS property.

5.8 Titus shall maintain during the term of this Agreement, and any and all subsequent terms, Commercial General Liability insurance

covering Titus and the *CHP Champions* program for bodily injury, personal injury, and property damage, including, but not limited to, coverage for operations, products, independent contractors, and liability contractually assumed, using the latest occurrence form edition Commercial General Liability Coverage Form (ISO Form CG1), as filed for use in the State of Florida by the Insurance Services Office. The insurance shall be in the minimal amount of \$1 million per occurrence/\$3 million annual aggregate and shall clearly list GCS as Additional Insured on the policy certificate. Titus shall provide the following proof of insurance coverage to WCS and GCS: 1) a copy of the current certificate of insurance with GCS listed as a named insured; and 2) documentation of payment (which shall consist of a statement of the cost of an annual premium from the insurance company, and either a cancelled check, credit card statement, or letter from the insurance company documenting proof of annual payment). Titus shall not permit this insurance to lapse for any reason during the term of this Agreement and any subsequent terms. Any lapse in insurance coverage will be grounds for immediate termination of this Agreement, as set forth in section 10.2 of this Agreement. Titus shall provide written notice to WCS and GCS within 24 hours of being made aware of the existence of any third-party claim, demand, or action giving rise to a claim.

5.9 Titus shall maintain workers compensation/employers liability insurance covering Titus, the *CHP Champions* program, and to the extent its subcontractors and sub-subcontractors are not insured, which would be covered by the latest edition of the Standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements. Titus shall ensure that this coverage complies with both the Florida Workers' Compensation Act and the Federal Employer's Liability Act. Subject to the restrictions found on the Standard Workers' Compensation Policy, there shall be no maximum limit on the amount of coverage for those customarily insured under Part One of the Standard Workers' Compensation Policy. The minimum amount of coverage for those customarily insured under Part Two of the Standard Workers' Compensation Policy shall be EL Each Accident: \$500,000; EL Disease Policy Limit: \$500,000; EL Disease-Each Employee: \$500,000. Titus shall provide the following proof of insurance coverage to WCS and GCS: 1) a copy of the current certificate of insurance with GCS listed as a named insured; and 2) documentation of payment (which shall consist of a statement of the cost of an annual premium from the insurance company, and either a cancelled check, credit card statement, or letter from the insurance company documenting proof of annual payment). Titus

shall not permit this insurance to lapse for any reason during the term of this Agreement and any subsequent terms. Any lapse in workers compensation/employers liability insurance coverage will be grounds for immediate termination of this Agreement, as set forth in section 10.2 of this Agreement. Titus shall provide written notice to WCS and GCS within 24 hours of being made aware of the existence of any third-party claim, demand, or action giving rise to a claim.

5.10 GCS agrees that GCS personnel paid by Titus through the official Titus payroll system to assist with the CHP Champions program, whether hourly, salaried or by stipend are considered Titus employees for any duties required to perform the above referenced assistance. Therefore, incidents involving said employees and arising from these duties that may constitute grounds for a worker's compensation claim, an unemployment compensation claim, or which may be subject of a wage and hour claim or determination, shall be covered exclusively by Titus pursuant to employees acting within the scope, responsibility and duty of employment. In the event a governmental entity (other than GCS), court, or administrative panel make a determination under any state or federal law that GCS is, singularly or jointly, the employer for these employees, Titus will indemnify, hold harmless and/or defend GCS.

6. **Compensation.**

6.1 Compensation shall be paid by WCS to Titus in accordance with the approved budget for the *CHP Champions* program.

7. **Protection of Proprietary and Confidential Information of Titus.**

7.1 The Parties acknowledge that during the performance of this Agreement and during the implementation and operation of the *CHP Champions* program, it may be necessary for Titus to disclose certain trade secrets, concepts, programs, intellectual property or other confidential and proprietary information (collectively referred to as "Information") that has been developed by Titus.

7.2 To the extent that any Party gains knowledge of the confidential or proprietary Information of Titus, the Parties shall not

disclose to non-partner third parties any such Information except upon express, written permission of Titus.

8. **Protection of Student Information.**

The Parties acknowledge that, by virtue of entering into this Agreement, Titus and WCS may have access to certain participant information, including health information. Titus and WCS agree that neither party will at any time, either during or subsequent to the term of this Agreement, disclose to any non-partner third party, except where permitted or required by law or where such disclosure is expressly approved by the student's parent in writing, any participant information, and Titus and WCS shall comply with all Federal and State laws and regulations regarding the protection of such participant information.

9. **Term of the Agreement.**

This Agreement shall commence on the date signed ("Effective Date") and shall end on June 30, 2014, unless earlier terminated pursuant to paragraph 10. This Agreement may be extended or renewed, upon written approval of the parties.

10. **Termination of Agreement.**

10.1 This Agreement or any extension thereof may be terminated with or without cause, by any Party at any time, by giving a 60-day written notice to the other parties. Said notice shall be delivered by certified mail or in person. In the event this Agreement is terminated, the participants of the CHP Champions program shall be afforded a 30-day written notice. All costs incurred in the provision of the written notice to the participants shall be borne by the terminating party.

10.2 This Agreement or any extension thereof may be immediately terminated upon the provision of written notice by certified mail by any Party for the failure of Titus to maintain appropriate liability and workers' compensation insurance coverages in accordance with sections 5.8 and 5.9 of this Agreement.

10.3 In the event of termination pursuant to section 10.1, neither party is relieved of their respective performance obligations for the 60 day notice period. All parties are responsible to provide their respective services or

payments for such services for all periods up to and including until the final expiration date of the notice period in section 10.1 above.

## 11. Indemnification.

11.1 In exchange for the ability to access GCS property for the implementation of the CHP Champions program, WCS and Titus expressly undertake to indemnify, defend with competent counsel, and hold harmless GCS against any and all liability, loss, damage, claims, suits, judgments, costs, fees or damages, including court costs and attorney's fees, exclusively arising out of the implementation and operation of the CHP Champions program, including, but not limited to:

- Disciplinary action or the termination of any individual involved in the CHP Champions program that is exclusively related to activities arising within the scope of the CHP Champions program;
- Debts accrued by WCS or Titus in connection with or arising out of the CHP Champions program and/or nonpayment of the same;
- Any material breach of this Agreement or violation of law;
- Personal injury, property damage, or violations of civil rights that may arise out of, or by reason of the CHP Champions program and/or its employees, agents, and representatives while performing their duties within the scope of the CHP Champions program;
- Any labor and employment related actions brought under state or federal law, as set forth in sections 2.7 and 5.10, above.

11.2 In addition to the express acknowledgment set forth in section 11.1 of this Agreement, Titus expressly undertakes to indemnify, defend with competent counsel, and hold harmless GCS against any and all liability, loss, damage, claims, suits, judgments, costs, fees or damages, including court costs and attorney's fees, arising out of the negligence of any individuals involved in the implementation of the *CHP Champions* program, including employees, contractors, subcontractors, or other agents, in connection with and arising out of their services within the scope of this Agreement.

11.3 WCS or Titus shall provide written notice to GCS in within 24 hours of being made aware of the existence of any third-party claim, demand, or action giving rise to a claim for indemnification under this provision.

11.4 Should it become necessary for GCS to incur any costs and/or expenses, from the Effective Date of this Agreement forward whether directly or indirectly, including, but not by way of limitation, attorney's fees, investigator's fees, collection fees, or court costs, in connection with any claim or demand for which indemnification is provided by this Agreement, or in connection with any attempt to recover losses incurred on such claims or demands, or in connection with the enforcement of this Agreement or any portion of it, WCS and Titus or their respective insurance carriers agree to pay GCS, upon the provision of reasonable notice by GCS, such reasonable fees and/or costs for which expenditure is made or liability incurred by GCS.

11.5 WCS and Titus's indemnity obligations under this Agreement shall survive the expiration or termination of this Agreement and shall continue until the later of: a) five years after termination of this Agreement, or b) the final termination of all pending or threatened actions, suits, proceedings or investigations to which GCS may be subject by virtue of this Agreement.

11.6 Nothing in this indemnification section waives or modifies the limitations of liability in section 768.28, F.S., which limits are hereby deemed applicable to this Agreement.

## 12. **Other Terms and Conditions.**

12.1 **Renegotiation or Modifications.** Modifications of the terms and conditions of this Agreement shall only be valid when they have been reduced to writing and duly signed by the parties. The Parties agree to renegotiate this Agreement if any material changes to the *CHP Champions* program are made that adversely affect any party to this Agreement.

12.2 **Severability.** If any provision of this Agreement or the application thereof is held to be invalid for any reason, such invalidity shall not affect the validity of other provisions or applications thereof, which can be given effect without the invalid provision or application. To this end, the provisions of this Agreement are declared to be severable.

12.3 **Assignment.** Titus may assign its rights and delegate its duties pursuant to this Agreement to any wholly owned subsidiaries of Titus that it deems necessary in order to implement and operate the *CHP Champions* program.

12.4 **Controlling Law.** The construction, interpretation, and performance of this Agreement and all transactions under it shall be governed by the laws of the State of Florida and the parties expressly submit to its jurisdiction.

12.5 **Authority.** Each party represents and warrants to the other party that it has all requisite authority and power to enter into and perform its obligations pursuant to the provisions of this Agreement.

12.6 **Integration.** This Agreement constitutes the entire Agreement of the Parties with respect to the implementation and operation of the *CHP Champions* program in Gadsden County.

IN WITNESS WHEREOF, the Parties have entered into this Agreement as of the date referenced above.

**Gadsden County School District,  
Florida**

**Capital Health Plan**

By: \_\_\_\_\_

Reginald C. James

Its: Superintendent

By: \_\_\_\_\_

John Hogan

Its: President

**World Class Schools, Inc., Greater  
Tallahassee Chamber of  
Commerce**

**Titus Sports Academy, LLC**

By: \_\_\_\_\_

Sue Dick

Its: President

By: \_\_\_\_\_

Adam Faurot

Its: President

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 8p

July 23, 2013

**DATE OF SCHOOL BOARD MEETING:** \_\_\_\_\_

**TITLE OF AGENDA ITEM:** Contracts Awarded to E-rate Vendors

**DIVISION:** Media and Technology

**PURPOSE AND SUMMARY OF ITEM:**

Board Approval is requested for the attached contracts which were awarded to several vendors through a bid process as required by E-rate. E-rate funding has been requested for the following Category 2 Items, Basic Maintenance and Infrastructure Upgrades and Installations, for the 2013-2014 school year. Vendors awarded contracts for Basic Maintenance are to assist the Media and Technology department with our efforts to maintain instructional equipment within the classroom and our Wide Area Network. Vendors awarded contracts for Infrastructure Upgrades and Installations will upgrade or install cabling and equipment in specific schools to ensure cabling is up to code specifications and replace or non working switches which provides connectivity to the network including wireless.

Validity of awarded contracts is depended upon granting of E-rate funding for the specified category otherwise contract becomes void.

**FUND SOURCE:** 110

**AMOUNT:** 10% of funded Items not to exceed \$ 663,000 in total.

**PREPARED BY:** Darlean Youmans *DYO*

**POSITION:** Interim Director of Media and Technology

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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

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

Instructional Media & Technology Department  
Gadsden County School District  
35 Martin Luther King Jr. Blvd  
Quincy, FL 32351

*Request for Proposals (RFP)*  
*for*  
*E-Rate Year 16*  
*July 1, 2013 – June 30, 2014*

*for*  
*Telecommunications Services, Internet Access, Internal*  
*Connections, and Basic Maintenance of Internal Connections*  
*Eligible for E-Rate Funds under the Universal Service Program*



*“Building A Brighter Future  
As We Prepare Students For Life”*

Inquiries may be made to:  
Darlean Youmans  
Director of Technology, Interim  
via email – [youmansd@gcpsmail.com](mailto:youmansd@gcpsmail.com)  
All inquiries and answers will be posted on the  
District’s Website - <http://www.gcps.k12.fl.us>  
to ensure that all vendors have the same information.

**A Vendor’s Information Meeting will be held on  
February 5, 2013 at 9:00 a.m. (EST) at the  
Gadsden County School Board Office  
in the Media and Technology Department.**

## **Introduction**

Under the Universal Service program, the Gadsden County School District is eligible for discounts on eligible services. To be eligible, schools must follow procedures established by FCC and the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC), which oversees the Universal Service provisions of the Telecommunications Act of 1996.

The Federal Communications Commission (FCC) adopted rules on May 7, 1997 as required by the Telecommunications Act of 1996 that provide discounts for telecommunication products and services for K-12 schools and libraries. The rules were incorporated into the FCC's Universal Service Order (CC Docket No. 96-45). The Order acts to ensure that eligible schools and libraries have affordable access to modern telecommunication services, internal connections and the Internet. This Universal Service discount program is also called the *E-Rate Program*. If you need additional information, you may visit their website at <http://www.universalservice.org/sl/>.

The Gadsden County School District is seeking proposals for E-rate Year 16 – 2013 Funding Year, which begins July 1, 2013.

The selected vendor shall guarantee that the costs quotes are all inclusive. The vendor shall agree that if reduced rates for selected services become available during the life of the contract, new rates may be negotiated under the contract in force.

The district reserves the right to reject any and all proposals and to make any and all purchases to the best interest and advantage of the district; however, price will be the greatest determining factor in vendor selection.

From the time of receipt of this Request for Proposal (RFP) until the announcement of contract award(s), vendors are strongly cautioned to limit **any** communications with the district to the person(s) identified as the district contact(s). Any attempt to circumvent the bidding process by contacting other personnel at the district or the schools directly may result in the disqualification of the vendor.

Any questions concerning this proposal should be addressed, in writing, to the Director of Technology, Interim, Darlean Youmans, at the physical address or email address listed on the cover page of this proposal.

In the event the Gadsden County School District begins to experience budget restraints, or the E-rate program is cancelled, the Gadsden County School District reserves the right to re-negotiate costs with the selected vendors. This may also include canceling services and /or scaling back on services, equipment, or bandwidth. The Gadsden County School District reserves that the billable services approved for funding shall not begin until July 1, 2013. The Gadsden County School District prefers to use the discounted bills method for payment for services and products, unless otherwise stated in the RFP.

The Gadsden County School District (GCSD) is submitting a Form 470 to the School & Libraries Corporation (E-Rate Program) that will cover the following eligible sites:

1. Carter-Parramore Academy (CPA)
  - Hope Academy (located on CPA's campus)
  - Gadsden Central Academy (located on CPA's campus)
2. Chattahoochee Elementary School
3. East Gadsden High School
4. Gadsden Elementary Magnet School
5. Gadsden Technical Institute
6. George W. Munroe Elementary School
7. Greensboro Elementary School
8. Gretna Elementary School
9. Havana Elementary School
10. Havana Middle School
11. James A. Shanks Middle School
12. St. Johns Elementary School
13. Stewart Street Elementary School
14. West Gadsden High School
15. Crossroad Academy Public Charter School
16. District Offices

## **Objective**

To identify qualified Vendors to provide Telecommunications, Internet Access, Internal Connections, and Basic Maintenance of Internal Connections for E-Rate funding year 2013. Contracts must be signed for E-rate eligible services on or before March 6, 2013.

## **Proposal Categories**

This RFP is requesting Fixed Price proposals on the following categories of services. Respondents may elect to limit their proposals to a single service within any category, or multiple services within any or all categories.

- ◆ **Telecommunications Services**
- ◆ **Internet Access**
- ◆ **Internal Connections**
- ◆ **Basic Maintenance of Internal Connections**

## **Scope of Work**

This RFP outlines the Scope of Work for each of the four (4) proposal categories referenced above. Each service proposed is to be priced separately with all ineligible items identified. Services may be awarded to multiple vendors.

## Category One

### Telecommunications Services

#### Part One

**Local telephone service for voice/fax services to school sites in the following communities:**

- a. Havana (including East Gadsden High School)
- b. Chattahoochee
- c. Quincy, Greensboro, Gretna, St. John
- d. Long Distance services for all schools and the district office. (Quote in-state, out-of-state, & rounding-up policy)
- e. Data lines (multi 56 Kbs) for each school.

#### Part Two

Gadsden County School District is requesting proposals to support cellular wireless telecommunication services, for up to 40 phones with optional Short Message Service (SMS) and Internet service, for use throughout the Gadsden County School District. Cellular Service should be able to allow users to receive radio transmissions to receive wireless telephone and internet services. The request will also include Email and internet services for some Smart phones and tablets, such as iPad, that integrate with our Student Information/Management System. These lines and services need to be under one master billing account where they are sharing minutes. The district currently has phone/wireless equipment already in use. We need to maintain the cellular numbers we currently have in service and have the option to increase the number of lines available. Any additional numbers or tablets needed must be able to be added to our current services. We prefer yearly contractual services, but will consider a multi-year contract. This is not a guarantee or commitment to contract with a different vendor, but is being utilized to find the most advantageous solution for our district.

*(Currently, the district services are provided by Verizon Wireless, which is a State of Florida contracted vendor.)*

## Category Two

### Internet Access

#### Part One

Requesting proposals to support ISP services for all 18 facilities within the District with the administrative hub and initial Internet access point located at the Gadsden County School District. The proposal must include services required to deliver full E-rate eligible ISP services to support the current bandwidth.

The Gadsden County School District currently lease services for Internet Access services/data transmission services for the following eligible locations:

1. East Gadsden High School
2. Havana Elementary School (line connects From HES to HMS)
3. Havana Middle School (existing line has meet point: A T & T, formerly BellSouth, and Quincy Telephone Company/TDS)
4. Chattahoochee Elementary School (existing line has a meet point: FairPointe Communications, formerly GTCOM, and Quincy Telephone Company/TDS)
5. Carter-Parramore Academy
  - Gadsden Central Academy (located on CPA's campus)
  - Hope Academy (located on CPA's campus)
6. Gadsden Elementary Magnet School
7. Gadsden Technical Institute
8. George W. Munroe Elementary School
9. Greensboro Elementary School
10. Gretna Elementary School
11. James A. Shanks Middle School
12. St. Johns Elementary School
13. Stewart Street Elementary School
14. West Gadsden High School
15. Crossroad Academy Public Charter School
16. District Offices (Internet Service is currently provided by FIRN2 and TDS) - This site serves as the central location for Internet Access for all of the eligible sites listed above.

*(Currently, the schools in the Quincy area are under a multi-year Internet Access contract with TDS and FIRN.)*

These eligible sites currently have fiber connections to the district office that are dedicated to Data Services rated at 100MB with TDS and 4 T1 lines with FIRN for all schools .

***End-to-end, secure, reliable,*** wide area network leased telecommunication with 100MB+ fiber connections to all the above listed schools from the District Office at 35 Martin L. King, Jr. Blvd, Quincy, FL., *that is compatible with the existing infrastructure at all schools and the district office.* The vendor must provide documentation outlining how they will provide the following:

- a. **“End-to-End Services”** – The vendor must provide, install, and configure leased equipment for each school site (where none exist) and the district office that is

**Gadsden E-Rate RFP YR 16 – Funding YR 2013**

necessary for the use of these services. For this proposal, the vendor shall provide the District with

- i. A description of the equipment that will be installed to include Make, Model, Electronic Specifications. Manufacturer's spec sheets are preferred.
  - ii. Cost for the installation and configuration of this equipment must be listed as a "onetime, non-recurring cost" in the proposal.
  - iii. Fees for monthly leasing of the equipment must likewise be included in the quote.
- b. "Secure Services"** – The School District requires that the leased telecommunications lines used in its wide area network be secure. The vendor must document how the leased services being proposed will provide security measures to ensure the integrity of sensitive student and personnel data that will be transported across the wide area network.
- c. "Reliable Services"** – The School District requires that the leased telecommunication lines used in its wide area network be reliable. The vendor must document how they, as a company, can provide 24/7 reliability. This documentation should also include:
- i. A toll free number that is monitored 24/7 for the district network manager to use to report problems.
  - ii. A single contact person who will be responsible for working with the district network manager to resolve all problems.
  - iii. Assurances that the vendor will maintain backups of configurations and spare equipment for reliability.
- d. Compatible with existing network equipment** – The vendor must provide assurances that the proposed services, including equipment, will be compatible with each school's local area network, the district's centralized wide area network equipment, and Florida Department of Education's FIRN network.
- e. As required by the School & Libraries Corporation, the Vendor will provide a statement that the following is true:**  
The service provider will install equipment on the premises of the eligible sites as a part of their provision of eligible telecommunication services. The equipment will be considered part of the provision end-to-end telecommunication services (not as Internal Connections).
- i. The equipment will be provided by the same service provider that provides the service, and ownership will not transfer to the school in the future.
  - ii. The relevant lease does not include an option to purchase the equipment by the school.
  - iii. The school has no contractual right to exclusive use of the equipment.
  - iv. Up-front, non-recurring charges are less than 67% of total charges.
  - v. The equipment will not be used by the school for any purpose other than receipt of eligible telecommunications services of which it is a part.
  - vi. The local area network for data communications of the school is functional without dependence on the equipment.
  - vii. Responsibility for maintaining the equipment rests with the service provider, not the school.

- f. **The Instructional Technology Department is not seeking a wireless alternative solution to the wide area network, but one can be submitted for consideration. The district owns ITFS towers at all sites, but the condition and heights of these towers may not prove to be of the quality needed for a secure, stable wireless network.**
- g. **A multi-year contract may be submitted if there is a clause that allows the School District the right to end the contract if E-Rate funds become unavailable.**

## **Part Two**

The Gadsden County School District is seeking to maintain Internet Access at the speed of 1GB to the Quincy area locations and 100MB to the Chattahoochee and Havana areas for voice, video and data services. The school district currently has a 6MB connection paid with funds through the State of Florida. This filing for the Gadsden County School District is to maintain the 106 MB connection into the central office out to the school sites for it Wide Area Network (WAN).

## **Part Three**

Gadsden District Schools is seeking a Web Hosting service that provides a means for each of the following sites the ability to display content on the Internet.

1. Carter-Parramore Academy (CPA to include HOPE Academy)
2. Chattahoochee Elementary School
3. East Gadsden High School
4. Gadsden Central Academy
5. Gadsden Elementary Magnet School
6. Gadsden Technical Institute
7. George W. Munroe Elementary School
8. Greensboro Elementary School
9. Gretna Elementary School
10. Havana Elementary School
11. Havana Middle School
12. James A. Shanks Middle School
13. St. Johns Elementary School
14. Stewart Street Elementary School
15. West Gadsden High School
16. District Offices

According to USAC regulations, funding is limited strictly to the following eligible web hosting functions:

- Provision of web site traffic (bandwidth)
- Provision of disk space for storing applicant provided content
- Provision of File Transfer Protocol (FTP) transfer or a Web interface to upload files

If services include ineligible features, such as software applications, end-user file storage and content editing features, please indicate these items as ineligible in your proposal. Any cost allocation must be based on tangible information that provides a reasonable and appropriate delineation between the eligible and ineligible components.

Maintenance and technical support appropriate to maintain reliable operation is eligible for discount when provided as a component of an eligible Internet access service.

This is not a guarantee or commitment to contract with a different vendor, but is being utilized to find the most advantageous solution for our district.

The vendor that is awarded this contract must be able to move all district, school and teacher content to the new vendor in the event a new vendor is selected.

## Category Three

### Internal Connections

#### Part One

The Universal Services Program has certain requirements for all internal connections to be considered to be eligible services. They define *Internal Connections* as “components located at the applicant’s site that are necessary to transport information to classrooms, publicly accessible rooms of a library, and to eligible administrative areas or buildings. Internal Connections include connections within, between or among instructional buildings that comprise a school campus or library branch, but do not include services that extend beyond the school campus. Components at the applicant site *are eligible only if* they are an essential component in the transmission of information within the school. The components must be necessary to transport information all the way to individual classrooms.”

Internal Connections do not include services that extend across a public right-of-way beyond the school. Funding for Internal Connections is subject to the provisions of the “Two-in-Five Rule.” The “Two-in-Five Rule” states that “*for Internal Connections each eligible entity may obtain support for Internal Connections funding requests every two out of five years. This limitation applies only to Internal Connections and not to requests appropriately categorized as Telecommunications Services, Internet Access, or Basic Maintenance of Internal Connections*”.

- **Additions/Upgrades for schools’ local area network.** This contract will be to add/replace existing 10BASE-T and 100BASE-TX Ethernet infrastructure including switches, hubs and network media with 1000BASE-T Switched Gigabit Ethernet to the Desktop for select schools. Ethernet to the desktop will include Power Over Ethernet (POE) services. Infrastructure Upgrades with 10GB or better connection backbone between buildings. Infrastructure upgrades will be for the following sites:
  - Gadsden Elementary Magnet School
  - Gretna Elementary School
  - Greensboro Elementary School
  - Carter-Parramore Academy
    - Gadsden Central Academy (on CPA campus)
    - Hope Academy (on CPA’s campus)
  - West Gadsden High School
  - Chattahoochee Elementary
  - District Office
  - Havana Elementary School
  - Havana Middle School
  - Gadsden Technical Institute
  - James A. Shanks Middle School
  - St. John Elementary School
  - George W. Munroe Elementary
  - East Gadsden High School
  - Stewart Street Elementary
- ◆ The exact number of switches for each school will be determined by the data specifications below unless denoted otherwise during the walk through.
  - Data Design Specs
    - Classroom ..... 1 dual, 2 quads and 2 overhead/ceiling
    - Lab ..... 30 drops
    - Office ..... 1 dual per 100 sq. ft.
    - Media Center ..... individualized per walk through

- ◆ Requesting proposals to replace the switches for data communications in schools and upgrade the capacity so that they are capable of Power over Ethernet to support certain services.

**Part Two**

- Gadsden County School District is seeking proposals for an enterprise class wireless network solution for eligible schools under the guidelines of the E-Rate program.

Gadsden Elementary Magnet School	Havana Elementary School
Gretna Elementary School	Havana Middle School
Carter-Parramore Academy	Greensboro Elementary School
• Gadsden Central Academy (on CPA's campus)	Gadsden Technical Institute
• Hope Academy (on CPA's campus)	James A. Shanks Middle School
St. John Elementary School	Stewart Street Elementary
Crossroads Academy	District Office

- ◆ Components must integrate with the existing managed wireless system installed at East Gadsden High School and West Gadsden High School.
- ◆ Installation must include one Access Point per classroom and sufficient access points for adequate use in all common areas for all 14 sites
- ◆ Coverage options will need to support high density, maximum classroom connections and complete coverage of all indoor and outdoor common areas.
- ◆ Installation and configuration services should be built into price, including knowledge transfer.

➤ Warranty

- ◆ Unless otherwise specified, unconditional guarantee in writing of the materials, equipment, and workmanship for a period of not less than the agreed upon warranted time, beginning from the date of acceptance by the school district. The school district shall deem acceptance as beneficial use.
  - ◆ Transfer manufacturer's warranties to the school district.
- Vendors may submit proposals on all or portions of the wiring and components associated with parts one and two of this request.
  - Each proposal should reflect an itemized cost per site as the district reserves the right to award this bid in full or in parts.
  - It is strongly suggested that prospective vendors inspect Gadsden's network equipment prior to submitting a proposal and provide a Fixed Price proposal to replace any equipment that it establishes has reached end of service life.
  - It is recommended that vendors not familiar with the Gadsden District Schools network complete a tour of each school's facilities prior to preparing proposals.

- Campus drawings and LAN outlines will be provided at a vendors' information meeting on February 5, 2013 at the Max Walker Administration Building, in the District Media & Technology Center, located at 35 Martin L. King, Jr. Blvd, Quincy, FL 32351.

### **Part Three**

The Gadsden County School District is requesting proposals for upgrades to the present Video-on-demand Digital Media Distribution system. Safari Montage is currently used for the districts' digital content. The system shall provide each classroom video on demand and all needed TV channels. The system shall also provide the ability to control the projectors within the school from a single point.

Safari Montage or Equal: Must have content with Comprehensive Metadata, Digital Rights Management (DRM) and be tied to the Florida State Educational Standards; IPTV video capability and live broadcast to manage streams across the district from one headend; be capable of controlling and managing IP devices such as projectors and have a desk top video module. The system shall provide each classroom video on demand and all needed channels.

## Category Four

### Basic Maintenance on Internal Connections

The FCC has clarified the maintenance services eligible for E-Rate discounts. Vendors should review the current *Eligible Services List* on the SLD website and ensure their proposals for maintenance are limited to *basic maintenance services* that are unquestionably eligible for E-Rate discounts.

- ◆ **Basic Maintenance Contract on all Client/Server Services (Novell) on eligible file servers, routers, web server, firewalls, and dedicated data switches (all sites and district office).**
  - Vendor must be qualified to provide all the above maintenance without subcontracting. Vendor must be Novell trained with at least five years of experience in successfully maintaining *large* Novell networks (1500+ computers). Submit quote of Hourly Charge and Travel Costs. Established needs and past experiences indicate that this will mean a minimum of 24 hours per week. If vendor is a new contractor to the Gadsden School District Instructional Technology Department, please submit qualifications and job references as listed below.
- ◆ **Basic Maintenance Contract on dedicated voice switches for VOIP system (all sites and district)**
  - Vendor must be qualified to provide the above maintenance with at least five years of experience in successfully maintaining large VOIP networks (1500+ phone system). Submit quote for maintenance costs necessary to have the VOIP online 24/7. Established needs and past experiences indicate that this will mean a minimum of 18 hours per week. If vendor is a new contractor to the Gadsden School District Instructional Technology Department, please submit qualifications and job references as listed below.
- ◆ **Basic Maintenance Contract on all eligible video-to-the classroom components (all sites).**
  - Established needs and past experiences indicate that this will mean a minimum of 1 eight-hour day per week. Submit hourly charge and travel costs. If a new contractor to the Gadsden School District Instructional Technology Department, please submit qualifications and job references as listed below.
- ◆ **Basic Maintenance Contract on all eligible network infrastructures including wiring, wall jacks, raceways, conduit, wireless access points.**
  - This contract will be based on a per call basis with an estimated monthly minimum. Experience indicates the need for an average of 5 eight-hour days per month to maintain the infrastructure at all eligible sites in the school district. Vendor should submit a bid for their hourly charge and travel costs. If this is a new contractor to the Gadsden School District Technology Department, please submit qualifications and job references as listed below.

**Please provide the following information as part of your application.**

*(GCPS reserves the right to reject any and all applications from vendors that omit this information from the application.)*

1. What is your previous experience with E-rate-supported services?
2. What is the previous amount that you have had funded in Telecommunications, Internet Access and Internal Connections, and/or basic Maintenance categories?
3. What assistance can you provide during the Program Integrity Assurance (PIA) and Item 25 review as pertains to the delivery of eligible services awarded to your company?
4. What documentation and backup material can you provide in the event that an appeal (either the SLD or the FCC) is necessary?
5. What experience have you had in assisting customers in filing for extensions and substitutions?

### **Vendor Information**

1. According to the Universal Service program, to qualify as a participant, the Vendor must:
  - a. Apply for a Service Provider Identification Number (SPIN) and provide it with the proposal. for additional information, you can call the SLD at 888-641-8722, or access their web site at <http://www.universalservice.org/>
  - b. Agree that the school's portion of the contract is subject to the availability of the discount to the schools on a year by year basis.
  - c. Separate ineligible services and equipment from eligible services and equipment and include start and completion dates for the work on each invoice.
  - d. Agree to assist the GCSD in resolving administrative issues that arise from the Universal Service program.
  - e. Provide resume(s) for your E-Rate Project Executive. The resume must reflect 3 – 5 years of successful E-rate project management with school districts of comparable enrollment.
2. The Vendor submitting a proposal involving equipment (switches, routers, telephones, servers, etc.) must have no less than two full-time certified professionals on staff and a certified professional must complete installation.

3. The Vendor submitting a proposal involving equipment (switches, routers, telephones, servers, etc.) must provide "help-desk" assistance by a qualified technician between 8 a.m. and 4p.m. EST via a toll free telephone number.
4. The Vendor must be able to provide on-line remote support assistance to customer.
5. The Vendor must be able to provide on-site management/maintenance service with a response time of three hours or less.
6. The Vendor must provide evidence of at least 5 years of experience in integration and installation of telecommunications services.
7. Proof of the above qualifications and evidences of the above must be part of the RFP.
8. The vendor must be completely and solely responsible for the transportation and completion of all repairs to the equipment from and to the original location and coordinate all warranty repairs.
9. If equipment that is under warranty is not operational because of defects at any time after receipt of the product by the GCSD, the vendor will provide replacement equipment until the defective equipment is repaired or replaced.
10. The Vendor will designate a Liaison or Project Manager within the Vendor's firm with whom all concerns and issues will be addressed.
11. The Vendor will provide the GCSD with alternative methods of contact other than the telephone (i.e., cell phones, pager or email addresses.)
12. The Vendor will make certain that its employees, agents, volunteers and contractors, who may have contact with students, are in compliance with Florida's Jessica Lunsford Act.
13. In the event that the GCSD determines in good faith that a Vendor's employee is not conducting himself/herself in a professional manner, the Media & Technology Director will contact the Vendor with respect to such conduct and will act in accordance with the appropriate Sections of the signed Services Agreement.
14. All communications from an awarded Vendor to the GCSD shall be directed to the Media & Technology Director or his/her designee. No other employee of the GCSD will be authorized to operate under the terms of any agreement resulting from this RFP.
15. The successful Vendor shall comply with all Federal, State, and Local laws, ordinances, regulations and Gadsden County School Board rules and policies pertaining to work for the school district, and shall, at its expense, obtain any permits that may be required.
16. The Vendor will not discriminate or permit discrimination against any person because of race, color, religion, sex or national origin. In the event of such discrimination, the GCSD may, in addition to any other rights available under this RFP, at law or in equity, terminate the Vendor.
17. The Vendor agrees to preserve the confidential nature of confidential, nonpublic information disclosed to it by the GCSD in the course of this RFP. During the performance of this project, the Vendor may be exposed to data of a confidential or

sensitive nature. The Vendor will maintain strict confidentiality regarding information which it gains access to in the course of this contract.

18. All proposals shall specify in detail, what information and/or documentation contained within the proposal is considered confidential or proprietary information by the Vendor.
19. Regardless of cause, late proposals will not be accepted and will automatically be disqualified from further consideration. It shall be the Vendor's sole risk to assure delivery to the designated contact at the designated time.
20. Should the vendor require a subcontractor for purposes of the work/services as part of this RFP, they must declare in the RFP the name of the subcontractor and their address and telephone number. The Gadsden County School District reserves the right to reject any subcontractor without explanation or recourse by the vendor or subcontractor. Neither party to the contract shall assign the contract or sublet it as a whole without the consent of Gadsden County School Board, nor shall the vendor assign any monies due or to become due to him without written consent of the School Board.
21. All new vendors (those who have never held a contract with the Instructional Media & Technology Department) will be required to furnish evidence that they maintain permanent places of business of a type and nature compatible with their proposal and are in all respects competent and an eligible Vendor to fulfill the terms of this request. The Gadsden County School District may make such investigation as deemed necessary to determine the ability of the Vendor to provide the items required and reserves the right to reject any Vendor's proposal if evidence fails to indicate the Vendor is qualified to provide the items on this request.
22. New Vendors must provide evidence of successful past performance in providing turnkey network integration in the commercial and/or private market place during the last five years. Depending on the area of service, the Vendor must provide evidence of his ability to provide the following examples of services:
  - Network Integration (both LAN and WAN)
  - Network Engineering
  - Inside and Outside cabling if submitting a proposal for infrastructure and/or Local Area Network Maintenance
  - Novell LAN Installation and Management
  - PBX installation, integration, and maintenance if submitting a proposal involving telephone systems

The submission of a minimum of three references with contact name, county/school name or company name, address phone number, and a brief description of the work performed in paragraph form will be applicable for this section of the RFP.

## Vendor Liaison

The Vendor will designate a Vendor Liaison (Project Executive) within the Vendor's firm with whom all concerns and issues will be addressed.

## Vendor Payment(s)

A portion of the procurement addressed in this RFP may be eligible for federal E-rate funds under the Telecommunications Act of 1996. The Gadsden County School District is applying for applicable funding and, if awarded E-rate funds, the selected vendor or vendors will receive payment of completed, approved services within thirty (30) days of invoicing.

Prices quoted shall be all inclusive and represent complete installation and integration at the designated site(s). The vendor is responsible for all parts, software, labor and all other associated equipment necessary to completely install, test, and request for completion approval by the Gadsden County School District.

A Vendor providing awarded services will submit invoices showing Purchase Order number and costs breakdown. Vendor invoices shall contain only charges for those services that are **completed** and completion approved by the GCSD. Invoices must include copies of time sheets for the billed week and they must be signed by the Director of Media & Technology Services. Invoices will be paid within thirty (30) days of receipt of the Vendor's invoice. All invoices will be subject to approval from the Media & Technology Department.

All invoices should be submitted to:

The School Board of Gadsden County  
Accounts Payable  
35 Martin Luther King Jr. Blvd  
Quincy, FL 32351

**If the Gadsden County School District is denied by the SLD the award of requested discounts or any portion thereof, then GCSD reserves the right to void the selected vendor(s) proposal(s) and contract(s), and so choose not to pursue any agreement. The GCSD will not be held liable for any express or implied guarantees.**

It is recommended that vendors visit the Gadsden County Public Schools Web Pages for additional detailed information regarding the district and the individual schools - <http://www.gcps.k12.fl.us>.

This RFP and Answers to Vendor Questions can be found at: <http://www.gcps.k12.fl.us>

**Vendors must submit their proposals so that all eligible equipment is separated and priced from all ineligible, but necessary, equipment.**

## **Financing**

After notification of award, the Vendor will receive a purchase order for the products and service for which the Vendor will be responsible as a result of the RFP. This purchase order will show the amount that is the responsibility of the local school system. In the contents of the purchase being issued will be a Contingency Clause paragraph which states that the purchase order that is being issued is contingent on the FCC Fund Administrator approving the Contract for Universal Services Funding and adequate funding from grants or other funds of revenue. The purchase order shall also include the amount of funds that the FCC Fund Administrator will be required to pay based on the schools e-rate percentage. This purchase order will constitute a contingent contract between The Gadsden County School District and The Vendor. After notification by the School and Libraries Division (FCC Fund Administrator) of the acceptance of the Universal Services Contract, the contingency will be removed and the purchase order will become legal and binding contract between The Gadsden County School District and The Vendor. The purchase order will be the document used to determine the status of the contract and will determine the amount of payment by the school system and the FCC Fund Administrator.

Neither party to the contract shall assign the contract or sublet it as a whole without the consent of the Board, nor shall The Vendor assign any monies due or to become due to him without written consent of the Board. In return for the installation and implementation of the products and services as specified by The Board shall pay The Vendor full within thirty days from the installation completion. The Board agrees to work jointly and cooperatively with The Vendor completing any and all paperwork necessary and required for the reimbursement of The Vendor by the FCC Fund Administrator.

## **Warranty**

The Vendor shall fully warrant all items and services provided under this RFP against defects in material and workmanship for a minimum of three years or greater as provided by the equipment manufacturer's warranty. Warranty information should be submitted per an equipment basis in the Bid Proposal. Should any defects in workmanship or material, excepting ordinary wear and tear or abuse, appear during the warranty period, the manufacturer or his representative shall repair or replace such items at no cost to the Gadsden County School District.

## **Price Quotations**

Price quotations are to include the furnishing of all materials, software, equipment, maintenance, shipping cost, delivery, installation, and the provisions of all labor and services necessary or proper for the completion of the work except as may be otherwise expressly provided in the contract documents. The Gadsden County School District will not be liable for any costs beyond those proposed herein and awarded. The Vendor shall include all application cost in the price quotation. In case of discrepancy in computer proposal prices, the unit price shall govern and the total price shall be revised accordingly.

## **Variation in Quantities and Configuration**

Equipment and service capacity requirements are the best estimate currently available. The Gadsden County School District reserves the right to modify quantity and configuration requirements. The Vendor agrees to sell the Gadsden County School District the revised quantity of items at the unit price as stated in the RFP regardless of quantity changes.

## **Termination of Services**

- ◆ Should Vendor fail to perform fully, faithfully and promptly any obligation owed to the Gadsden County School District, the school district may consider the breach material and may terminate any agreement resulting from this RFP.
- ◆ The performance of work under any agreement resulting from this RFP may be terminated by the Gadsden County School District in whole, or from time to time in part, whenever the GCSD shall determine that such termination is in the best interest of GCSD. The Vendor will be compensated only for services performed before the specified date of termination.
- ◆ If the Gadsden County School District fails to appropriate funds or if funds are not otherwise made available for continued payment of any agreement resulting from this RFP, the agreement shall be canceled automatically as of the beginning of the fiscal period for which funds were not appropriated or otherwise made available. The Vendor will be compensated only for services performed before the specified date of termination.

## **Responding to the RFP**

This RFP contains the instructions governing the proposals to be submitted and a description of the mandatory requirements. An Evaluation Committee will determine fulfillment of all proposal requirements of the RFP. Responses that do not meet all requirements listed in this RFP may be subject to point reductions during the evaluation process or may be deemed non-responsive.

Vendors shall promptly notify the GCSD of any inconsistency or error, which they may discover upon examination of this RFP. Interpretations, corrections, or changes made to the RFP in any other manner will not be binding, and the vendor shall not rely upon such interpretation, corrections, or changes. Addendum will be made by the GCSD. Addenda will be issued as expeditiously as possible via the District's web site at [www.gcps.k12.fl.us](http://www.gcps.k12.fl.us). It is the vendor's responsibility to check the website and to determine whether all addenda have been received.

Vendors requiring clarification or additional explanations of any section or sections contained in this RFP may contact:

Darlean Youmans  
Director of Technology, Interim  
Gadsden County School District  
35 Martin Luther King Jr. Blvd  
Quincy, FL 32351  
Fax: 850-875-9058  
Email: [youmansd@gcpsmail.com](mailto:youmansd@gcpsmail.com)

Any major omission of required information or inaccurate information provided in the proposal may result in the Vendor considered being out of compliance with the RFP requirements.

The Gadsden County School District may choose not to evaluate or disqualify any proposals that are difficult to read, are difficult to understand, and are missing any required information.

Any Vendor who submits a proposal agrees that:

- a. The proposal is based upon an understanding of the specifications and requirements described in this RFP.
- b. Any costs associated with developing and delivering responses to this RFP are entirely the responsibility of the Vendor.
- c. All materials submitted in response to this RFP become the property of the GCSD.  
and
- d. An individual authorized to legally submit the proposal must sign the proposal in ink.

The proposal must detail all costs associated with providing the proposed services. The proposal must include a separate rate schedule or quote for each category of services being proposed. All costs for proposed services must be reflected in the cost submitted in the proposal. There can be no additional line item costs or any additional charges above the price indicated on the proposal for each item.

## Omissions

Omissions in the proposal of any provision herein described shall not be construed as to relieve the vendor of any responsibility or obligation to the complete and satisfactory delivery, operation, and support any and all equipment or services.

**The Gadsden County School District anticipates that the proposal submission review and evaluation process for this RFP will take place according to the following general schedule:**

### Schedule of Events:

The following is the required schedule of events for the RFP process. This schedule may change depending on the results of the responses and a final schedule will be established prior to contract with the successful vendor.

#### **RFP Posting**

<http://www.gcps.k12.fl.us>

February 5, 2013

#### **Vendors Information Meeting**

February 5, 2013

9:00 a.m. EST

#### **Proposal Submission Deadline**

**March 5, 2013**

**5:00 p.m.**

#### **Bid Opening(s)**

**Gadsden County School District**

**Media & Technology Center**

**35 Martin Luther King, Jr. Blvd**

**Quincy, FL 32351**

**March 6, 2013**

**9:00 a.m. EST**

#### **Contract Award Date**

March 6, 2013

#### **Service Start Date**

July 01, 2013

#### **Service Completion Date**

June 30, 2014

## **RFP Evaluation Methods**

1. Vendor's overall performance will be based on available references, reliability, and vendor qualifications.
2. Vendor's performance history will be based on the last five years, including length of time reselling and installing the proposed products or services. Client certifications from prior installations with a minimum of three commercial, private, and/or educational references are required.
3. Vendors will be evaluated on their ability to meet all the requirements detailed in this RFP. (All components must be of a brand name, preferably CISCO, MICROSOFT, NOVELL, etc.) (Generic models are unacceptable)
4. Vendors will be evaluated on their ability to provide long-term support including but not limited to onsite support and application/instruction integration and support.
  - a. onsite support
  - b. application/instruction integration and support
5. Vendors will be evaluated on their ability to assume as a turnkey provider for, but not limited to:
  - a. Integration of services with existing infrastructure
  - b. Network engineering and design (Certified Services)
  - c. LAN/WAN management (Microsoft, Novell)
  - d. Inside and outside cabling
  - e. Management/maintenance/service contracts
6. Vendors will be evaluated on their ability to coordinate and complete job within required time limits.
7. All proposals will be evaluated by an Evaluation Committee. The GCSD will select a Vendor or Vendors, and each respective proposal(s), based on the recommendation(s) of the Evaluation Committee.
8. The Evaluation Committee will separate proposals into "responsive" and "non-responsive" proposals. Non-responsive proposals will be eliminated from further consideration. The GCSD reserves the right to reject any proposals, if, in its sole judgment, it is in the best interest of the school district. The Evaluation Committee will evaluate the remaining proposals based on evaluation criteria stated in this RFP. The GCSD reserves the right in its sole discretion to reject all proposals and re-issue another RFP.
9. Vendor proposals will be evaluated to determine the most cost-effective opportunity for the GCSD. As required, price will be the primary factor, but will not be the sole factor in determining the vendor(s) or proposal(s) selected. Other relevant factors will include quality of proposal (including technical expertise and feasibility), vendor experience and credibility (including any past performance experience with the GCSD, ); general technical expertise and excellence as well as technical expertise associated with the proposed solutions design; management capability (including project management experience, schedule compliance and implementation experience).

10. The Gadsden County School District may at its discretion and at no fee to the GCSD, invite any Vendor to appear for questioning during RFP evaluation period for the purpose of clarifying statements in the response.
11. The Gadsden County School District reserves the right to accept or reject all proposals of sections thereof and when the rejection is in the best interest of the GCSD. The GCSD reserves the right to award without further discussion. Therefore, responses should be submitted initially with the most favorable terms that the Vendor can propose.
12. The GCSD reserves the right to reject the proposal of a Vendor who has previously failed to perform properly or completed on time contracts of a similar nature, and to reject the proposal of a Vendor who in the opinion of the Gadsden County Board of Education is not in a position to adequately perform the contract.
13. The GCSD reserves the right to reject any or all proposals, any part or parts thereof a proposal, waive any technicalities, increase or reduce quantities, make modifications to specifications, and award any or the entire contract in a manner that is in the best interest of the Gadsden County School District. Contracts will be awarded to the highest ranked Vendor determined to be in the best interest of the Gadsden County School District.

**E-Rate accepted weighting of these factors will be used in evaluating bid responses. An example of such weighting is posted on the SLC's website [www.sl.universalservice.org](http://www.sl.universalservice.org).**

## **Response Submission**

**Responses to the RFP must be submitted and delivered to the Gadsden County School Board no later than 5:00 p.m. on March 5, 2013 so that this RFP will be in compliance with the Commission's competitive bidding requirement for Universal Service Support and Services.**

**Beginning February 5 – March 5, the RFP must be submitted to:**

**Gadsden E-rate RFP YR16  
Instructional Media & Technology Department  
Attention: Darlean Youmans  
35 Martin Luther King, Jr. Blvd.  
Quincy, FL 32351**

It is the sole responsibility of the respondents to ensure that their responses arrive in a timely manner. Late arrivals will not be accepted. The Gadsden County School District is not responsible for delays due to the Post Office, UPS, etc. **Envelopes containing RFPs should be clearly marked so that they are easily identified as containing a RFP proposal.**

### **Award Notification**

Notification of award and signature of contract will occur on or after March 6, 2013. The selected Vendor(s) will begin the project as soon after the Gadsden County School District receives project authorization from the School Board of Gadsden County and funding commitments from the Universal Service Administrative Company, as well as, agreed upon start dates from the Director of Media & Technology and the Vendor(s).

## RFP Memorandum of Understanding

To: Gadsden County Board of Education

Vendor: \_\_\_\_\_

Name of Firm: \_\_\_\_\_

Mailing Address \_\_\_\_\_

\_\_\_\_\_  
City, State, Zip Code

Having carefully examined the request for proposal documents prepared by the Gadsden County Board of Education and together with such addenda, if any, as listed hereafter, the undersigned hereby proposes and agrees to provide all components as specified in the attached Proposal Schedule, these sheets being a part of the Proposal, for unit prices and totals shown.

The Undersigned agrees that the unit prices quoted on the Technology Specifications attached hereto shall govern in the event error in totals, and further agrees that, should quantities of items be changed prior to award of the Contract from the specifications, these unit prices will prevail for the revised schedule.

It is agreed that the undersigned has complied with all requirements concerning Vendor Qualifications, licensing and, with all other local, state, federal laws, and that legal requirement has been violated in making or accepting this proposal, in awarding a contract to him or in the delivery of products.

In submitting this proposal, it is understood that the right is reserved by the owner to reject any or all proposals and waive all informalities in connection therewith. It is also agreed that this proposal may not be withdrawn for a period of ninety (90) days from the opening thereof.

The Gadsden County School District is not liable for any cost incurred by the vendor in preparing a response to the RFP.

Contact Sonja Bridges with questions.

\_\_\_\_\_  
Name of Bidding Vendor

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name/Title of Person Signing

\_\_\_\_\_  
Address

\_\_\_\_\_  
City, State, Zip Code

\_\_\_\_\_  
(Area Code) Telephone Number

**THE SCHOOL BOARD OF GADSDEN COUNTY**  
**“Building A Brighter Future”**  
**Reginald C. James, Superintendent of Schools**  
**35 Martin L. King, Jr. Blvd**  
**Quincy, Florida 32351**  
**Tel: (850) 627-9651**  
**Fax: (850) 627-2760**

MINORITY-OWNED FIRM OR COMPANY

I (we) do hereby certify that my (our) business qualifies as a minority-owned firm or company. Please check one of the following applicable:

- Black
- Hispanic
- American Indian-Alaskan Native
- Female
- Physically or Mentally Disability
- Asian-Pacific Islander

Manual Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Typed Signature: \_\_\_\_\_  
Name of Business: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_

**Non-Minority Firm or Company**

I (we) do hereby certify that my (our) business does not qualify as a minority-owned firm or company.

Manual Signature: \_\_\_\_\_  
Typed Signature: \_\_\_\_\_  
Name of Business: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_

***NOTE: Pursuant to section 289.094, Florida Statutes, it is unlawful for any individual to falsely represent any entity as a minority-owned firm or company for purpose of qualifying for certification as such an enterprise under any program, which, in compliance with federal law, is design to assist minority-owned firms or companies in receipt of contracts for the provision of goods and services.***

***NOTE: THIS CERTIFICATION MUST BE SIGNED AND RETURNED WITH YOUR BID IN ORDER FOR YOUR BID TO BE VALID.***

**SWORN STATEMENT: UNDER SECTION 287.133(3)(a)  
FLORIDA STATUTES ON PUBLIC ENTITY CRIMES**

THIS FORM MUST BE SIGNED IN THE PRESENCE OF A NOTARY PUBLIC OR OTHER OFFICER AUTHORIZED TO ADMINISTER OATHS.

1. This sworn statement is submitted with Bid, Proposal or Contract No. \_\_\_\_\_ for  
\_\_\_\_\_
2. This sworn statement is submitted by \_\_\_\_\_  
(Name of entity submitting sworn statement)  
whose business address is \_\_\_\_\_ and (if applicable) its  
Federal Employer Identification Number (FEIN) is \_\_\_\_\_ (If the entity has no FEIN, include the  
Social Security Number of the individual signing this sworn statement: \_\_\_\_\_)
3. My name is \_\_\_\_\_ and my relationship to the entity name above is  
\_\_\_\_\_
4. I understand that a "public entity crime" as defined in Paragraph 287.133(1)(g), Florida Statutes, means a violation of any state or federal law by a person with respect to and directly related to the transaction of business with any public entity or with an agency or political subdivision of any other state or with the United States, including, but not limited to, any bid or contract of goods or services to be provided to any public entity or an agency or political subdivision of any other state or of the United States and involving antitrust, fraud, theft, bribery, collusion, racketeering, conspiracy, or material misrepresentation.
5. I understand that "convicted" or "conviction" as defined in Paragraph 287.133(1)(b), Florida Statutes, means a finding of guilt or a conviction of a public entity crime, with or without an adjudication of guilt, in any federal or state trial court of record relating to charges brought by indictment or information after July 1, 1989, as a result of a jury verdict, non-jury trial, or entry of a plea of guilty or nolo contendere.
6. I understand that an "affiliate" as defined in Paragraph 287.133(1)(a), Florida Statutes, means:
  - a. A predecessor or successor of a person convicted of a public entity crime; or
  - b. An entity under the control of any natural person who is active in the management of the entity and who has been convicted of a public entity crime. The term "affiliate" includes those officers, directors, executives, partners, shareholders, employees, members, and agencies that are active in the management of an affiliate. The ownership by one person of shares constituting a controlling interest in another person, or a pooling of equipment or income among persons when not for fair market value under an arm's length agreement, shall be a prima facie case that one person controls another person. A person who knowingly enters into a joint ventures with a person who has been convicted of a public entity crime in Florida during the preceding 36 months shall be considered an affiliate.
7. I understand that a "person" as defined in Paragraph 287.133(1)(e), Florida Statutes, means any natural Person or entity organized under the laws of any state or of the United States with the legal power to enter into a binding contract and which bids or applies to bid on contracts for the provision of goods or services let by a public entity, or which otherwise transacts or applies to transact business with a public entity. The term "person" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in management of an entity.

8. Based on information and belief, the statement, which I have marked below, is true in relation to the entity submitting this sworn statement. [Please indicate which statement applies.]
- Neither the entity submitting this sworn statement, nor any officers, directors, executives, partners, shareholders, employees, members, or agents who are active in management of the entity, nor any affiliate of the entity have been charged with an convicted of a public entity crimes subsequent to July 1, 1989.
  - The entity submitting this sworn statement, or one or more of the officers, directors, executives, partners, shareholders, employees, members, or agents who are active in management of the entity, or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989, AND [Please indicate which additional statement applies.]
  - There has been a proceeding concerning the conviction before a hearing officer of the State of Florida, Division of Administrative Hearings. The final order entered by the hearing officer did not place the person or affiliate on the convicted vendor list. [Please attach a copy of the final order.]
  - The person or affiliate was placed on the convicted vendor list. There has been a subsequent proceeding before a hearing officer of the State of Florida, Division of Administrative Hearings. The final order entered by the hearing officer determined that it was in the public interest to remove the person or affiliate from the convicted vendor list. [Please attach a copy of the final order.]
  - The person or affiliate has not been placed on the convicted vendor list. [Please describe any action taken by or pending with the Department of General Services.]

\_\_\_\_\_  
Signature

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

STATE OF \_\_\_\_\_

COUNTY OF \_\_\_\_\_

PERSONALLY APPEARED BEFORE ME, the undersigned authority,

\_\_\_\_\_, who, after first being sworn by me,  
[Name of individual signing]

affixed his/her signature in the space provided above on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
NOTARY PUBLIC

My commission expires: \_\_\_\_\_

The following is a list of companies which responded to the Gadsden County School Board E-rate RFP Posted on February 05, 2013.

**Internet Access**

1. Web Hosting
  - Cyberschool
  - SchoolinSites
  - Sharp School
  - Schoolwires

**Internal Connections**

1. Infrastructure Upgrades
  - Hayes
  - Carousel
  - NCS (Cabling only)
2. Wireless installation
  - Hayes
  - Carousel
  - UDT
  - NCS (Cabling only)
3. Video on Demand
  - Progressive Communication

**Basic Maintenance of Internal Connections**

1. Client Server Services
  - Intra Tech Alliance
2. Video to Classroom Services
  - Applied Communication
3. Network Infrastructure
  - Applied Communication
  - Network Cabling Services

In keeping with E-rate rules the RFP was posted on the web site for at least 28 days and bids accepted during that time frame. Once all bids were received and collected on March 05, 2013 at 9: 00 am they were opened and two companies sat in on the opening process, NCS and Carousel.

Below is a list of the persons who participated in the bid process:

Voting Committee:

Ethel Marshall

Patricia Beamon

Cedric Akins

Shay Kent

Anthony Farlin

Below is a list of the companies that were awarded contracts in the categories for which they bided.

#### Internet Access

1. Web Hosting
  - SchoolinSites

#### Internal Connections

1. Infrastructure Upgrades
  - Hayes (equipment)
  - NCS (Cabling only)
2. Wireless installation
  - Hayes (equipment)
  - NCS (Cabling only)
3. Video on Demand
  - Progressive Communication

#### Basic Maintenance of Internal Connections

1. Client Server Services
  - Intra Tech Alliance
2. Video to Classroom Services
  - Applied Communication
3. Network Infrastructure
  - Network Cabling Services

**Gadsden County School District, Quincy, Florida**  
**CONTRACTUAL AGREEMENT**  
**Fiscal Year: 2013-2014**

This contractual agreement is made between the Gadsden County School District, Quincy, Florida, referred to as the "Recipient", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King, Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and **Applied Comm TeCK (Erate Spin #143019087)**, herein referred to as "Contractor or Sub-recipient". The contractual agreement will establish uniform administrative requirements for the Contractor or Sub-recipient and the School Board of Gadsden County.

NOW, THEREFORE, the parties agree as follows:

**ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR**

The RECIPIENT agrees to engage the CONTRACTOR and the CONTRACTOR agrees to perform the functions as outlined in Article 2 – Scope of Services, set forth below. The CONTRACTOR understands and agrees that all services contracted are to be performed solely by the CONTRACTOR and may not be subcontracted for or assigned without the prior written consent of the RECIPIENT.

**ARTICLE 2. SCOPE OF SERVICES**

The Contractor will:

- Basic Maintenance on all eligible video-to-the-classroom component (all sites) and Basic Maintenance on all eligible network infrastructures including wiring, wall jacks, raceways, conduit, wireless access points (all sites).
- All LABOR to maintain, repair, adjust and troubleshoot all video backbone, Headend adjustments, cables as required, this includes all EXISTING drops etc. LABOR to replace failed equipment that is supplied by GCPS.
- Does NOT include ADDING additional or MOVING any DATA or ITV drops, Racks, Backbone systems.
- Applied Communications Technology WILL supply LABOR to remove and re-install defective or damaged equipment as needed.
- GCPS will be responsible for the actual repair costs, shipping, or replacement of all defective active equipment.

**ARTICLE 3. DURATION OF AGREEMENT**

(a). This AGREEMENT shall begin on July 1, 2013 and end June 30, 2014. As required by law, this AGREEMENT shall be subject to review.

(b). CONTRACTOR shall begin performing the contract on July 1, 2013 and finish the project on June 30, 2014.

#### **ARTICLE 4. DEFINITIONS**

<b>Term</b>	<b>Definition</b>
<b>Advance</b>	means a payment made by Treasury check or other appropriate payment mechanism to a contractor or sub-recipient upon its request either before outlays are made by the contractor or through the use of predetermined payment schedules.
<b>Award</b>	means financial assistance that provides support or stimulation to accomplish a public purpose.
<b>Contract</b>	means a procurement contract under an award or sub-award, and a procurement sub-contract under a recipient's or sub-recipient's contract. A contract shall be used when the principal purpose is acquisition of property or services for the direct benefit or use of the federal government and/or organization receiving financial assistance. .
<b>Date of Completion</b>	means the date on which all work under an award or sub-award is completed or the date on the award document, or any supplement or amendment thereto, on which Federal sponsorship ends.
<b>Project costs</b>	means all allowable costs, as established in the applicable Federal cost principles, incurred by a recipient and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
<b>Project period</b>	means the period established in the award document during which Federal sponsorship begins and ends.
<b>Recipient</b>	means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
<b>Sub-recipient</b>	means the legal entity to which a sub-award is made and which is accountable to the recipient for the use of the funds provided.
<b>Sub-award</b>	means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a recipient to an eligible sub-recipient or by a sub-recipient to a lower tier sub-recipient. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "award".
<b>Termination</b>	means the cancellation of award, in whole or in part, under an agreement at any time prior to the date of completion.
<b>Working Capital Advance</b>	means a procedure whereby funds are advanced to the recipient to cover its estimated disbursement needs for a given initial period.

Source: Office of the Secretary, US Department of Education

**ARTICLE 10. AMENDMENTS**

Any changes must be mutually agreed upon and incorporated in written amendments to this AGREEMENT.

**ARTICLE 11. INDEPENDENT CONTRACTOR**

The CONTRACTOR is an independent contractor and not an employee or agent of the RECIPIENT. CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act defined in Article 9.

**ARTICLE 12. NONDISCRIMINATION AND COMPLIANCE**

The CONTRACTOR shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, or age in the performance of work.

**ARTICLE 13. ADMINISTRATION OF AGREEMENT**

- (a) The RECIPIENT'S contract administrator and contact is Tim Oliver or his/her designee.
- (b) All written and verbal approvals must be obtained from the parties' contract administrator or their designees.
- (c) This contract shall be governed by and construed under the laws of the State of Florida.

**ARTICLE 14. AGREEMENT AS INCLUDING ENTIRE AGREEMENT**

This instrument, including any attachments, embodies the entire AGREEMENT of the parties. There are no other provisions, terms, conditions, or obligations. This AGREEMENT supersedes all previous oral or written communications, representations or agreements on this subject.

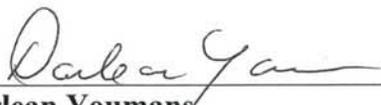
**ARTICLE 15. ENFORCEMENT**

Jurisdiction for enforcement of this agreement shall lie in the courts of Gadsden County, Florida. Any action by a party for enforcement of this agreement shall be maintained in Gadsden County.

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and have executed this AGREEMENT.

  
\_\_\_\_\_  
Bill Mapoles, Vendor Liaison  
Applied Comm Teck, LLC.

03-14-13  
Date

  
\_\_\_\_\_  
**Darlean Youmans**  
Director of Media & Technology

3/14/13  
Date

**Gadsden County School District, Quincy, Florida**  
**CONTRACTUAL AGREEMENT**  
**Fiscal Year: 2013-2014**

This contractual agreement is made between the Gadsden County School District, Quincy, Florida, referred to as the "Recipient", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and **Network Cabling Services, Inc. (Erate Spin #143007415)**, herein referred to as "Contractor or Sub-recipient". The contractual agreement will establish uniform administrative requirements for the Contractor or Sub-recipient and the School Board of Gadsden County.

NOW, THEREFORE, the parties agree as follows:

**ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR**

The RECIPIENT agrees to engage the CONTRACTOR and the CONTRACTOR agrees to perform the functions as outlined in Article 2 – Scope of Services, set forth below. The CONTRACTOR understands and agrees that all services contracted are to be performed solely by the CONTRACTOR and may not be subcontracted for or assigned without the prior written consent of the RECIPIENT.

**ARTICLE 2. SCOPE OF SERVICES**

The Contractor agrees to:

- Perform Infrastructure upgrades and installations for the Gadsden County School District which will include equipment and installation services for infrastructure and wireless cabling as specifically set forth in the Bid Response presented by NCS including but not limited to all applicable cabling corrections and or restructuring required to complete the bid, according to a mutually agreed upon schedule to be determined by the parties for those sites chosen from the list below.
- Vendor will add and /or replace existing 10BASE-T and 100BASE-TX Ethernet infrastructure with 1000BASE-T Gigabyte Ethernet to the classroom and 10GB or better backbone connections between buildings for those sites chosen from the list below.
- The installation will include but not be limited to the following, dual CAT6 outlets with surface-mount raceways, outlets, outlets in ceiling; Quad CAT6 outlets with surface-mount raceways, patch panels, wire managers, Fiber Enclosures, patch cables, fiber jumpers, site drawing, etc...

Sites:

Chattahoochee Elementary

West Gadsden High

Havana Middle

Havana Elementary

Cont'd.

East Gadsden High  
 George W. Munroe Elementary  
 HOPE Academy  
 Stewart Street Elementary  
 Greensboro Elementary  
 Gadsden Elementary Magnet

James A. Shanks Middle  
 Gadsden Central Academy  
 Carter-Parramore Academy  
 St. John Elementary  
 Gretna Elementary  
 Crossroad Academy

**ARTICLE 3. DURATION OF AGREEMENT**

(a). This AGREEMENT shall begin on July 1, 2013 and end June 30, 2014. As required by law, this AGREEMENT shall be subject to review.

(b). CONTRACTOR shall begin performing the contract on July 1, 2013 and finish the project on June 30, 2014.

**ARTICLE 4. DEFINITIONS**

<b>Term</b>	<b>Definition</b>
<b>Advance</b>	means a payment made by Treasury check or other appropriate payment mechanism to a contractor or sub-recipient upon its request either before outlays are made by the contractor or through the use of predetermined payment schedules.
<b>Award</b>	means financial assistance that provides support or stimulation to accomplish a public purpose.
<b>Contract</b>	means a procurement contract under an award or sub-award, and a procurement sub-contract under a recipient's or sub-recipient's contract. A contract shall be used when the principal purpose is acquisition of property or services for the direct benefit or use of the federal government and/or organization receiving financial assistance. .
<b>Date of Completion</b>	means the date on which all work under an award or sub-award is completed or the date on the award document, or any supplement or amendment thereto, on which Federal sponsorship ends.
<b>Project costs</b>	means all allowable costs, as established in the applicable Federal cost principles, incurred by a recipient and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
<b>Project period</b>	means the period established in the award document during which Federal sponsorship begins and ends.
<b>Recipient</b>	means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
<b>Sub-recipient</b>	means the legal entity to which a sub-award is made and which is accountable

<b>Term</b>	<b>Definition</b>
	to the recipient for the use of the funds provided.
<b>Sub-award</b>	means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a recipient to an eligible sub-recipient or by a sub-recipient to a lower tier sub-recipient. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "award".
<b>Termination</b>	means the cancellation of award, in whole or in part, under an agreement at any time prior to the date of completion.
<b>Working Capital Advance</b>	means a procedure whereby funds are advanced to the recipient to cover its estimated disbursement needs for a given initial period.

Source: Office of the Secretary, US Department of Education

**ARTICLE 5. PAYMENT**

(a). RECIPIENT shall:  
 Gadsden County School Board agrees to pay NCS a fee not to exceed \$947,523.12, for the aforementioned equipment and installation services. Said fee shall be paid according to a mutually agreed upon schedule reflective of federal funding issues. As such, Gadsden County School Board shall pay their discounted rate directly to NCS and NCS agrees to invoice appropriate entities for additional monies per Gadsden County School Board and the mutually agreed to schedule. However, Gadsden County School Board agrees to hold NCS harmless and releases them from any and all responsibilities related to the application and acquisition of these funds on behalf of Gadsden County School Board IF:

1. If the Schools and Libraries Division ("SLD"), Administrator of the Universal Services Support Mechanism, or its successor, should fail to approve all of or any part of the equipment and services covered by this Agreement, the Gadsden County School Board shall have the right, at its option, to cancel or modify this Agreement, as to that part of the equipment or services disallowed for discount pricing.

The Term of this Agreement shall commence on July 1, 2013 and shall terminate on June 30, 2014 for services. In the event that a FCDL is issued after March 1, 2014 or in the event of extenuating circumstances beyond the either parties ' control, and if agreeable by both parties this contract is extendable until September 30, 2015.

**ARTICLE 6. PUBLIC RECORDS**

Where applicable, documents prepared pursuant to this AGREEMENT may be subject to Florida's Public Records Law. Refusal of the CONTRACTOR to allow public access to such records shall constitute grounds for cancellation of this AGREEMENT.

**ARTICLE 7. ACCESS AND RETENTION OF RECORDS**

The RECIPIENT shall have access to all CONTRACTOR'S records that are directly pertinent to this AGREEMENT.

**ARTICLE 8. TERMINATION OF AGREEMENT**

The parties hereto contemplate this contract to run for the duration of the stated period subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice

**ARTICLE 9. PERSONNEL AND LEVEL 2 SECURITY CLEARANCE**

Pursuant to Florida Statute **1012.465 Background screening requirements for certain noninstructional school district employees and contractors.--**

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

CONTRACTOR agrees to abide by the Level 2 security clearance requirements above.

The CONTRACTOR will work cooperatively with all district employees.

**ARTICLE 10. AMENDMENTS**

Any changes must be mutually agreed upon and incorporated in written amendments to this AGREEMENT.

**ARTICLE 11. INDEPENDENT CONTRACTOR**

The CONTRACTOR is an independent contractor and not an employee or agent of the RECIPIENT. CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act defined in Article 9.

**ARTICLE 12. NONDISCRIMINATION AND COMPLIANCE**

The CONTRACTOR shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, or age in the performance of work.

**ARTICLE 13. ADMINISTRATION OF AGREEMENT**

(a) The RECIPIENT'S contract administrator and contact is Tim Oliver or his/her designee.

(b) All written and verbal approvals must be obtained from the parties' contract administrator or their designees.

(c) This contract shall be governed by and construed under the laws of the State of Florida.

**ARTICLE 14. AGREEMENT AS INCLUDING ENTIRE AGREEMENT**

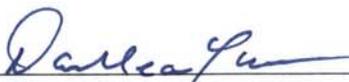
This instrument, including any attachments, embodies the entire AGREEMENT of the parties. There are no other provisions, terms, conditions, or obligations. This AGREEMENT supersedes all previous oral or written communications, representations or agreements on this subject.

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Jurisdiction for enforcement of this agreement shall lie in the courts of Gadsden County, Florida. Any action by a party for enforcement of this agreement shall be maintained in Gadsden County.

**IN WITNESS WHEREOF**, the School Board of Gadsden County, Florida and have executed this **AGREEMENT**.

  
\_\_\_\_\_  
**Tim Oliver**, Project Manager  
Network Cabling Services, Inc.

  
\_\_\_\_\_  
**Darlean Youmans**  
Director of Media & Technology

3-13-13  
\_\_\_\_\_  
Date

3/13/13  
\_\_\_\_\_  
Date

**Gadsden County School District, Quincy, Florida**  
**CONTRACTUAL AGREEMENT**  
**Fiscal Year: 2013-2014**

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NOW, THEREFORE, the parties agree as follows:

**ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR**

The RECIPIENT agrees to engage the CONTRACTOR and the CONTRACTOR agrees to perform the functions as outlined in Article 2 – Scope of Services, set forth below. The CONTRACTOR understands and agrees that all services contracted are to be performed solely by the CONTRACTOR and may not be subcontracted for or assigned without the prior written consent of the RECIPIENT.

**ARTICLE 2. SCOPE OF SERVICES**

The Contractor will:

- Basic Maintenance of Network Infrastructure at the below listed schools on the following components: conduit, raceway and power poles for eligible internal connections cabling cable connectors. Faceplates for communications jacks. Media converters used for connectivity. Fiber and Cat6 wiring.

Sites:	Drops/Ports
Chattahoochee Elementary	240
West Gadsden High	225
Havana Middle	336
Havana Elementary	276
East Gadsden High	840
James A. Shanks Middle	512
George W. Munroe Elementary	840
Gadsden Central Academy	50
HOPE Academy	20
Carter-Parramore Academy	192
Stewart Street Elementary	396

St. John Elementary	396
Greensboro Elementary	324
Gretna Elementary	384
Gadsden Elementary Magnet	144
Crossroad Academy	50

**ARTICLE 3. DURATION OF AGREEMENT**

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<b>Project costs</b>	means all allowable costs, as established in the applicable Federal cost principles, incurred by a recipient and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
<b>Project period</b>	means the period established in the award document during which Federal sponsorship begins and ends.
<b>Recipient</b>	means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
<b>Sub-recipient</b>	means the legal entity to which a sub-award is made and which is accountable to the recipient for the use of the funds provided.
<b>Sub-award</b>	means an award of financial assistance in the form of money, or property in

<b>Term</b>	<b>Definition</b> lieu of money, made under an award by a recipient to an eligible sub-recipient or by a sub-recipient to a lower tier sub-recipient. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "award".
<b>Termination</b>	means the cancellation of award, in whole or in part, under an agreement at any time prior to the date of completion.
<b>Working Capital Advance</b>	means a procedure whereby funds are advanced to the recipient to cover its estimated disbursement needs for a given initial period.

Source: Office of the Secretary, US Department of Education

**ARTICLE 5. PAYMENT**

(a). RECIPIENT shall pay the CONTRACTOR upon the receipt of an annual fee of **\$17,500.00 or (500 hrs. @ \$35.00 per/hr)** invoice from the CONTRACTOR that includes all activities and services provided with signatures of verification from each work site.

(b). The CONTRACTOR shall not pledge the RECIPIENT’S credit or make the RECIPIENT a guarantor of payment or surety for any contract, debt, obligation, judgment, lien, or any form of indebtedness.

(c) The total cost of the AGREEMENT is as follows:

<b>July 1, 2013 to June 30, 2014</b>	<b><u>\$ 17,500.00</u></b>
--------------------------------------	----------------------------

**To be paid quarterly:**

<b>July 2013 – September 2014</b>	<b>\$4,375.50</b>
<b>October 2013 – December 2014</b>	<b>\$4,375.50</b>
<b>January 2013 – March 2014</b>	<b>\$4,375.50</b>
<b>April 2013 – June 2014</b>	<b>\$4,375.50</b>

**Time and travel included. All necessary parts to be billed separately.**

**ARTICLE 6. PUBLIC RECORDS**

Where applicable, documents prepared pursuant to this AGREEMENT may be subject to Florida’s Public Records Law. Refusal of the CONTRACTOR to allow public access to such records shall constitute grounds for cancellation of this AGREEMENT.

**ARTICLE 7. ACCESS AND RETENTION OF RECORDS**

The RECIPIENT shall have access to all CONTRACTOR’S records that are directly pertinent to this AGREEMENT.

**ARTICLE 8. TERMINATION OF AGREEMENT**

The parties hereto contemplate this contract to run for the duration of the stated period subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice

**ARTICLE 9. PERSONNEL AND LEVEL 2 SECURITY CLEARANCE**

Pursuant to Florida Statute **1012.465 Background screening requirements for certain noninstructional school district employees and contractors.--**

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

CONTRACTOR agrees to abide by the Level 2 security clearance requirements above.

The CONTRACTOR will work cooperatively with all district employees.

**ARTICLE 10. AMENDMENTS**

Any changes must be mutually agreed upon and incorporated in written amendments to this AGREEMENT.

**ARTICLE 11. INDEPENDENT CONTRACTOR**

The CONTRACTOR is an independent contractor and not an employee or agent of the RECIPIENT. CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act defined in Article 9.

**ARTICLE 12. NONDISCRIMINATION AND COMPLIANCE**

The CONTRACTOR shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, or age in the performance of work.

**ARTICLE 13. ADMINISTRATION OF AGREEMENT**

(a) The RECIPIENT'S contract administrator and contact is Tim Oliver or his/her designee.

(b) All written and verbal approvals must be obtained from the parties' contract administrator or their designees.

(c) This contract shall be governed by and construed under the laws of the State of Florida.

**ARTICLE 14. AGREEMENT AS INCLUDING ENTIRE AGREEMENT**

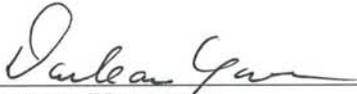
This instrument, including any attachments, embodies the entire AGREEMENT of the parties. There are no other provisions, terms, conditions, or obligations. This AGREEMENT supersedes all previous oral or written communications, representations or agreements on this subject.

**ARTICLE 15. ENFORCEMENT**

Jurisdiction for enforcement of this agreement shall lie in the courts of Gadsden County, Florida. Any action by a party for enforcement of this agreement shall be maintained in Gadsden County.

**IN WITNESS WHEREOF**, the School Board of Gadsden County, Florida and have executed this **AGREEMENT**.

  
\_\_\_\_\_  
**Tim Oliver**, Project Manager  
Network Cabling Services, Inc.

  
\_\_\_\_\_  
**Darlean Youmans**  
Director of Media & Technology

3.11.13  
\_\_\_\_\_  
Date

3/11/13  
\_\_\_\_\_  
Date

Proposal 20133005 for the  
Gadsden County School District

Proposal for **Basic Maintenance Contract on all Client/Server Services (Novell) on eligible file servers, routers, web server, firewalls and switches (all sites and district) under Basic Maintenance on Internal Connections for Year 16, July 1, 2013-June 30, 2014.**

**Intratech Alliance, Corp.**  
**SPIN 143019937**

**Vendor Liaison (Project Executive): Stephen Gauss**

**Description of Services:**

The Basic Maintenance Contract will include the maintenance, and configuration changes to all eligible school and district servers (i.e. DHCP, DNS, Proxy and Firewall servers) and maintenance, configuration changes and configuration troubleshooting of all eligible internal routers, switches, wireless access points, edge routers, firewalls and IP phone switch ports when used in switch capacity to connect a workstation directly to the network. Basic Maintenance Contract services on the eligible servers will include such services as maintenance for components, configuration backups, file management and services configuration necessary for reliable functioning and troubleshooting of any issues that cause the eligible servers not to function reliably.

**Vendor Qualifications and Previous Experience:**

I have provided these same services to the Gadsden School District's Department of Instructional Media and Technology through the E-Rate process since Year 3 of the program. This includes installation and upgrades of servers, configuration of Lucent and Cisco routers at all locations and configuration and maintenance of Cisco, 3COM and Nortel switches and various access points at all locations during this period. In addition to the maintenance contract, I have provided other technology related services through separate purchase orders. I have installed and managed Novell networks since 1991.

I have had over \$70,000 funded for each year since Year 3 of the E-rate program. I can provide any assistance required for PIA and Item 25 review if required.

All onsite and remote support incidents will be documented and stored electronically in a support ticketing and tracking application which will be available to the Gadsden School District staff to submit new work orders and tracking of open work orders. This will store the location of issue, person requesting assistance and documentation of the work performed. Backup copies of this documentation will be kept at the offices of Intratech Alliance Corp and/or in off-site storage in the case it is needed for an appeal. I have not had to assist any customers in filing for substitutions or extensions.

**Help Desk Assistance and Remote Assistance:**

The district technology staff has and will continue to have my local cell phone number, my voice mail, and my email address to report problems 24 hours/7 days a week. I have the capacity to remotely manage and troubleshoot the entire Gadsden School District wide area network from office, home and anywhere globally that I can get a reliable 3G or 4G cellular connection or basic internet connection and therefore can provide a quick

Proposal 20133005 for the  
Gadsden County School District

response time of three hours or less during regular operating hours of the School Board of Gadsden County based on the work dates of the published Twelve Month Calendar of the School Board of Gadsden County and a standard five day work week (Monday through Friday).

**Warrant of Availability:**

Intratech Alliance Corp does warrant that the services being offered in this proposal are now and will continue to be readily available throughout E-Rate Year 15 (July 1, 2012 – June 30, 2013).

**Scope of Contract and Ineligible Services:**

This contract is for services provided to the Media and Technology Department of the School Board of Gadsden County for “eligible school and district servers (i.e. DHCP, DNS, Proxy and Firewall servers) and maintenance, configuration changes and configuration troubleshooting of all eligible internal routers, switches, wireless access points, edge routers, firewalls and IP phone switch ports when used in switch capacity to connect a workstation directly to the network” as defined by USAC under the Schools and Libraries Program Eligible Services List. Any services performed by Intratech Alliance Corp., or representatives thereof, for any department of the School Board of Gadsden County which is not a part of the Media and Technology Department of the School Board of Gadsden County, in part or in whole, for any services not expressly defined in this contract as governed by USAC under the Schools and Libraries Program Eligible Services List will require a separate contract and payment arrangements as outlined under the USAC program guidelines.

Proposal 20133005 for the  
Gadsden County School District

Locations Covered by Contract: See attached detail of equipment.

Gadsden Schools District Office	35 Martin Luther King Jr. Blvd Quincy FL 32351	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches
Chattahoochee Elementary School	335 Maple Street Chattahoochee FL 32324	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches
Greensboro Elementary School	Rt 1 Box 172 Quincy, FL 32351	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches
West Gadsden High School	200 Providence Road Quincy FL 32351	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches
Gretna Elementary School	706 Martin Luther King Blvd Gretna FL 32332	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches, Wireless Access Points
George W. Munroe Elementary School	1830 W King St Quincy FL 32351	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches
James A Shanks Middle School	1400 W King St Quincy FL 32351	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches
Gadsden Elementary Magnet School	500 W King St Quincy FL 32351	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches
Carter Parramore Academy	631 South Stewart Street Quincy FL 32351	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches
Gadsden Central Academy	631 South Stewart Street Quincy FL 32351	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches
Hope Academy	631 South Stewart Street Quincy FL 32351	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches
Stewart Street Elementary School	749 S Stewart St Quincy FL 32351	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches
St. Johns Elementary School	4463 Bainbridge Hwy Quincy FL 32352	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches
Havana Elementary School	705 US 27 South Havana FL 32333	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches
Havana Middle School	1210 Kemp Road	DNS Servers, DHCP

Proposal 20133005 for the  
Gadsden County School District

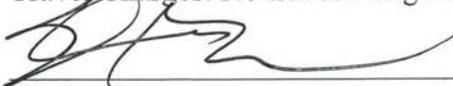
	Havana FL 32333	Servers, Cisco routers, Cisco and 3COM switches
Gadsden Technical Institute	201 Martin Luther King, Jr. Blvd Quincy FL 32351	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches
East Gadsden High School	27001 Blue Star Highway Havana FL 32333	DNS Servers, DHCP Servers, Cisco routers, Cisco and 3COM switches
Crossroad Academy Charter School	470 Strong Road Quincy FL 32351	DNS Servers, DHCP Servers, Cisco Routers and Switches

**Proposed Contract:**

Service and Support: \$6720 per month

Rate based on minimum 24 hours per week (96 hours per month) at \$70 per hour.

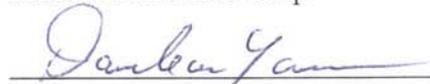
Travel Charges: No travel charges.



Date 3.5.2013

Stephen Gauss

Intratech Alliance Corp



Date 3/11/2013

Darlean Youmans

Director of Media and Technology

Gadsden County School District

## RFP Memorandum of Understanding

To: Gadsden County Board of Education

Vendor: Intratech Alliance Corp

Name of Firm: Intratech Alliance Corp

Mailing Address 1808 Aaron Rd

Tallahassee, FL 32303

City, State, Zip Code

Having carefully examined the request for proposal documents prepared by the Gadsden County Board of Education and together with such addenda, if any, as listed hereafter, the undersigned hereby proposes and agrees to provide all components as specified in the attached Proposal Schedule, these sheets being a part of the Proposal, for unit prices and totals shown.

The Undersigned agrees that the unit prices quoted on the Technology Specifications attached hereto shall govern in the event error in totals, and further agrees that, should quantities of items be changed prior to award of the Contract from the specifications, these unit prices will prevail for the revised schedule.

It is agreed that the undersigned has complied with all requirements concerning Vendor Qualifications, licensing and, with all other local, state, federal laws, and that legal requirement has been violated in making or accepting this proposal, in awarding a contract to him or in the delivery of products.

In submitting this proposal, it is understood that the right is reserved by the owner to reject any or all proposals and waive all informalities in connection therewith. It is also agreed that this proposal may not be withdrawn for a period of ninety (90) days from the opening thereof.

The Gadsden County School District is not liable for any cost incurred by the vendor in preparing a response to the RFP.

Contact Sonja Bridges with questions.

Intratech Alliance Corp

Name of Bidding Vendor



Authorized Signature

3/4/2013

Date

Stephen Gauss/President

Name/Title of Person Signing

1808 Aaron Rd

Address

Tallahassee, FL, 32303

City, State, Zip Code

(850) 567-691120

(Area Code) Telephone Number

**Gadsden E-Rate RFP YR 16 – Funding YR 2013**

**THE SCHOOL BOARD OF GADSDEN COUNTY**  
**“Building A Brighter Future”**  
**Reginald C. James, Superintendent of Schools**  
**35 Martin L. King, Jr. Blvd**  
**Quincy, Florida 32351**  
**Tel: (850) 627-9651**  
**Fax: (850) 627-2760**

MINORITY-OWNED FIRM OR COMPANY

I (we) do hereby certify that my (our) business qualifies as a minority-owned firm or company. Please check one of the following applicable:

- Black
- Hispanic
- American Indian-Alaskan Native
- Female
- Physically or Mentally Disability
- Asian-Pacific Islander

Manual Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Typed Signature: \_\_\_\_\_  
Name of Business: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_

**Non-Minority Firm or Company**

I (we) do hereby certify that my (our) business does not qualify as a minority-owned firm or company.

Manual Signature:   
Typed Signature: Stephen Gauss  
Name of Business: Intratech Alliance Corp  
Address: 1808 Aaron Rd  
Tallahassee FL 32303

*NOTE: Pursuant to section 289.094, Florida Statutes, it is unlawful for any individual to falsely represent any entity as a minority-owned firm or company for purpose of qualifying for certification as such an enterprise under any program, which, in compliance with federal law, is design to assist minority-owned firms or companies in receipt of contracts for the provision of goods and services.*

**NOTE: THIS CERTIFICATION MUST BE SIGNED AND RETURNED WITH YOUR BID IN ORDER FOR YOUR BID TO BE VALID.**

**SWORN STATEMENT: UNDER SECTION 287.133(3)(a)  
FLORIDA STATUTES ON PUBLIC ENTITY CRIMES**

THIS FORM MUST BE SIGNED IN THE PRESENCE OF A NOTARY PUBLIC OR OTHER OFFICER AUTHORIZED TO ADMINISTER OATHS.

1. This sworn statement is submitted with Bid, Proposal or Contract No. 20133005 for Basic Maintenance Contract on all Client/Server Services (Novell) on eligible file servers, routers, web server, firewall, and dedicated data switches for all sites and district office.

2. This sworn statement is submitted by Intratech Alliance Corp

(Name of entity submitting sworn statement)

whose business address is 1808 Aaron Rd, Tallahassee FL 32303 and (if applicable) its

Federal Employer Identification Number (FEIN) is 59-3493185 (If the entity has no FEIN, include the

Social Security Number of the individual signing this sworn statement: \_\_\_\_\_)

3. My name is Stephen Gauss and my relationship to the entity name above is President

4. I understand that a "public entity crime" as defined in Paragraph 287.133(1)(g), Florida Statutes, means a violation of any state or federal law by a person with respect to and directly related to the transaction of business with any public entity or with an agency or political subdivision of any other state or with the United States, including, but not limited to, any bid or contract of goods or services to be provided to any public entity or an agency or political subdivision of any other state or of the United States and involving antitrust, fraud, theft, bribery, collusion, racketeering, conspiracy, or material misrepresentation.

5. I understand that "convicted" or "conviction" as defined in Paragraph 287.133(1)(b), Florida Statutes, means a finding of guilt or a conviction of a public entity crime, with or without an adjudication of guilt, in any federal or state trial court of record relating to charges brought by indictment or information after July 1, 1989, as a result of a jury verdict, non-jury trial, or entry of a plea of guilty or nolo contendere.

6. I understand that an "affiliate" as defined in Paragraph 287.133(1)(a), Florida Statutes, means:

- a. A predecessor or successor of a person convicted of a public entity crime; or
- b. An entity under the control of any natural person who is active in the management of the entity and who has been convicted of a public entity crime. The term "affiliate" includes those officers, directors, executives, partners, shareholders, employees, members, and agencies that are active in the management of an affiliate. The ownership by one person of shares constituting a controlling interest in another person, or a pooling of equipment or income among persons when not for fair market value under an arm's length agreement, shall be a prima facie case that one person controls another person. A person who knowingly enters into a joint ventures with a person who has been convicted of a public entity crime in Florida during the preceding 36 months shall be considered an affiliate.

7. I understand that a "person" as defined in Paragraph 287.133(1)(e), Florida Statutes, means any natural Person or entity organized under the laws of any state or of the United States with the legal power to enter into a binding contract and which bids or applies to bid on contracts for the provision of goods or services let by a public entity, or which otherwise transacts or applies to transact business with a public entity. The term "person" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in management of an entity.

8. Based on information and belief, the statement, which I have marked below, is true in relation to the entity submitting this sworn statement. [Please indicate which statement applies.]
- Neither the entity submitting this sworn statement, nor any officers, directors, executives, partners, shareholders, employees, members, or agents who are active in management of the entity, nor any affiliate of the entity have been charged with an convicted of a public entity crimes subsequent to July 1, 1989.
  - The entity submitting this sworn statement, or one or more of the officers, directors, executives, partners, shareholders, employees, members, or agents who are active in management of the entity, or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989, AND [Please indicate which additional statement applies.]
  - There has been a proceeding concerning the conviction before a hearing officer of the State of Florida, Division of Administrative Hearings. The final order entered by the hearing officer did not place the person or affiliate on the convicted vendor list. [Please attach a copy of the final order.]
  - The person or affiliate was placed on the convicted vendor list. There has been a subsequent proceeding before a hearing officer of the State of Florida, Division of Administrative Hearings. The final order entered by the hearing officer determined that it was in the public interest to remove the person or affiliate from the convicted vendor list. [Please attach a copy of the final order.]
  - The person or affiliate has not been placed on the convicted vendor list. [Please describe any action taken by or pending with the Department of General Services.]

  
\_\_\_\_\_  
Signature

Date: 3-5-2013

STATE OF Florida

COUNTY OF Gadsden

PERSONALLY APPEARED BEFORE ME, the undersigned authority,

Stephen Gauss, who, after first being sworn by me,  
[Name of individual signing]

affixed his her signature in the space provided above on this 5<sup>th</sup> day of March, 2013.



  
\_\_\_\_\_  
NOTARY PUBLIC

My commission expires: 10/1/14



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## Hayes e-Government Resources & Gadsden County School District

Whereas, Hayes e-Government Resources Inc. ("Hayes") is in business of providing networking equipment and related services, specializing in Education and Government projects.

Whereas, Gadsden County School District in Gadsden County, Florida is seeking to procure networking equipment and installation services for the purpose of upgrading their Local Area Network and Wireless Network. In January 2013, Gadsden County School District issued a Request for Proposal (RFP) for networking equipment and installation services, Request for Proposal "RFP 2013-2014 ERATE YR 16 for INTERNAL CONNECTIONS" ( Attachment A).

Whereas, Hayes responded to Gadsden School Board's RFP with Hayes' Bid Response (Attachment B) for the funding year (7/1/2013-6/30/2014) which is attached hereto and incorporated by reference.

Whereas, on March 12, 2013, Gadsden County School Board awarded the RFP to Hayes.

Now, therefore, in consideration of the foregoing, the Parties agree to the following:

- A. **Hayes Responsibilities.** Hayes agrees to provide the Gadsden County School District the equipment and installation services as specifically set forth in Hayes Bid Response including but not limited to all applicable warranties, maintenance requirements, and consultation services to install a managed network access solution, according to a mutually agreed upon schedule to be determined by the parties.
  
- B. **Gadsden County School Board Responsibilities.** Gadsden County School Board agrees to pay Hayes a fee not to exceed \$2,057,818.64 for the aforementioned equipment and installation services. Said fee shall be paid according to a mutually agreed upon schedule reflective of federal funding issues. As such, Gadsden County School Board shall pay their discounted rate directly to Hayes and Hayes agrees to invoice appropriate entities for additional monies per Gadsden County School Board and the mutually agreed to schedule. However, Gadsden County School Board agrees to hold Hayes harmless and releases them from any and all responsibilities related to the application and acquisition of these funds on behalf of Gadsden County School Board.
  - 1. If the Schools and Libraries Division ("SLD"), Administrator of the Universal Services Support Mechanism, or its successor, should fail to approve all of or any part of the equipment and services covered by this Agreement, the Gadsden County School Board shall have the right, at its option, to cancel or modify this Agreement, as to that part of the equipment or services disallowed for discount pricing.



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C. The Term of this Agreement shall commence on July 1, 2013 and shall terminate on June 30, 2014 for any recurring services and September 30, 2014 non-recurring services. In the event that a FCDL is issued after March 1, 2014 or in the event of extenuating circumstances beyond the either parties' control, this contract is extendable until September 30, 2015.

Acknowledged and Agreed upon by the Parties, this 13<sup>th</sup> day of March 2013.

By: Karen Martinoff  
Karen Martinoff, President  
Hayes e-Government Resources

By: Paula G...  
Gadsden County School District  
Title: Director of Media + Tech



**PROGRESSIVE  
COMMUNICATIONS**

E-RATE SPIN NUMBER 143029877

E-RATE PROPOSAL – RESPONSE TO E-RATE 470 APPLICATION 131430001117503, Yr. 16 – VIDEO OVER IP

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**11. SERVICE PROVIDER'S CONTRACT WITH ATTACHMENT**

**SERVICE PROVIDER CONTRACT NUMBER 030513GADFL  
FOR INTERNAL CONNECTIONS WITH ATTACHMENT "A"**

THIS AGREEMENT entered into entered in between Progressive Communications, Inc. ("PROGRESSIVE") and GADSDEN COUNTY SCHOOL SYSTEM ("SCHOOL") on this 5th day of March, 2013;

WHEREAS PROGRESSIVE is a service provider capable of creating, installing and operating local area networks (LANS), wide area network systems ("WANS") and providing basic maintenance of internal connections;

WHEREAS SCHOOL owns or operates a "school" [as defined in the "No Child Left Behind Act of 2001"] (20 U.S.C. § 7801(18) and (38)) or a library as defined in the "Services and Technology Act" (Pub. L. # 104-208);

WHEREAS SCHOOL has developed a "technology assessment" and a "technology plan" in anticipation that SCHOOL will be entitled to participate under the "Schools and Libraries Program of the Universal Service Fund" (commonly referred to as "E-Rate"), through which telecommunication services and/or internet services are provided through differing levels of support dependent upon the level of poverty and the urban-rural status of the population served;

WHEREAS SCHOOL has submitted its technology plan for approval, and has also filed a "Form 470" by placing it on Universal Service Administrative Company's website, which form describes the specific services or functions sought;

WHEREAS PROGRESSIVE has submitted a "bid" to provide services to SCHOOL and has been deemed by SCHOOL to be the best and most desirable bidder;

WHEREAS SCHOOL has obtained, or expects to shortly obtain, approval and funding of it technology plan; and WHEREAS SCHOOL and PROGRESSIVE wish to enter into this Contract and memorialize the fact that SCHOOL has chosen PROGRESSIVE to provide these services, subject to funding and other conditions as hereinafter set forth:

In consideration of the foregoing and the promises hereinafter set forth, it is agreed as follows:

1. SERVICES TO BE PROVIDED BY PROGRESSIVE. Referenced to this Contract is the Form 470 submitted by SCHOOL and PROGRESSIVE' bid in response thereto, and these documents shall be deemed the work and services to be performed by PROGRESSIVE. The work shall be performed in accordance with a schedule to be later agreed upon once funding is provided as described below, and as outlined in the bid proposal submitted by PROGRESSIVE.

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**Corporate Office: 100 Industrial Park Road Milledgeville, GA. 31061 1-800-982-8315**

**Page | 44**



**PROGRESSIVE  
COMMUNICATIONS**

E-RATE SPIN NUMBER 143029877

E-RATE PROPOSAL – RESPONSE TO E-RATE 470 APPLICATION 131430001117503, Yr. 16 – VIDEO OVER IP

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2. PAYMENT. SCHOOL agrees that their portion of the contract will be due to PROGRESSIVE prior to work beginning. This allows PROGRESSIVE time to obtain the canceled check back from the SCHOOL which will be necessary to have prior to E-Rate releasing their portion of the contract payment to PROGRESSIVE.

SCHOOL agrees that the portion of the contract funded by the E-rate program may be paid in full to PROGRESSIVE at the beginning of the contract work to reduce the financing cost and thus the overall costs of the work to SCHOOL. SCHOOL hereby authorizes and directs the payment of the E-Rate portion of the contract payment to PROGRESSIVE prior to initiation of the work.

3. FORM 471. SCHOOL agrees that it has (or will) file Form 471 (“Services Ordered and Certification Form”) to properly calculate and obtain the discount (i.e. support) to be received by SCHOOL. SCHOOL also agrees that if this has not been done already, it will make good faith efforts to properly fill out and file this form and to obtain the discount to which SCHOOL would be entitled under FCC Rules. SCHOOL further agrees to take all necessary steps to facilitate and expedite application review, and to obtain a positive decision on SCHOOL’s funding request by The Universal Service Administrative Company.

4. FAVORABLE FUNDING DECISION CONDITION. SCHOOL and PROGRESSIVE agree and understand that a favorable funding decision by Universal Service Administrative Company with respect to the discount or support sought by SCHOOL under the “E-Rate” program is a condition to the performance of services by PROGRESSIVE and payment by SCHOOL. PROGRESSIVE shall not be required to begin work on its contract until and unless a favorable funding decision is received by SCHOOL and SCHOOL shall not be required to pay PROGRESSIVE any money until and unless a favorable funding decision has been received by it. However, once a favorable funding decision has been received by SCHOOL, PROGRESSIVE shall be obligated to perform the services described in the attachments, and SCHOOL shall be obligated to make payments as set forth above, *if local funding permits.* step

5. FAVORABLE FUNDING DECISION CONDITION EXCEPTION: Under the category of Basic Maintenance of Internal Connections an exception will apply. The funding year for Basic Maintenance is July 1, 2013-June 30, 2014 and is a recurring service. We will begin providing service to the SCHOOL on July 1<sup>st</sup> even if they have not received a Funding Decision Letter. We will require the SCHOOL to pay PROGRESSIVE for their portion of the Basic Maintenance on July 1<sup>st</sup>. Once E-Rate has funded, PROGRESSIVE will invoice E-Rate on a monthly basis for 12 equal payments. If the Basic Maintenance does not fund for whatever reason then the SCHOOL will be responsible for paying PROGRESSIVE for the BALANCE incurred. The SCHOOL has the option to wait to receive services for Basic Maintenance until they have received the FCDL and thus causing the SCHOOL’S portion not to be due until that time.



**PROGRESSIVE  
COMMUNICATIONS**

E-RATE SPIN NUMBER 143029877

E-RATE PROPOSAL – RESPONSE TO E-RATE 470 APPLICATION 131430001117503, Yr. 16 – VIDEO OVER IP

6. APPLICABLE LAW. This shall be a binding Contract between PROGRESSIVE and SCHOOL, and shall be governed by Georgia law. In the event there is a dispute, any such dispute may be brought by either party in the Superior Court of Baldwin County, Georgia.

7. ALL AGREEMENT. This is the entire Agreement between the parties and no other oral or written understanding shall be binding unless contained herein. This Agreement may be amended by an amendment referring to this Agreement and signed by both parties.

Schedule with pricing follows this page.

**GADSDEN COUNTY SCHOOL DISTRICT**

By: *D. Anderson*

Title: *Director of Media Tech*

Witness: *[Signature]*

Date: *3/11/13*

**PROGRESSIVE COMMUNICATIONS, INC.**

By: \_\_\_\_\_

Title: \_\_\_\_\_

Witness: \_\_\_\_\_

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

*Rubenstein*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 8q

**DATE OF SCHOOL BOARD MEETING:** July 23, 2013

**TITLE OF AGENDA ITEM:** Memorandum of Agreement between Gadsden County Schools and Gadsden County Health Department 2013-2014

**DIVISION:** K-12 Education

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

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

The attached is the Memorandum of Agreement between Gadsden County Schools and the Gadsden County Health Department. The Gadsden County School District agrees to collaborate with the Gadsden County Health Department to deliver health care and health education programs that equip limited resource families and youth who are at risk for not meeting basic human needs, to lead positive, productive, contributing lives.

**FUND SOURCE:**

**AMOUNT:** \$100,100

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

**POSITION:** K-12 Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 5 & 6

CHAIRMAN'S SIGNATURE: page(s) numbered 5 & 6

2013 JUL -8 AM 8:52  
GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT

# **Memorandum of Agreement**

**Between  
Gadsden County Schools**

**And**

**Gadsden County Health Department**

**MOA# - 005 (2013 – 2014)**

## **Background**

Gadsden County Schools envision communities where children and youth lead positive, secure and happy young lives while developing the skills, knowledge and competencies necessary for fulfilling contributing adult lives. The Gadsden County School Board is committed to a future where all children and youth live in families and communities that promote their positive development. The Gadsden County Schools (GCS) agree to collaborate with the Gadsden County Health Department (GCHD) to deliver health care and health education programs that equip limited resource families and youth who are at risk for not meeting basic human needs, to lead positive, productive and contributing lives.

## **Each party Agrees to:**

1. Promote a coordinated effort between GCS and GCHD staff to achieve maximum health and academic success of students and staff.
2. Comply with relevant state and federal laws, rules and regulations governing handling, storage and access to Department of Education (DOE) student records and Department of Health (DOH) medical records. GCS shall have access to all DOH records that are directly pertinent to this agreement, with the exception of confidential student records that are protected by HIPAA (Health Insurance Portability and Accountability Act). GCHD shall retain all required financial documents for five years after the district makes the final payment and all other pending matters are closed.
3. Develop cooperative procedures for administering health care data collection, record keeping and immunization compliance.
4. Jointly plan and provide training opportunities for health and school district personnel.

**Gadsden County Schools agree to:**

1. Pay \$100,100 annually to ensure that as many as possible (to the extent funding is available) of the district's school clinics will have health care staff assigned. This amount shall be paid in four quarterly installments of \$25,025. Please note that all invoices or notices sent to the GCS will require a minimum of seven (7) days and a maximum of fifteen (15) days to process once the invoice is received from GCHD.
2. Provide GCHD staff access to the district phone messaging service to relay Back-to-School information for students and their families concerning immunizations and school physical requirements and any health advisories that become necessary to protect the students and faculty. Provide phone support to school clinic staff within onsite school clinics.
3. Provide daily janitorial and as requested maintenance services to each school clinic facility.
4. Provide and maintain building infrastructure wiring, data and phone cabling, and electrical connections for school clinics.
5. Execute electronic data uploads of student data from the district's school data system no less than on a weekly basis to the GCHD's electronic health charting and Medicaid billing system (Health Office) to DOH by VPN or Secure FTP.
6. Provide data transport, troubleshooting, network and port addressing to each school clinic, sufficient to support establishment and connectivity for an on-site firewall-created internal isolated zone. Secure tunneling will be used to establish connectivity for the isolated zone to DOH's network over county circuits.
7. Maintain general liability insurance covering all onsite electronic equipment under circumstances of occupational injury, employee disloyalty, and general liability. A review and determination of fault is required before assumption of any liability and a certificate must be provided upon request. Where determination of fault is with GCHD, DOH is self insured to the limit required by Florida Law, and a certificate of insurance shall be provided upon request.
8. Appoint a School Health Coordinator from the GCS to serve as a liaison with the GCHD. The Coordinator's duties should include but not be limited to coordination of service delivery, resolving billing issues, facilitating timely communication, and MOA monitoring.

**Gadsden County Health Department Agrees to:**

1. Provide Comprehensive Health Care to the schools listed below: [ "These services include basic health services and student health management,

interventions and classes to reduce risk-taking behaviors, violence and injury prevention, and services to reduce teen pregnancy and promote return to school after giving birth. Comprehensive school health services provide more in-depth health management through the increased use of registered nurses (RN) for assessments, intervention, case management, and improving access to health care through referrals to insurance programs and family physicians.”]

- Chattahoochee Elementary
- Gadsden Elementary Magnet
- Greensboro Elementary
- George W. Munroe
- Gretna Elementary
- Havana Elementary
- Havana Middle School
- Shanks Middle School
- Stewart Street Elementary
- St. John Elementary
- West Gadsden school Clinic

2. **Provide Full Service Health Care to Students at East Gadsden School Clinic** [“Full Service Schools provide the infrastructure that is necessary to coordinate and deliver services donated by community partners and participating agencies. This program focuses on underserved students in poor, high risk communities needing access to medical and social services, as identified through demographics. Full Service Schools provide all basic health services, in addition to the coordination of medical and specialized social services, such as: nutritional, economic and job placement services, parenting classes, counseling for abused children, mental health and substance abuse counseling, and adult education for parents.”]
3. Provide immunization services and cumulative review to all of the districts schools.
4. School Health employees shall work from 7:30 a.m. to 4:00 p.m. on school days with the exception of occasional mandatory training days.
5. Provide hearing, vision, scoliosis, and BMI (body mass index) screenings as appropriate to K, 1<sup>st</sup>, 3<sup>rd</sup>, and 6<sup>th</sup> grade students only. All other student screening will be on an as-needed basis.
6. Provide Blood borne Pathogen and medication In-service for professional development.
7. Supply, provide, refresh, and maintain the following IT resources and services:
  - a) All software, hardware, licensing, and technology peripherals connected to

- DOH's internal zones which are used in the onsite school clinics, power and Path cables needed to connect to the building infrastructure.
- b) All network switches and firewalls supporting DOH's internal zone.
  - c) Current and up-to-date antivirus and intrusion detection software required to protect assets within the internal zone from exploits.
  - d) All troubleshooting, patching, maintenance, configuration, and desktop support (includes user access management) of internal zone equipment, including firewall and all connected hosts.
8. Equipment within the clinic will be used solely by GCHD personnel in compliance with DOH's Information and Security Policy. Only DOH provided equipment will be connected to DOH's internal zone, and personal use devices will be prohibited for use on the internal network. DOH equipment will remain physically accessible at all times to GCS IT personnel for inventory and security review.
  9. Provide and maintain connectivity to a Virtual Private Network interface or Secure FTP site for GCS to the Health Office system for weekly data upload, incorporating all reasonable associated costs.
  10. Server hardware and software licensing for Health Office will be the responsibility of GCHD. All access provided will be maintained securely over the GCS network.
  11. Assist Gadsden County schools in identifying health issues and statistics that may be used to support grants for health initiatives.
  12. Provide Gadsden County School's Financial Office with quarterly invoices or written notice of agreed upon monetary funds with due date enclosed. The invoice or notice shall include documentation describing the services rendered. The invoice shall itemize the services in detail indicating the Gadsden County Health Department's expenditures that tie to the payments by the Gadsden County Schools. Attached documentation shall substantiate the Health Department's expenditures. The Gadsden County Health Department will invoice the Gadsden County School District on or approximately:
    - September 30, 2013
    - December 30, 2013
    - March 30, 2014
    - June 30, 2014

**Gadsden County Schools and the Gadsden County health Department mutually agree that:**

The parties hereto contemplate this contract to run for the duration of 7/1/2013 through 6/30/2014. This Memorandum of Agreement shall be reviewed annually, to determine its continuation and or need for modification as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.

In WITNESS WHEREOF, the School Board of Gadsden County, Florida and the Gadsden County Health Department have executed the AGREEMENT.

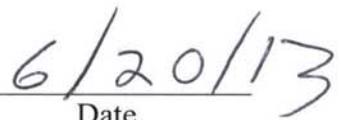
\_\_\_\_\_  
Chairman of  
The School Board of Gadsden County

\_\_\_\_\_  
Date

\_\_\_\_\_  
ATTEST By Reginald James  
Superintendent of Schools

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Aaron Kissler, MPH  
Administrator, Gadsden county Health Department

  
\_\_\_\_\_  
Date

**Gadsden County Schools and the Gadsden County Health Department mutually agree that:**

The parties hereto contemplate this contract to run for the duration of 7/1/2013 through 6/30/2014. This Memorandum of Agreement shall be reviewed annually, to determine its continuation and or need for modification as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.

In WITNESS WHEREOF, the School Board of Gadsden County, Florida and the Gadsden County Health Department have executed the AGREEMENT.

\_\_\_\_\_  
Chairman of  
The School Board of Gadsden County

\_\_\_\_\_  
Date

\_\_\_\_\_  
ATTEST By Reginald James  
Superintendent of Schools

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Aaron Kissler, MPH  
Administrator, Gadsden county Health Department

6/19/13  
Date



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 8r

**DATE OF SCHOOL BOARD MEETING:** July 23, 2013

**TITLE OF AGENDA ITEM:** Dual Enrollment & Career Pathways Articulation Agreement between Tallahassee Community College and Gadsden County Schools 2013-2014

**DIVISION:** Secondary Education

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

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

The purpose of this agenda item is to request board approval of the Dual Enrollment & Career Pathways Articulation Agreement between the School Board of Gadsden County and Tallahassee Community College governing the enrollment of students for the 2013-2014 school term.

**FUND SOURCE:** FEFP

**AMOUNT:** NA

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



**POSITION:** K-12 Director

2013 JUL 15 AM 11:26  
GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

4 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 13

CHAIRMAN'S SIGNATURE: page(s) numbered 13

# 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

July 8, 2013

Re: TCC Dual Enrollment Agreement  
SB 1514 Changes

## **Summary of Basic Changes**

- School districts are required to pay the standard tuition rate per credit hour for students who take courses on TCC's main campus, at education centers, and through distance learning. TCC cost is \$71.98 per credit hour.
- The school district pays for the cost of instruction occurring on high school sites, when a course is taught by college faculty.
- There are no costs when a course is taught on the high school site by high school faculty.
- The Bill prohibits school districts from denying access to dual enrollment unless the student is ineligible to participate.
- The Bill prohibits TCC from limiting dual enrollment participation based upon capacity.

**Observation:** For minimum financial impact on the District, dual enrollment courses should be taught on high school campuses by teachers who qualify as TCC dual enrollment instructors.

SRJ

AUDREY LEWIS  
DISTRICT NO. 1  
HAVANA, FL 32333  
MIDWAY, FL 32343

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

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

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

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

**BOARD MEETS FOURTH TUESDAY OF EACH MONTH**  
EQUAL OPPORTUNITY EMPLOYER

# GADSDEN COUNTY PUBLIC SCHOOLS

2013-14 School Year

## Projected Dual Enrollment Cost Based on 2012-13 Enrollment

The projected cost in the table below is based on enrollment numbers from the 2012 school year and \$71.98 per credit hour. Last year, 39 students enrolled in dual enrollment course work. The average student enrolls in 1 to 2 courses per semester; however, the maximum number of credit hours a student may take per semester is 12 credit hours.

Number of Courses per Semester	Number of Credits	Cost Per Credit	Total Cost/Semester	Cost for 39 Students One Semester	Cost for 39 Students Two Semesters
1	3	\$71.98	\$215.94	\$ 8,421.66	\$16,843.32
2	6	\$71.98	\$431.88	\$16,843.32	\$33,686.64
3	9	\$71.98	\$647.82	\$25,264.98	\$50,529.96
4	12	\$71.98	\$863.76	\$33,686.64	\$67,373.28

Not knowing an exact number of students who will enroll in dual enrollment courses, it is safe to project that dual enrollment at TCC will cost the district between \$33,686.64 and \$43,000 (not including the cost of textbooks). If we are able to have district staff that are approved by TCC to teacher dual enrollment classes (e.g. psychology, sociology, entry level English, entry level math) on EGHS campus, some of this cost may be reduced (must balance the district cost for teacher and FTE enrollment). In addition, we can try to negotiate the following with TCC:

- TCC pays for cost of textbooks
- TCC pays for 50% of the salary of the dual enrollment counselor
- TCC maintains and provides (when necessary) distance learning equipment

SRJ



Tallahassee Community College

***Articulation Agreements  
with Gadsden County Schools***

Dual Enrollment & Career Pathways

A decorative graphic consisting of two overlapping, semi-transparent blue and grey rectangular shapes that resemble folded paper or banners. The year '2013-2014' is printed in a large, bold, black font across the center of the graphic.

**2013-2014**

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# **2013 – 2014 Dual Enrollment Articulation Agreement**

## **Gadsden County Schools and Tallahassee Community College**

### **Introduction**

The Dual Enrollment Articulation Agreement, as required by Section 1007.271(21), Florida Statutes, is made by and between the District Board of Trustees of Tallahassee Community College, hereinafter referred to as TCC, and the District School Board of Gadsden County, hereinafter referred to as the School Board. The term of this agreement shall commence upon signing and shall end June 30, 2014.

The local Articulation Committee shall consist of the following: Committee members from the School Board will be appointed by the Superintendent of the School Board or designee. Committee members from TCC will be appointed by the President of TCC or designee.

Either party may cancel this Agreement upon thirty (30) days written notice should the other party fail substantially to perform in accord with its terms through no fault of the party initiating the termination. This Agreement may be amended only by written communication signed by the Superintendent of the District School Board of Gadsden County and the President of Tallahassee Community College.

### **I. A ratification or modification of all existing articulation agreements**

This agreement replaces any existing agreement with TCC and the School Board regarding the Dual Enrollment Articulation Agreement.

### **II. A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program**

It is the responsibility of the high schools in the district to inform students of the availability of the dual enrollment program requirements and currently offered courses through educational planning and guidance process. Each high school will advertise dual enrollment through a variety of methods. High school personnel will direct students to meet with their high school guidance counselor if they are interested in learning more about participation in dual enrollment. High school guidance counselors will review with the student criteria for participation in the dual enrollment program. Information will also be available to students and parents on TCC's Dual Enrollment website.

It is the responsibility of the high schools to notify parents about the option for their child to participate in dual enrollment courses through a variety of means.

### **III. A delineation of courses and programs available to students eligible to participate in dual enrollment**

Section 1007.271(1), Florida Statutes, establishes that “the dual enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree”. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. Physical education skills courses and college preparatory instruction are not eligible for dual enrollment.

Students enrolled as dual enrollment, early admission, or career dual enrollment shall be exempt from the payment of registration, tuition, and laboratory fees. Students enrolled as dual enrollment, early admission, and career dual enrollment, will be eligible to participate in both high school and College activities as appropriate including graduation and other extracurricular activities. Participation in all college activities must be approved by the Vice President for Student Affairs.

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses – High School Subject Area Equivalency List are eligible for dual enrollment. This list is available at <http://www.fldoe.org/articulation/pdf/DEList.pdf>. Eligible courses may be taken in any format that TCC offers them unless otherwise specified in the Agreement.

College courses are offered on the main campus, high school campuses, and through distance learning.

#### **Early Admission Dual Enrollment**

Early Admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis (minimum of 12 credit hours and maximum of 15 credit hours) in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Early admitted students will be exempt from the payment of registration, tuition, and laboratory fees. Both the high school and TCC must approve Early Admission for a high school student each semester.

#### **Career Dual Enrollment**

Career dual enrollment is a curricular option of elective credits toward earning the high school diploma and completing a career-preparatory certificate program (PSAV). Career dual enrollment is not intended to enable students to take isolated courses unrelated to a program. The School Board will inform all students of the options available and the

eligibility criteria. For 2013-2014, there are no options available for career dual enrollment through TCC.

**IV. A description of the process by which students and their parents exercise options to participate in the dual enrollment program**

**Application Process for New Students**

Step 1: Complete TCC online application

Step 2: Meet with high school guidance counselor to discuss testing options.

Step 3: Complete the Dual Enrollment Program Application Form with your guidance counselor.

Step 4: Turn in your completed packet which includes test scores, and high school transcript during your meeting with the TCC Dual Enrollment Advisor.

Step 5: During your meeting with the TCC Dual Enrollment Advisor, you will be registered for your courses. The TCC Dual Enrollment Advisor is the only person allowed to register you for your courses.

**Application Process for Early Admission Students**

Step 1: Complete TCC online application.

Step 2: Meet with your guidance counselor to discuss testing options.

Step 3: Complete the Dual Enrollment Program Application Form and the early admission form with your guidance counselor.

Step 4: Turn in your completed packet which includes test scores, high school transcript, and early admission form during your meeting with the TCC Dual Enrollment Advisor.

Step 5: During your meeting with the TCC Dual Enrollment Advisor, you will be registered for your courses. The TCC Dual Enrollment Advisor is the only person allowed to register you for your courses.

**Withdrawing from classes and Schedule Changes**

Dual enrollment students must comply with the drop/add and withdrawal policies and deadlines published by TCC.

To withdraw, add, or drop from a course(s), students must provide a written request from the high school guidance counselor verifying that the student has permission to withdraw, add, or drop before the withdrawal deadline. The request must be submitted to TCC's Dual Enrollment Advisor before the withdrawal deadline. A withdrawal form is available on the TCC Dual Enrollment Website.

To change a student's schedule, the guidance counselor must submit a written request to TCC's Dual Enrollment Advisor before the deadline which is published on TCC's Dual Enrollment Website.

**Summer Enrollment**

Students are allowed to enroll in summer courses during summer B session. Enrollment in sessions A and C are only permitted for courses that are NOT offered in B session. Enrollment in sessions A and C must be approved by TCC's Dual Enrollment Advisor.

Graduating high school seniors will not be eligible to participate in dual enrollment during the summer. They will be categorized as degree seeking college students and will have to pay for summer courses.

**Maximum Course Loads**

Dual enrolled students are allowed a maximum of 11 credit hours each semester. All college courses taken must count towards high school credit.

Early admission students are allowed a minimum of 12 credit hours and maximum of 15 credit hours each semester. All college courses taken must count towards high school credit. Special permission is required each semester for the early admission program.

**Maximum Age for Participation in Dual Enrollment**

The maximum age for participation in dual enrollment is 20. If the student has attained the age of 20 by the first day of class, then he is not eligible for dual enrollment.

**Testing for Dual Enrollment Eligibility**

Students will use the P.E.R.T., SAT, ACT, and FCAT 2.0 Reading scores to test for dual enrollment eligibility.

P.E.R.T.		
Reading	104	ENC 1101
Writing	99	
Mathematics	113-122	MAT 1033

Mathematics	123	MAC 1105, STA 2323, MGF 1106, MGF 1107
<b>SAT-I, The College Board</b>		
Verbal	440	ENC 1101
Mathematics	440-549	MAT 1033
Mathematics	550	MAC 1105, STA 2323, MGF 1106, MGF 1107
<b>Enhanced ACT, American College Testing Program</b>		
Reading	18	ENC 1101
English	17	
Mathematics	19-20	MAT 1033
Mathematics	21	MAC 1105, STA 2323, MGF 1106, MGF 1107
<b>Grade 10 FCAT 2.0 Reading</b>		
Reading	262	ENC 1101

*Table 1*

Students must provide official score reports to TCC for ACT, SAT, and/or FCAT 2.0 Reading before being registered for courses. Scores must be less than two years old. High schools must provide P.E.R.T. official score reports and P.E.R.T. test history if students plan to use high school P.E.R.T. scores.

It is the high schools' responsibility to provide P.E.R.T. for dual enrollment eligibility. TCC will work with the high schools and assist with placement testing for special circumstances.

**V. A list of any additional initial student eligibility requirements for participation in the dual enrollment program**

The statutory eligibility requirements for academic dual enrollment include: 3.0 unweighted GPA and demonstrated readiness for college coursework through scores on a common placement test (as established in State Board of Education Rule 6A-10.0315).

TCC defines readiness for college-level coursework as placement into college-level Mathematics and English and Reading.

Students who wish to enroll in dual enrollment prior to completing the 10<sup>th</sup> grade FCAT will be required to place into college-level Mathematics and English and Reading in order to be eligible for the dual enrollment program. There are no exceptions to this rule.

Students who wish to enroll in dual enrollment after taking the 10<sup>th</sup> grade FCAT and have appropriate scores (see *Table 1*) on the English and Reading areas and do not have appropriate scores on the math portion of the college placement test will only be allowed to accumulate 12 college credit hours until the math portion of the test is passed. (High school students are only allowed a maximum of 2 attempts on P.E.R.T.) Students must be enrolled in the high school math college readiness course during the accumulation of the 12 college credit hours or have successfully completed the high school math college readiness course

which will be verified through the high school transcript. There are no exceptions to this rule. Students must place into ENC 1101 with their test scores to be eligible to participate in the dual enrollment program.

Students who will graduate from high school prior to completion of the postsecondary course may not register for the course through dual enrollment.

Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process.

#### **Continued Enrollment for Academic Dual Enrollment**

Students must maintain a minimum 3.0 unweighted cumulative high school grade point average.

Additionally, the TCC GPA will be reviewed each semester and students must maintain a 2.5 TCC GPA at the time of review as well as a successful completion rate of 75% (C or better). Students will be given a one semester grace period if the TCC GPA is below 2.5 or completion is below 75%. High school students are only allowed one grace period.

#### **Early Admission Eligibility**

Students who wish to participate in early admission must be a high school senior and have an unweighted high school GPA of 3.5 or higher. Additionally, students must have a TCC GPA of 3.0 or higher.

#### **Continued Enrollment for Early Admission**

Students must maintain a minimum 3.5 unweighted cumulative high school GPA and a TCC GPA of 3.0.

#### **Initial Enrollment in Career Dual Enrollment**

As indicated in Florida Statutes, 1007.271, student eligibility requirements for initial enrollment in career dual enrollment courses must include a 2.0 unweighted high school grade point average and the appropriate score on the entry test determined by TCC. Placement tests and scores will be determined by each program.

#### **Continued Enrollment for Career Dual Enrollment**

Students must maintain a minimum 2.0 unweighted cumulative high school grade point average.

Additionally, the TCC GPA will be reviewed each semester and students must maintain a 2.0 TCC GPA at the time of review as well as a successful completion rate of 75% (C or better). Students will be given a one semester grace period if the TCC GPA is below 2.0 or completion is below 75%. High school students are only allowed one grace period.

**VI. High School Credit Earned for the passage of Dual Enrollment Courses**

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses – High School Subject Area Equivalency List are eligible for dual enrollment. This list is available at <http://www.fldoe.org/articulation/pdf/DEList.pdf> . Eligible courses may be taken in any format that TCC offers them unless otherwise specified in the Agreement.

Other courses in the Statewide Course Numbering System, with the exception of remedial courses and physical education skills courses, can be used for dual enrollment credit and count toward high school graduation, including electives provided these courses are specified in this agreement.

Courses Not Specified on the List – Courses that are not listed in the Dual Enrollment Course – High School Subject Area Equivalency List that are taken through dual enrollment must be identified in the Dual Enrollment Articulation Agreement along with the number of high school credits to be awarded either as an elective or subject area credit.

**VII. A description of the process for informing students and their parents of college-level course expectations**

Dual enrollment courses meet the curricular expectations and are at the same depth and rigor of non-dual enrollment postsecondary instruction, including those offered on the high school campus. Students should understand that dual enrollment courses are college courses and the amount of work necessary to succeed may be much greater than in high school courses. In addition, dual enrollment courses become a part of a student’s permanent college transcript and are calculated into the student’s permanent postsecondary GPA.

It is the responsibility of the high schools in the district to inform the students and parents about the college-level expectations. TCC will inform students and parents of college-level course expectations through a dual enrollment orientation. TCC will also inform students and parents of college-level course expectations through the use of the course syllabus which is given to each student in each college-level course at the beginning of each semester.

**VIII. The policies and procedures, if any, for determining exceptions to the required grade point averages on an individual student basis**

Section 1007.271(3), F.S., allows exceptions to the required GPA on an individual student basis if both parties agree.

Exceptions to High School Grade Point Averages Terms:

Upon recommendation by the principal or designee, a student with an unweighted GPA of 2.75-2.99 may enroll for a maximum of 6 hours of dual enrollment courses provided that the

student has shown evidence of ability to do advanced level work through successful completion of Advanced Placement, Honors, or other advanced courses or supplemental work and provided that the student is in a high school preparatory program. Continuation of dual enrollment will require satisfactory progress in all college dual enrollment courses as defined in Section V of this agreement and successful completion of all high school courses with grades no lower than "B". Documentation must be provided to TCC's Associate Dean for Curriculum.

Exceptions related to serious illness or other extenuating circumstances will be reviewed on a case by case basis and must be approved by both the principal and TCC's Associate Dean for Curriculum.

TCC will provide a form to the high school that must be completed, signed, and returned to TCC before the student will be allowed to continue in the program. A rationale for the exception must be stated on the form.

TCC will not make exceptions to the required TCC grade point average. Students will be given a one semester grace period in which a review will take place to determine continued eligibility. The grace period can only be used once during the student's high school matriculation.

**IX. Registration Procedures for Dual Enrollment**

Students must complete their registration form with their high school guidance counselor. The form must be completed with all the required information about course reference numbers as well as 2<sup>nd</sup> options. The completed registration form will be given to TCC's Dual Enrollment Advisor, who will register the student for courses that are available at the time the form is received.

All deadlines are included in the Appendix.

**X. Exceptions, if any, to Professional Rules and Guidelines for Instructors teaching Dual Enrollment Courses**

There are no exceptions.

**XI. Exceptions, if any, to Rules and Guidelines stated in the student handbook which Apply to Faculty Members.**

Dual enrollment courses are college courses both in content and outcomes. Dual enrollment instructors must meet the teaching credentials established by the Southern Association of Colleges and Schools (SACS). Section 1007.271(5)(a), F.S., governs dual enrollment faculty. These provisions were taken from the *Dual Enrollment Statement of Standards*, which was codified in State Board of Education Rule 6A-14.064, FAC.

Faculty who wish to teach college credit courses that are offered on the high school campuses must complete a TCC application and all other procedures required by TCC's Human Resources and Academic Divisions. Applicants must be recommended for hire by the appropriate Academic Dean/Director. Faculty must also adhere to the following guidelines (Florida Statutes, 1007.271 (5a):

Meet the qualifications required by TCC as identified in the TCC Faculty Credentials Manual. The qualifications apply to all faculty members regardless of the location of instruction. TCC requires compliance with these qualifications.

1. Provide TCC with an official copy of the postsecondary transcript.
2. Provide a copy of the current syllabus for each course taught to the discipline chair or department chair of the postsecondary institution before the start of each term. The content of each syllabus must meet the same standards required for all college-level courses offered at TCC.
3. Adhere to the professional rules, guidelines, and expectations stated in TCC's adjunct faculty handbook.
4. Adhere to the rules, guidelines, and expectations (which apply to faculty members) that are stated in TCC's student handbook.

Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the TCC campus. To ensure equivalent rigor with courses taught at TCC, the high school instructor will provide a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the appropriate Dean or designee. The completed and scored assessments must be returned to TCC and held for one year (Florida Statutes, 1007.271 (6a)).

Based on need and faculty availability, TCC will decide what courses can be offered on the high school campus. Advanced Placement (AP) students who do not take or pass the AP examination are not permitted to earn postsecondary credit for the AP course via dual enrollment. Per Section 1007.272, Florida Statutes, no student will be allowed duplicate credit based on enrollment in a joint AP/dual enrollment course. Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course, per Section 1007.271 (6d), Florida Statutes.

Dual enrolled students taking courses on the high school campus must follow the same enrollment and registration procedures as the students taking courses on TCC's main campus.

**XII. Responsibilities of the School Board Regarding Determination of Student Eligibility before Dual Enrollment Participation and Monitoring of Student Performance while Participating in Dual Enrollment**

The School Board is responsible for determining if the student is eligible to be tested for the dual enrollment program. Students who have a 3.0 unweighted high school grade point average and who have an interest in participating in dual enrollment should be referred to their high school guidance counselor about the eligibility requirements for the program. Students must have a TCC application on file before the student is tested.

It is the School Board's responsibility as well as TCC's responsibility to monitor student performance in dual enrollment. The School Board and TCC should exchange student transcripts in order to make sure that students are eligible to continue in the dual enrollment program.

TCC is responsible for assigning grades for dual enrollment courses. The School Board is prohibited from changing any grade (once assigned by the college) when posting it to the high school transcript.

**XIII. Responsibilities of the Florida College System Institution Regarding Transmission of Student Grades in Dual Enrollment Courses to the School Board**

TCC will transmit student transcripts to the high schools at the end of each semester.

**XIV. Responsibilities for Funding that Delineates Costs Incurred by the School Board and TCC**

Dual enrollment students shall be exempt from paying registration, matriculation, and laboratory fees. Textbooks will be provided to these students by the School Board. Textbooks purchased by the School Board shall remain the property of the School Board as specified in Section 1007.271 (17), F.S. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on TCC's campus will be covered by TCC. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on the high school campus will be covered by the School Board.

According to the 1007.271, F.S., the School Board is required to pay the standard tuition rate per credit hour to TCC for instruction taking place on the college campus for dual enrolled students. The approved standard tuition for FY 2013-2014 is \$71.98. The rate will be charged for courses taking place on TCC's main campus, TCC's educational centers, and distance learning courses.

The School Board is also required to pay the standard tuition rate per credit hour to TCC for dual enrolled home education students who are registered with the school district.

It is the full responsibility of the School Board to provide full instructional costs for dual enrollment occurring on the high school site. For instruction occurring on the high school sites by college faculty, the school district must reimburse TCC for the costs associated with the proportion of salary and benefits.

There are no costs associated with instruction occurring on the high school site by high school faculty.

TCC cannot guarantee the availability of instructors for dual enrollment classes offered at the high school. Schools can assist TCC by recommending qualified School Board instructors for consideration for teaching dual enrollment courses offered at the high school.

**XV. Responsibilities for Student Transportation**

Students and/or parents shall provide all student transportation to and from courses taken on TCC's campuses and sites and shall assume any liability incurred thereby.

**IN WITNESS WHEREOF**, the School Board of Gadsden County, Florida and The District Board of Trustees, Tallahassee Community College, Florida have adopted this agreement and caused it to be executed by their respective chairs and chief executive officers, in accordance with Section 1007.271, F.S., Dual Enrollment Articulation Agreements.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, The District Board of Trustees,  
Tallahassee Community College, Florida

\_\_\_\_\_  
Date

\_\_\_\_\_  
President, Tallahassee Community College

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

## **Appendix A**

### **Academic & Procedural Responsibilities for the High Schools**

#### **Advising**

The high school is responsible for advising students relative to insuring that they meet the requirements for high school graduation. The high school is also responsible for advising students about Bright Futures.

#### **Completed online TCC Application**

The high school is responsible for making sure that all students who plan to participate in dual enrollment have completed an online TCC application.

#### **Class Rosters**

It is the responsibility of each instructor to check their online class rosters every day to ensure that the appropriate students are sitting in the class. If a student is not on the roster, the instructor should immediately notify the high school dual enrollment contact person. The high school dual enrollment contact person should notify TCC's dual enrollment coordinator.

#### **Changes to the Class Rosters**

The high school dual enrollment specialist is responsible for making sure that no changes to the class roster occur after the fifth day of class according to TCC's calendar.

#### **Requesting courses be taught at the high school**

It is the responsibility of the high school dual enrollment specialist to notify TCC's Associate Dean for Curriculum of all courses that the high school is requesting to offer. Each high school must complete the appropriate form for each course that the high school plans to offer.

## 2013-2014 Deadlines for High Schools:

Due Date	Activity	Responsible Party
March 1, 2013	Deadline to Submit "Course Request for Dual Enrollment" Form for 2013 - 2014	High school
August 1, 2013	Last Day for students to submit all paperwork <u>and</u> test scores for enrollment in Fall 2013 semester (this deadline includes students taking courses on the high school campus)	High school
August 26, 2013	TCC First Day of Class	
August 30, 2013	Last Day to Change Schedules or <u>drop</u> students	High school
November 4, 2013	Last Day to Withdraw a student	
November 15, 2013	Deadline to make changes to course offerings at the high school for Spring 2014. Deadline to identify instructors.	High school
December 6, 2013	TCC Last Day of Class	
December 13, 2013	Deadline for students to submit paperwork for Spring 2014 (applications, test scores, permission to register forms)	
December 20, 2013	TCC Transcripts will be delivered to high schools	TCC
January 6, 2014	TCC First Day of Class	
January 10, 2014	Last Day to Change Schedules or <u>drop</u> students	High school
January 31, 2014	Last Day to submit updated transcripts to TCC for currently enrolled students. Transcripts not received by 01/31/2014 will result in students being dropped from classes. The students will <u>not</u> be added later.	High school
March 3, 2014	Deadline to Submit "Course Request for Dual Enrollment" Form for 2014-2015.	High school
March 27, 2014	Last Day to Withdraw a student	High school

April 25, 2014	TCC Last Day of Class	
May 5, 2014	Deadline to submit grades to TCC	High school
May 8, 2014	TCC transcripts will be delivered to high schools	TCC

**TCC Contacts:**

For advising, registration and testing, please contact the following:

Doris Pleas  
 Dual Enrollment Advisor  
[pleasedo@tcc.fl.edu](mailto:pleasedo@tcc.fl.edu)  
 850-201-6226

To offer courses on your high school campus or for articulation agreement questions, please contact the following:

Calandra Stringer  
 Dean for Curriculum and Instruction  
[stringec@tcc.fl.edu](mailto:stringec@tcc.fl.edu)  
 850-201-6036

## **Appendix B**

### **Career and Technical Education Tallahassee Community College & Gadsden County School Board Career Pathways Articulation Agreement 2013-2014**

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

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

#### **Student Qualifications**

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

1. Successful completion of the articulated secondary technical program of study with a grade of 2.5 (on a 4.00 scale) or better.
2. Completion of Tallahassee Community College placement testing requirements.
3. Graduation from secondary school no more than 18 months prior to enrollment at Tallahassee Community College.
4. Enrollment in an A.S., A.A.S. or certificate program appropriate to the credit to be awarded for the specified exemption exam or industry certification.

#### **Procedure**

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

#### **Conditions of Agreement**

1. Gadsden County High School faculty and TCC faculty will review course textbooks, syllabi, and other institutional materials as needed in order to develop articulated programs of study.

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

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

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

High School Career Pathway	TCC A.S. Degree	Assessment	Articulated Course and Credit(s)
Administrative Assistant	Office Administration A.S. (2107) CIP: 1507060300  and/or  Office Management Certificate (6334) CIP: 507060301	<i>State Articulated Pathway:</i>  Microsoft Office Master  Code: MICRO017	Three hours of credit  CGS2100
Digital Design	Graphic Design Technology A.S. (2125) CIP: 1650040200	<i>State Articulated Pathway:</i>  (CIW) Master Designer  Code: PROSO004  <i>TCC Articulated Pathway:</i>  CGS 1060 Exemption Exam	Three hours of professional elective credit    CGS1060 (3 credits )
Information Technology	Web Technologies A.S. (2128) CIP: 1507039902  and/or  Web Technologies Certificate (6317) CIP: 0507039903	<i>State Articulated Pathway:</i>  (CIW) Associate Design Specialist Code: PROSO001    (CIW) Master Designer  Code: PROSO004	Six hours of credit:  CGS1820 and CGS1555    Six hours of credit:  COP2822 and three program elective

		<p><i>TCC Articulated Pathway:</i></p> <p>CGS 1000 Exemption Exam</p> <p>CGS 1060 Exemption Exam</p> <p>Microsoft Certified Application Specialist Certifications</p> <p>Microsoft Office: Word, Excel, PowerPoint and Vista</p>	<p>credits</p> <p>CGS 1000 (3 credits)</p> <p>CGS 1060 (3 credits)</p> <p>Elective(3 credits)</p>
Web Development	<p>Web Technologies A.S. (2128)</p> <p>CIP: 1507039902</p> <p>and/or</p> <p>Web Technologies Certificate (6317)</p> <p>CIP: 0507039903</p>	<p><i>State Articulated Pathway:</i></p> <p>(CIW) Associate Design Specialist Code: PROSO001</p> <p>(CIW) Master Designer Code: PROSO004</p> <p><i>TCC Articulated Pathway:</i></p> <p>CGS 1000 Exemption Exam</p>	<p>Six hours of credit:</p> <p>CGS1820 and CGS1555</p> <p>Six hours of credit:</p> <p>COP2822 and three program elective credits</p> <p>CGS 1000 (3 credits)</p>

		CGS 1060 Exemption Exam  Microsoft Certified Application Specialist Certifications  Microsoft Office: Word, Excel, PowerPoint and Vista	CGS 1060 (3 credits)  Elective(3 credits)
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## **Appendix C**

**2013/2014**

**Career and Technical Education**

**Career Pathways Articulation Agreement between**

**Gadsden Technical Institute and Tallahassee Community College**

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

Tallahassee Community College will work with Gadsden Technical Institute to establish Career Pathways to serve Career and Technical Education (CTE) students. Agreements will be developed during the year and this agreement will be amended as agreements are completed.

### **Student Qualifications**

Students must meet all TCC admission requirements; select an A.S. or college- credit certificate and present evidence of the following:

1. Successful completion of the articulated technical program of study with a grade of 2.5 (on a 4.00 scale) or better.
2. Successful completion of all applicable developmental classes. Students not requiring developmental classes will earn credit upon acceptance to TCC.
3. At least a 2.00 overall GPA completed if college credit courses have been completed.
4. Completion of the Gadsden Technical Institute program no more than 18 months prior to enrollment at Tallahassee Community College.
4. Enrollment in an A.S. or certificate program appropriate to the credit to be awarded for the specified exemption exam or industry certification.

### **Procedure**

1. The Gadsden Technical Institute Career and Technical Education Director will provide evidence of completion to the designated Tallahassee Community College Career Pathways Specialist.
2. Tallahassee Community College's designated Career Pathways Specialist will issue a letter to students who have successfully completed the Gadsden Technical Institute program as reported by the Career and Technical Education Director.

3. If the student desires to participate in the identified Career and Technical Education program, the student will request that an official transcript be forward to TCC. Students will receive block credit upon submission of the Gadsden Technical Institute transcript.

**Conditions of Agreement**

1. Gadsden Technical Institute and TCC’s faculty will review course textbooks, syllabi and other institutional materials as needed in order to develop articulated programs of study.
2. Gadsden Technical Institute and TCC’s will review the list of articulated programs of study annually. Changes will be made as necessary based on changes in program offerings and outcomes.
3. Gadsden Technical Institute and TCC will cooperate in publicizing Career Pathways in order to ensure that students are aware of the opportunities.
4. Tallahassee Community College will not charge tuition for any courses for which a student receives articulated credit.

This agreement will remain in effect and will be reviewed annually by the articulation committee. The articulation committee will be composed of the Principal of Gadsden Technical Institute, the Director of Secondary Schools, the Provost and Vice President of Academic Affairs and the Dean of Technology of Professional Programs.

ARTICULATION SIGNERS



Principal  
Gadsden Technical Institute

\_\_\_\_\_ Date

\_\_\_\_\_  
Provost and Vice President  
Academic Affairs  
Tallahassee Community College

\_\_\_\_\_ Date

\_\_\_\_\_  
Dean, Technology and Professional Programs  
Tallahassee Community College

\_\_\_\_\_ Date

Gadsden Technical Institute Program	TCC A.S. Degree	Assessment	Articulated Credit
Administrative Assistant/Administrative Office Specialist, PSAV Program: B070330, 1050 Clock Hours	Office Administration A.S. Degree, (2107), A.S. CIP 1507060300	Certificate of clock hour completion.	Twelve hours college credit: MNA2021 PAD2002 GEB1011 MNA2130
Medical Administrative Specialist, PSAV Program: B070300, 1050 Clock Hours	Office Administration A.S. Degree, (2107), A.S. CIP 150706030	Certificate of clock hour completion	Twelve hours college credit: MNA2021 PAD2002 GEB1011 MNA2130

*Paul Smith*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 8s

**DATE OF SCHOOL BOARD MEETING:** July 23, 2013

**TITLE OF AGENDA ITEM:** Dual Enrollment & Career Pathways Articulation Agreement between Florida A & M University and Gadsden County Schools 2013-2014

**DIVISION:** Secondary Education

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

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

The purpose of this agenda item is to request board approval of the Dual Enrollment & Career Pathways Articulation Agreement between the School Board of Gadsden County and Florida A & M University governing the enrollment of students for the 2013-2014 school term.

**FUND SOURCE:** FEFP

**AMOUNT:** NA

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

*SJR*

**POSITION:** K-12 Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 13

CHAIRMAN'S SIGNATURE: page(s) numbered 13

GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT  
2013 JUL -3 PM 1:15



**FAMU**  
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

**ARTICULATION AGREEMENTS WITH GADSDEN COUNTY SCHOOLS  
Dual Enrollment & Career Pathways**



**2013-2014**

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## **2013-2014 Dual Enrollment Articulation Agreement Gadsden County Schools and Florida A&M University Board of Trustees**

### **I. Introduction**

Section 1007.271, Florida Statutes specifies the development of a dual enrollment articulation agreement between district school superintendents and state universities within their respective school districts and service areas for the purpose of jointly developing and implementing a comprehensive articulated acceleration program that serves the school district. This Agreement is made by and between the Florida A&M University Board of Trustees, hereinafter referred to as FAMU on behalf of the College of Agriculture and Food Sciences (CAFS), and the District School Board of Gadsden County, hereinafter referred to as the School Board. This agreement is intended to implement 1007.271, Florida Statutes, and State Board of Education Rule 6A-10.024.

The term of this agreement shall commence upon signing and shall end June 30, 2016. Either party may cancel this Agreement upon thirty (30) days written notice to the other party with or without cause. In the event of a termination, both schools agree that students who are currently in post-secondary courses working toward fulfilling the competencies or who are in their first semester at FAMU will be allowed to complete the articulated credit. This Agreement may be amended only by written communication signed by the Superintendent of the District School Board of Gadsden County and the President of Florida A&M University.

FAMU agrees to permit high school students enrolled in a public high school in Gadsden County, who have been certified by their principals as qualified, to dually enroll in regularly offered courses listed and described in FAMU's undergraduate catalogue as satisfying general education/liberal arts requirements, under the provisions of Florida Statutes, applicable state, Board of Governors, and University, rules or regulations, and courses listed herein and the following terms and conditions:

#### **A. Composition and Roles of Articulation Committee**

Two committee members from the School Board will be appointed by the Superintendent of the School Board or designee. Two committee members from FAMU will be appointed by the President of FAMU or designee. If the chair of the Articulation Committee is from the School Board, then the co-chair will be from FAMU and vice versa. A Secretary will be appointed from amongst the committee members to record the minutes of the meeting. Ex-officios include the Dean of CAFS and Chair of Gadsden County School Board. The meeting time and location of the committee shall be determined mutually by representatives of both parties.

The role of the Articulation Committee is to work collaboratively to develop and review the progress of the Dual Enrollment Articulation Agreement that exists between FAMU/CAFS and the School Board. An Annual Progress Report will be prepared by the Articulation Committee and submitted to the Dean of CAFS and the Chair of Gadsden County School Board.

**B. Ratification of Articulation Agreements between FAMU and the School Board**

This agreement replaces any existing agreement with FAMU/CAFS and the School Board regarding the Inter-institutional Articulation Agreement.

**II. Procedures to Notify Students and Parents about the Option to Participate**

It is the responsibility of the high schools in the district to inform students of the availability of the dual enrollment program requirements and currently offered courses through educational planning and guidance process. Each high school will advertise dual enrollment through a variety of methods. High school personnel will direct students to meet with their high school guidance counselor if they are interested in learning more about participation in dual enrollment. High school guidance counselors will review with the student criteria for participation in the dual enrollment program. Information will also be available to students and parents on FAMU's and CAFS' websites.

**III. Courses and Programs Available to Eligible Dual Enrollment Students**

Section 1007.271(1). Florida Statutes establishes that "the dual enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree". A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. Physical education skills courses and college preparatory instruction are not eligible for dual enrollment.

Students enrolled as dual enrollment, early admission, or career dual enrollment shall be exempt from the payment of registration, tuition, and laboratory fees. The District will assume responsibility for cost of textbooks and students will assume responsibility for the cost of lab fees. Students enrolled as dual enrollment, early admission, and career dual enrollment will be eligible to participate in both high school and university activities as appropriate including graduation and other extracurricular activities. Participation in all university activities must be approved by the Dean of CAFS.

**A. College Credit Courses Offered on the High School Campuses**

Section 1007.271 (8), Florida Statutes established that "District school boards shall annually assess the demand for dual enrollment and provide that information to each

partnering postsecondary institution". FAMU and the School Board will work collaboratively to ensure students eligible for dual enrollment in CAFS at FAMU and also on the high school campus, and/or through distance learning, as appropriate.

Faculty in CAFS who wish to teach college credit courses that are offered on the high school campuses must complete a FAMU application and all other procedures required by FAMU's Human Resources and Academic Divisions. Applicants must be recommended for hire by the Dean of CAFS. Faculty must also adhere to the following guidelines (Florida Statutes, 1007.271 (5)(a):

1. Meet the qualifications required by FAMU/CAFS as identified in the FAMU Faculty Credentials guidelines. The qualifications apply to all faculty members regardless of the location of instruction.
2. Provide FAMU/CAFS with an official copy of the teaching candidate's postsecondary transcript.
3. Provide a copy of the syllabus for each course taught to the discipline chair or department chair of the postsecondary institution before the start of each term. The content of each syllabus must meet the same standards required for all college-level courses offered at FAMU/CAFS.
4. Adhere to the professional rules, guidelines, and expectations stated in FAMU's Faculty Handbook.
5. Adhere to the rules, guidelines, and expectations (which apply to faculty members) and are stated in FAMU'/CAFS' Student Handbook.

Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the FAMU campus. To ensure equivalent rigor with courses taught at FAMU/CAFS, the high school instructor will provide a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the appropriate Dean or designee. The completed and scored assessments must be returned to FAMU/CAFS and held for one year (Florida Statutes, 1007.271 (6)(a)).

Based on need and faculty availability, FAMU/CAFS will decide what courses can be offered on the high school campus. Advanced Placement (AP) students who do not take or pass the AP examination are not permitted to earn postsecondary credit for the AP course via dual enrollment. Per Section 1007.272, Florida Statutes, no student will be allowed duplicate credit based on enrollment in a joint AP/dual enrollment course. Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course, per Section 1007.271 (6)(d), Florida Statutes.

Dual enrolled students taking courses on the high school campus must follow the same enrollment and registration procedures as the students taking courses on FAMU's main campus.

**B. Early Admission Dual Enrollment**

Early Admission shall be a form of dual enrollment through which eligible secondary students enroll in CAFS at FAMU on a full-time basis (minimum of 12 credit hours and maximum of 15 credit hours) in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Early admitted students will be exempt from the payment of registration, tuition, and laboratory fees. Both the high school and FAMU/CAFS must approve Early Admission for a high school student each semester.

**C. Career Dual Enrollment**

Career dual enrollment is a curricular option of elective credits toward earning the high school diploma and completing a career-preparatory certificate program (PSAV). Career dual enrollment is not intended to enable students to take isolated courses unrelated to a program.

**IV. Procedures for Participation in Dual Enrollment Courses**

**The Dean of CAFS at Florida A&M University** must designate a Dual Enrollment Advisor who will be responsible for collaborating with the District's high school counselors and officially enrolling students at FAMU/CAFS.

**A. Application Process for New Students**

- Step 1: Review the FAMU dual enrollment packet. (The student must have completed tenth grade.)
- Step 2: Meet with high school guidance counselor to discuss testing options. High school students are allowed a maximum of two attempts on P.E.R.T. but may demonstrate college readiness through concordant scores on the ACT and/or SAT.
- Step 3: Complete the dual enrollment application form with high school guidance counselor.
- Step 4: Turn in the completed enrollment packet which includes test scores, high school transcript and a copy of the latest report card to the FAMU Dual Enrollment Advisor.
- Step 5: Meet with the FAMU/CAFS Enrollment Advisor to register for courses. The FAMU/CAFS Dual Enrollment Advisor is the only person allowed to register dual enrollment students.

**B. Application Process for Early Admission Students**

High school students seeking early admission must follow the same enrollment procedures as Dual Enrollment students. Early Admission Students are those students seeking to take dual enrollment courses to complete high graduation requirements and university degree and/or industry certification requirement.

**C. Withdrawing from Classes and Schedule Changes**

Dual enrollment students must comply with the drop/add and withdrawal policies and deadlines published by FAMU. In addition:

1. To withdraw, add, or drop from a course(s), students must provide a written request from the high school guidance counselor verifying that the student has permission to withdraw, add, or drop before the withdrawal deadline. The request must be submitted to the Dual Enrollment Advisor before the withdrawal deadline.
2. To change a student's schedule, the guidance counselor must submit a written request to the Dual Enrollment Advisor before the deadline which is published by FAMU/CAFS..

**D. Summer Enrollment**

Students are allowed to enroll in summer courses. Enrollment must be approved by the FAMU/CAFS Dual Enrollment Advisor.

Graduating high school seniors will not be eligible to participate in dual enrollment during the summer. They will be categorized as degree seeking college students and will have to pay for summer courses.

**E. Maximum Course Loads**

Dual enrolled students are allowed a maximum of 11 credit hours each semester. All college courses taken must count towards high school and university credit.

Early admission students are allowed a minimum of 12 credit hours and maximum of 15 credit hours each semester. All college courses taken must count towards high school and university credit. Special permission is required each semester for the early admission program.

**F. Testing for Dual Enrollment Eligibility**

All students seeking dual enrollment must pass the State's mandated assessment Reading (FCAT 2.0) and the P.E.R.T or obtain appropriate concordant scores on the ACT or SAT. It is the high school's responsibility to provide P.E.R.T. for dual enrollment eligibility and to monitor the number of assessments. Students must provide official score reports to FAMU. See Table of Concordant Scores below.

### Table of Concordant Scores

P.E.R.T.	
Postsecondary Education Readiness Test	
Assessment Content	Eligibility Score
Reading	104
Writing	99
Mathematics	113
SAT	
Scholastic Aptitude Test	
Assessment Content	Eligibility Score
Verbal	440
Mathematics	440
ACT	
American College Test	
Assessment Content	Eligibility Score
Reading	18
English	17
Mathematics	19

#### V. Eligibility Requirements

##### A. Initial Enrollment for Academic Dual Enrollment

As indicated in Florida Statutes, 1007.271, student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school grade point average and the minimum eligible score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework.

According to Florida State Board of Education Rule 6A-10.0315, the student must submit a copy of test scores (SAT, ACT, P.E.R.T.) to postsecondary institutions seeking to place the student into college-level courses. Scores must be less than two years old.

##### B. Continued Enrollment for Academic Dual Enrollment

Dual Enrollment students must maintain a minimum 3.0 unweighted cumulative high school grade point average. Additionally, the FAMU/CAFS GPA will be reviewed each semester and students must maintain a 2.5 FAMU GPA. Students will be given a one semester grace period if the FAMU GPA is below 2.5. Dual Enrollment students are only allowed one grace period.

##### C. Initial Enrollment for Career Dual Enrollment

As indicated in Florida Statutes, 1007.271, student eligibility requirements for initial enrollment in career dual enrollment courses must include a 2.0 unweighted high school grade point average and the appropriate score on the P.E.R.T.

**D. Continued Enrollment for Career Dual Enrollment**

Students must maintain a minimum 2.0 unweighted cumulative high school grade point average. A high school GPA below 2.0 will result in loss of dual enrollment eligibility.

Additionally, the FAMU/CAFS GPA will be reviewed each semester and students must maintain a 2.0 FAMU/CAFS GPA at the time of review. Students will be given a one semester grace period if the FAMU/CAFS GPA is below 2.0. High school students are only allowed one grace period.

**VI. High School Credit Earned for the Passage of Dual Enrollment Courses**

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses- High School Subject Area Equivalency List are eligible for dual enrollment. This list is available at <http://www.fldoe.org/articulation/pdf/DEList.pdf>. Eligible courses may be taken in any format that FAMU/CAFS offers them unless otherwise specified in the Agreement.

Other courses in the Statewide Course Numbering System, with the exception of remedial courses and physical education skills courses, can be used for dual enrollment credit and count toward high school graduation, including electives, provided these courses are specified in this agreement.

Courses Not Specified on the List-Courses that are not listed in the Dual Enrollment Course- High School Subject Area Equivalency List that are taken through dual enrollment must be identified in the Dual Enrollment Articulation Agreement along with the number of high school credits to be awarded either as an elective or subject area credit.

**VII. Procedures to Inform Students and Parents about College-Level Course Expectations**

It is the responsibility of the high schools in the district to inform the students and parents about the college-level expectations. FAMU/CAFS will inform students and parents of college-level course expectations through a dual enrollment orientation. FAMU/CAFS will also inform students and parents of college-level course expectations through the use of the course syllabus which is given to each student in each college-level course at the beginning of each semester.

**VIII. Procedures for Determining Expectations to Require Grade Point Averages According to Florida Statutes, 1007.271 (3)**

According to Florida Statutes 1007.271 (3), "Exceptions to the required grade point averages may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement established pursuant to subsection (21)."

**Exceptions to High School Grade Point Averages Terms:**

Upon recommendation by the principal or designee, a student with an unweighted GPA of 2.75-2.99 may enroll for a maximum of 6 hours of dual enrollment courses provided that the student has shown evidence of ability to do advanced level work through successful completion of Advanced Placement, Honors, or other advanced courses or supplemental work and provided that the student is in a high school college preparatory program. Continuation of dual enrollment will require satisfactory progress in all college dual enrollment courses.

Exceptions related to serious illness or other extenuating circumstances will be reviewed on a case by case basis and must be approved by both the principal and designated FAMU's administrative staff. FAMU/CAFS will provide a form to the high school that must be completed, signed, and returned to FAMU before students will be allowed to continue in the program. FAMU/CAFS will not make exceptions to the required FAMU grade point average. Students will be given a one semester grace period in which a review will take place to determine continued eligibility. The grace period can only be used once during the student's high school matriculation.

**IX. Registration Procedures for Dual Enrollment**

Students must complete the dual enrollment registration form with their high school guidance counselor. The form must be completed with all the required information selected courses. The completed registration form will be given to FAMU/CAFS Dual Enrollment Advisor, who will register the student for courses that are available at the time the form is received.

**X. Exceptions, if any, to Professional Rules and Guidelines for Instructors Teaching Dual Enrollment Courses**

There are no exceptions.

**XI. Exceptions, if any, to Rules and Guidelines Stated in the Student Handbook Which Apply to Faculty Members**

There are no exceptions.

**XII. Responsibilities of the School Board Regarding Determination of Student Eligibility before Dual Enrollment Participation and Monitoring of Student Performance While Participating in Dual Enrollment**

The School Board is responsible for determining if the student is eligible to be tested for the dual enrollment program. Students who have a 3.0 unweighted high school grade point average and who have an interest in participating in dual enrollment should be referred to their high school guidance counselor for information regarding eligibility requirements for the program.

It is the School Board's responsibility as well as FAMU/CAFS responsibility to monitor student performance in dual enrollment courses. The School Board and FAMU/CAFS should exchange student transcripts and relevant academic information in order to make sure that students are eligible to continue in the dual enrollment program. FAMU and the School Board shall jointly assume responsibility for the implementation and enforcement of any rights and responsibilities that arise by the creation, maintenance and use of any "records" and "reports" regarding any high school students enrolled in accordance with all applicable law, including but not limited to Sections 1002.22 and 1002.225, Florida Statutes and 20 U.S.C. 1232 (g) – (l). Each shall be responsible for "records" and "reports" maintained, housed or stored by the respective institutions.

FAMU is responsible for assigning grades for dual enrollment courses. When posting dual enrollment information to high school transcripts, the School Board is prohibited from changing any grade that has been assigned by the university.

**XIII. Responsibilities of the Florida College System Institution Regarding Transmission of Student Grades in Dual Enrollment Courses to the School Board**

FAMU will transmit student transcripts to the high schools at the end of each semester in accordance with applicable law.

**XIV. Responsibilities for Funding that Delineates Costs Incurred by the School Board and FAMU**

Dual enrollment students shall be exempt from paying registration and matriculation. Textbooks will be provided by the School Board. Textbooks purchased by the School Board shall remain the property of the School Board as specified in Section 1007.271 (17), F.S. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on FAMU's campus will be covered by FAMU. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on the high school campus will be covered by the School Board.

**XV. Responsibilities for Student Transportation**

Students and/or parents shall provide all student transportation to and from courses taken on FAMU's campuses and sites and shall assume any liability incurred thereby.

**XVI. General Provisions:**

FAMU and the School Board shall continue to carry out established articulation procedures to ensure close communication and effective planning. In addition, FAMU and the School Board shall establish budgetary policies to support specialized dual credit enrollment programs as

appropriate. The President of FAMU and the Superintendent of Schools will publicize this agreement and take whatever actions necessary to effect the implementation of said agreement within their respective organizations. The parties shall not discriminate against any employee or participant in this program because of race, age, religion, color, gender, national origin, marital status, or disability. Each party agrees to be fully responsible for its acts of negligence or its agent's acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence to the extent permitted by the laws of Florida. Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract. This Agreement sets forth the entire understanding between the Parties with respect to the subject matter hereof and shall govern the respective duties and obligations of the Parties, superseding any other written or oral representations, statements, negotiations, or agreements to the contrary.

**AGREEMENT SIGNATURE PAGE**

**IN WITNESS WHEREOF**, the School Board of Gadsden County, Florida and The District Board of Trustees, Florida A&M University, have adopted this agreement and caused it to be executed by their respective chairs and chief executive officers, in accordance with Section 1007.271, F.S., Dual Enrollment Articulation Agreements.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Larry Robinson  
Interim President, Florida A&M University

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rodner Wright  
Interim Provost and Vice President, Academic Affairs,  
Florida A&M University

\_\_\_\_\_  
Date

\_\_\_\_\_  
Isaac Simmons, Jr.  
Chair, Gadsden County School Board

\_\_\_\_\_  
Date

\_\_\_\_\_  
Reginald C. James  
Superintendent, Gadsden County School District

**APPENDIX A**  
**Inter-institutional Agreement Contact Personnel**

When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of the paragraph. For the present, the parties designated the following as the respective places for giving notice:

Responsible Person	FAMU	GCPS
<b>Agreement Articulations and Negotiations</b>	Title: Attorney Name: Shira R. Thomas Email: shira.thomas@famuedu.edu Telephone: (850) 599-3591	Title: PK-12 Director Name: Dr. Sylvia R. Jackson Email: jacksons@gcpsmail.com Telephone: (850) 627-9651
<b>Transcripts and Records</b>	Title: Coordinator Name: Novella Franklin Email: novella.franklin@famuedu.edu Telephone: (850) 412-6538	Title: System Support Specialist Name: Caroline McKinnon-Palmer Email: palmerc@gcpsmail.com Telephone: (850) 627-9651
<b>Academic Counseling</b>	Title: Dual Enrollment Advisor Name: Violetka Colova Email: Violetka.colova@famuedu.edu Telephone: (850) 412-7394	Title: Dual Enrollment Counselor East Gadsden High School Name: TBD Email: TBD Telephone: (850) 662-2300  Title: Dual Enrollment Counselor West Gadsden High School Name: TBD Email: TBD Telephone: (850) 442-9500

## APPENDIX B

### Recommended Dual Enrollment Courses

Course Number	Course Name	Brief Course Description
<b>AGG2050</b>	<b>Intro Biotechnology</b>	THIS COURSE IS DESIGNED TO TEACH STUDENTS THE CONCEPTS AND PRINCIPLES OF BIOTECHNOLOGY AND EXPLORE TO ITS APPLICATION IN AGRICULTURE, THE ENVIRONMENT AND THE SOCIETY.
<b>AGG2050L</b>	<b>Intro Biotechnology Lab</b>	THIS COURSE IS INTENDED TO PROVIDE HANDS-ON LABORATORY TRAINING IN BASIC METHODS EMPLOYED IN BIOTECHNOLOGY
<b>AGG 4420</b>	<b>Global Seminar in Human Sustainability</b>	FOCUSING ON CONCEPTS AND APPROACHES TO DEVELOPING SUSTAINABLE FOOD SYSTEMS, EXAMINE GLOBAL PROBLEMS, GLOBAL PERSPECTIVE OF HUMAN SUSTAINABILITY ISSUES.

*Handwritten signature*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8t

DATE OF SCHOOL BOARD MEETING: July 23, 2013

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 2013-2014 AmeriCorps Gadsden Reads Program to begin August 1, 2013 and end July 31, 2014. Total cash amount required to implement this project is \$403,867 of which \$305,042 (50%) is provided by Volunteer Florida. This contribution by Volunteer Florida funds the living allowances, member costs and other related costs for thirty (25) members who will serve our Title 1 eligible elementary schools that have not met AYP. Gadsden County School Board is asked to contribute 50% for implementation. The school board's portion is \$97,381.00, of which \$51,159 will be funded through General Funds. This amount will cover the cost of the program director's salary and benefits. The remaining \$46,232 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:** \$46,232 (GCSB, State and Local Funds), \$51,149 General Funds.

**PREPARED BY:** Bea Hopkins

**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: \_\_\_\_\_

2013 JUL 16 PM 2:49  
GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT

# PART I - FACE SHEET

<b>APPLICATION FOR FEDERAL ASSISTANCE</b>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction															
Modified Standard Form 424 (Rev. 02/07 to conform to the Corporation's eGrants System)																	
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):		3. DATE RECEIVED BY STATE:  27-JUN-13	STATE APPLICATION IDENTIFIER:  06AHFL0010042														
2b. APPLICATION ID:  13AC149172		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER:  12AFHFL0010006														
<b>5. APPLICATION INFORMATION</b>																	
LEGAL NAME: The School Board of Gadsden County  DUNS NUMBER: 152811279		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Bea B. Hopkins TELEPHONE NUMBER: (850) 627-9409 FAX NUMBER: (850) 627-6695 INTERNET E-MAIL ADDRESS: hopkinsbe3@gmail.com															
ADDRESS (give street address, city, state, zip code and county): 35 Martin Luther King Jr. Blvd. Quincy FL 32351 - 4411 County: Gadsden																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 596000615		7. TYPE OF APPLICANT: 7a. Local Government - Municipal 7b. Local Education Agency															
8. TYPE OF APPLICATION (Check appropriate box). <input 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: <b>Corporation for National and Community Service</b>															
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, Midway, and Quincy.		13. PROPOSED PROJECT: START DATE: 08/15/13    END DATE: 06/30/14															
14. CONGRESSIONAL DISTRICT OF:    a.Applicant <input type="text" value="FL 002"/> b.Program <input type="text" value="FL 002"/>		15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 305,042.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 329,453.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 634,495.00</td> </tr> </table>		a. FEDERAL	\$ 305,042.00	b. APPLICANT	\$ 329,453.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 634,495.00	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
a. FEDERAL	\$ 305,042.00																
b. APPLICANT	\$ 329,453.00																
c. STATE	\$ 0.00																
d. LOCAL	\$ 0.00																
e. OTHER	\$ 0.00																
f. PROGRAM INCOME	\$ 0.00																
g. TOTAL	\$ 634,495.00																
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: <i>Program Director</i>	c. TELEPHONE NUMBER: (850) 921-5145														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE: <i>Bea Hopkins</i>		e. DATE SIGNED: 06/27/13															

## Bea Hopkins The School Board of Gadsden County

Application ID: 13AC149172

Budget Dates:

	Total Amt	CNCS Share	Grantee Share
<b>Section I. Program Operating Costs</b>			
A. Personnel Expenses	48,003	6,856	41,147
B. Personnel Fringe Benefits	11,616	1,599	10,017
C. Travel			
Staff Travel	3,555	3,555	0
Travel to CNCS-Sponsored Meetings	1,000	1,000	0
Member Travel	3,834	3,834	0
Total	\$8,389	\$8,389	\$0
D. Equipment			
E. Supplies	5,929	5,929	0
F. Contractual and Consultant Services			
G. Training			
Staff Training	1,500	0	1,500
Member Training	5,500	2,500	3,000
Total	\$7,000	\$2,500	\$4,500
H. Evaluation	1,000	1,000	0
I. Other Program Operating Costs	223,531	8,184	215,347
<b>Section I. Subtotal</b>	<b>\$305,468</b>	<b>\$34,457</b>	<b>\$271,011</b>
<b>Section I Percentage</b>		<b>11%</b>	<b>89%</b>
<b>Section II. Member Costs</b>			
A. Living Allowance			
Full Time (1700 hrs)	242,000	242,000	0
1-Year Half Time (900 hours)	19,926	6,642	13,284
Reduced Half Time (675 hrs)	0	0	0
Quarter Time (450 hrs)	1,808	1,808	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	\$263,734	\$250,450	\$13,284
B. Member Support Costs	48,783	15,840	32,943
FICA for Members	0	0	0
Worker's Compensation	1,253	1,253	0
Health Care	0	0	0
Total	\$50,036	\$17,093	\$32,943
<b>Section II. Subtotal</b>	<b>\$313,770</b>	<b>\$267,543</b>	<b>\$46,227</b>
<b>Section II. Percentages</b>		<b>85%</b>	<b>15%</b>
<b>Section III. Administrative/Indirect Costs</b>			
A. Corporation Fixed Percentage			
Corporation Fixed Amount	3,042	3,042	0
Commission Fixed Amount	12,215	0	12,215
Total	\$15,257	\$3,042	\$12,215
B. Federally Approved Indirect Cost Rate			
<b>Section III. Subtotal</b>	<b>\$15,257</b>	<b>\$3,042</b>	<b>\$12,215</b>
<b>Section III Percentage</b>		<b>20%</b>	<b>80%</b>
<b>Section I + III. Funding Percentages</b>		<b>12%</b>	<b>88%</b>
<b>Budget Totals</b>	<b>\$634,495</b>	<b>\$305,042</b>	<b>\$329,453</b>
<b>Budget Total Percentage</b>		<b>48%</b>	<b>52%</b>
<b>Required Match</b>		<b>24%</b>	
<b># of years Receiving CNCS Funds</b>		<b>1</b>	

July 11, 2013 12:26 PM

**Bea Hopkins**  
**The School Board of Gadsden County**

Total MSYs		22.03	
Cost/MSY		\$13,847	
	<b>Total Amt</b>	<b>CNCS Share</b>	<b>Grantee Share</b>
Budget Totals	\$0	\$0	\$0
Budget Total Percentage		0%	0%
Required Match		24%	
# of years Receiving CNCS Funds		1	
Total MSYs		22.03	

## Budget Narrative: Bea Hopkins 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 48003 each x 100 % usage	6,856	41,147	48,003
<b>CATEGORY Totals</b>	6,856	41,147	48,003

#### B. Personnel Fringe Benefits

Purpose -Calculation -Total Amount	CNCS Share	Grantee Share	Total Amount
Personnel fringe benefits FICA, Retirement, Workers Comp, Health, Dental, and Life Insurance.: .0765x48,003 401 per month 48,003x.0048 41,141x.0491	1,599	10,017	11,616
<b>CATEGORY Totals</b>	1,599	10,017	11,616

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: 1 Staff registration 131.00, Air fare 400.00, Lodging 341.00, Per diem 78.00, and baggages 50.00.	1,000	0	1,000
Travel to 2 Volunteer Florida meetings, and trainings: Rental Cars 200.00, Rooms, 386.00, Gas 200.00, Toll fee 22.00, Per diem 108.00, and parking 84.00.	1,000	0	1,000
Travel to school sites and meetings: Average 135 mile month x 12	2,555	0	2,555
<b>CATEGORY Totals</b>	4,555	0	4,555

##### Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to meeting, trainings, and service projects.: .445 x 2622.5miles /25 Computer Training 2 @750 each	3,834	0	3,834
<b>CATEGORY Totals</b>	3,834	0	3,834

#### D. Equipment

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

CATEGORY Totals	0	0	0
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**E. Supplies**

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Office and members supplies includes pens, pencil, notebooks, folders, and ink for the copiers.: Office supplies 3000 Member Service Gears 25x35	5,929	0	5,929
<b>CATEGORY Totals</b>	5,929	0	5,929

**F. Contractual and Consultant Services**

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>CATEGORY Totals</b>	0	0	0

**G. Training**

**Staff Training**

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Training for SRA and Imagine It, and Common Core: 2days @ 750- Daily Rate of 750	0	1,500	1,500
<b>CATEGORY Totals</b>	0	1,500	1,500

**Member Training**

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
SRA, FAIR, Imagine IT and Common Core.: 4 @ 750 a day CPR/First Aid 25x40 2 computer training @750 each- Daily Rate of 750	2,500	3,000	5,500
<b>CATEGORY Totals</b>	2,500	3,000	5,500

**H. Evaluation**

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Volunteer Florida State Evaluation: 1x1000- Daily Rate of 1000	1,000	0	1,000
<b>CATEGORY Totals</b>	1,000	0	1,000

**I. Other Program Operating Costs**

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount

Health Care:	0	0	0
FICA: .0765 x 261,218	0	19,983	19,983
Healthcare: 20x120x12	15,840	12,960	28,800
<b>CATEGORY Totals</b>	17,093	32,943	50,036
<b>SECTION Totals</b>	267,543	46,227	313,770
<b>PERCENTAGE</b>	85%	15%	

**Section III. Administrative/Indirect Costs**

**A. Corporation Fixed Percentage**

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount: 302,000 +3042	3,042	0	3,042
Commission Fixed Amount: 317,606 + 12,215	0	12,215	12,215
<b>CATEGORY Totals</b>	3,042	12,215	15,257

**B. Federally Approved Indirect Cost Rate**

Calculation -Cost Type -Rate - Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
<b>CATEGORY Totals</b>	0	0	0
<b>SECTION Totals</b>	3,042	12,215	15,257
<b>PERCENTAGE</b>	20%	80%	

<b>BUDGET Totals</b>	305,042	329,453	634,495
<b>PERCENTAGE</b>	48%	52%	
<b>Total MSYs</b>	22.03		
<b>Cost/MSY</b>	13,847		

**Source of Funds**

Section	Match Description	Amount	Type	Source
Source of Funds	Gadsden County School Board provides a cash match of 97,391 for members and staff costs.	97,391	Cash	Federal
	Gadsden County School board provides an InKind match 232,430	232,430	In Kind	Federal

Health Care:	0	0	0
FICA: .0765 x 261,218	0	19,983	19,983
Healthcare: 20x120x12	15,840	12,960	28,800
<b>CATEGORY Totals</b>	17,093	32,943	50,036
<b>SECTION Totals</b>	267,543	46,227	313,770
<b>PERCENTAGE</b>	85%	15%	

**Section III. Administrative/Indirect Costs**

**A. Corporation Fixed Percentage**

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount: 302,000 +3042	3,042	0	3,042
Commission Fixed Amount: 317,606 + 12,215	0	12,215	12,215
<b>CATEGORY Totals</b>	3,042	12,215	15,257

**B. Federally Approved Indirect Cost Rate**

Calculation -Cost Type -Rate - Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
<b>CATEGORY Totals</b>	0	0	0
<b>SECTION Totals</b>	3,042	12,215	15,257
<b>PERCENTAGE</b>	20%	80%	

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Source of Funds	Gadsden County School Board provides a cash match of 97,391 for members and staff costs.	97,391	Cash	Federal
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Total Source of Funds		329,821		
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## Narratives

### Executive Summary

34 AmeriCorps Gadsden Reads members and Gadsden VISTA will leverage an additional 125 volunteers to provide one-on-one tutoring to 250 students (K-3) performing below grade level in reading in 9 Title I Schools in Gadsden County. The grant cycle begins on August 15, 2013 and ends on July 31, 2014. The expected outcomes of the project are as follows: 1) At least 60% of the 250 students will improve their academic performance in reading as measured by the FAIR assessment. 2) 125 volunteers will be recruited by the AmeriCorps Gadsden Reads and VISTA Members who will collectively serve 625 hours as measured by the district database. This Grant will focus on the CNCS Focus Area ED5: The number of students with improved academic performance in literacy and/or math. CNCS amount of request is \$324,595 will be matched with \$329,453 by The School Board of Gadsden County cash and in-kind.

### Rationale and Approach

#### Rationale and Approach (Program Design)

AmeriCorps Gadsden Reads is a mentoring-based reading program that has been funded by the Corporation for National and Community Service (CNCS) and the Gadsden County School Board since 1997. The purpose of the program is to raise reading scores of selected K-5th students to the appropriate grade level. AmeriCorps Gadsden Reads currently 295 students in 8 of the county's schools. For the 2013-2014 academic year, the Gadsden County School Board is seeking CNCS funding for 20 full-time, 6 half-time, and 4 quarter-time AmeriCorps members with stipends and an additional 4 quarter-time AmeriCorps members without stipends.

#### Compelling Community Need:

Gadsden County is a rural county with a history rooted in tobacco and tomato farming. It is located in northern Florida, approximately 25 miles from Tallahassee, the state capitol. According to the 2011 census, Gadsden's population is 46,389, of which 57% of the residents are African-American, 33% Hispanic and 3% Other (<http://quickfacts.census.gov/qfd/states/12/12039.html>). The Department of Education reports that only 36.5% of Gadsden County adults have at least a high school diploma, compared to a state-wide average of 79%. Only 19%, compared to the state-wide average of 22%, have a college degree. Currently, the county's overall graduation rate is 60%, far behind the state average of 73% (<http://www.aecf.org>). Gadsden is ranked among the ten poorest counties in Florida, with 27.6% of its residents living below poverty level. Kids Count Data show that 79% of public students in Gadsden County are eligible to receive free or reduced lunch, compared to a state-wide

## Narratives

average of only 45%. The number of families falling below the poverty line has drastically increased this past year. Two of Gadsden's largest employers, Quincy Farms and Imperial Nursery, have laid off 290 workers. Furthermore, state budget cuts and students reduction have forced the Gadsden County School Board to cut 19 teachers positions and 17 other school district employees will be laid off next school year.

As bleak as the picture is in the county at large, it is even bleaker in the public school system. While the county is 36% white, the public schools are only 3.9% white. The county population is 56% black, the public schools are 78.7% black. The majority of this shift in demographics occurred during the troubled period of desegregation in the late 1970s and early 1980s. The large number of new private schools established in the county at that time instituted a tradition of resegregation that has persisted until the present.

While the state of Florida is celebrating increases in student performance on the Florida Competency Achievement Tests (FCAT), Gadsden County continues to lag behind the rest of the state. In 2012, only 58% of Gadsden County third-graders scored at level three or higher on the FCAT ([www.fldoe.org](http://www.fldoe.org)). Currently, Gadsden has 1 (A) schools where AmeriCorps members serve. The Gadsden School District has an overall grade of "C" on the FCAT, but some schools in the county have consistently received scores of "D" or "F" because a significant number of students have tested at no higher than Level One year after year. Currently, 11 of Gadsden's 13 schools are marked as "needing improvement" because they have failed to make the Department of Education's Adequate Yearly Progress for six or more years.

AmeriCorps Gadsden Reads helps to meet District Reading needs:

Dr. Joe Torgenson, the Director of Florida Center for Reading Research and one of the state's top experts on reading education, has shown that children of poverty generally achieve at lower levels than children of middle and upper classes. To address this harsh reality, Gadsden School Superintendent Reginald James has identified major goals for the school district's Strategic Plan. The majority of these goals directly are related to engaging the community and schools in a concerted effort to increase the reading ability of Gadsden County's Public Schools. These goals include (1) ensure the 70% or more students will demonstrate proficient reading level 1 with a score at or above level 3 or higher on the FCAT and (2) 85% or more parents and community members will be engaged in their child's academic success and school activities. ([www, gcps.k12.fl.us](http://www.gcps.k12.fl.us)). AmeriCorps Gadsden Reads is one of the primary resources used by the school board to achieve these goals. For sixteen years, AmeriCorps Gadsden Reads AmeriCorps members have been a vital to helping raise the reading

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scores of the students most in need. Our value to the school board is that we increase the capacity of local schools. Many have no paid classroom paraprofessionals at all to help children one-on-one in class. The past 3 years, AmeriCorps members and AmeriCorps VISTA have recruited 375 plus local volunteers who contributed 1875 plus hours of one-on-one tutoring to students reading below grade level.

Ways AmeriCorps Gadsden Members Are Particularly Well-Suited for their Service:

Most AmeriCorps Gadsden Reads members come from the same community in which they serve. Many of them are already college students and have a passion to become educators or work with children in other career areas. Children in Gadsden County are especially responsive to these AmeriCorps members because they consider them role models who have been successful the way the children themselves want to become successful. AmeriCorps members often know the families and friends of the children they tutor, so they can bring these experiences into the learning environment. The love that grows up between the AmeriCorps members and the children they tutor helps to bind everyone involved more closely to the community. One member once told the director of AmeriCorps Gadsden Reads (Serving as an AmeriCorps member has given me a different meaning of what it means to give back to the community. The 30 plus students I have tutored during my 2 years have been so rewarding that money could not repay me for the gratification I have received seeing these student reading abilities improved from not being able to read , to now reading and making 100's on some assignments).

Description of Activities and Member Roles:

The Gadsden County School Board proposes that 34 AmeriCorps members be engaged to serve at least 250 of the most challenged students. The aim is to raise at least 60% of these students to grade level reading proficiency on the FCAT. Twenty AmeriCorps members will receive full-time stipends and will be assigned 11 or 12 students each. Six AmeriCorps members will receive half-time stipends and will be assigned 5 to 7 students each. The remaining eight AmeriCorps members will work quarter-time. Four of these will be dual-enrolled high school/college students who receive stipends. The other 4 will be work-study students who receive no stipend but will instead receive scholarship support from Tallahassee Community College (TCC). These 8 quarter-time AmeriCorps members will provide additional tutoring and volunteer recruitment services when needed.

The schools served, (Chattahoochee (D), George Monroe (B), Greensboro (C), Gretna, (A) Havana (C) , Shanks (C), Stewart Street (B), and St. John C) are all in critical need of help. They have made some progress but they need AmeriCorps recourses to sustain their improvement. For instance,

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Chattahoochee and George Munroe both received a grade of "F" two years in a row. Last year, George Munroe improved to a "B," and Chattahoochee failed back from a "C" to a "D", but they now face the threat of new budget cuts and fewer resources this year, which will make it difficult for them to assure continuity of progress.

All schools selected for AmeriCorps Gadsden Reads have failed to make Adequate Yearly Progress for 6 or more years. At the outset of the program year, a signed agreement is obtained from the principal of each selected school obligating the school to meet the standards of the program. In each school, the reading specialist trains AmeriCorps members and provides student testing data as the evidence base for pre- and post-program evaluation. The classroom teachers supervise AmeriCorps members. Each AmeriCorps member is assigned to a regular classroom to tutor students individually and in small groups for the entire year. Full-time AmeriCorps members serve at their assigned site for the full school day. Half-time AmeriCorps members serve in their assigned schools during the afternoons. Quarter-time members serve in after-school programs.

### Typical Day for a Member:

A typical school day for a member is as follows: AmeriCorps members report to their service site at 8:00 a.m., check in with their site supervisor, and begin their schedule of providing tutoring to students. AmeriCorps members serve in the school each day until 4:00 p.m. From 4:00 to 6:00 p.m., they are assigned to either an after-school program or a community-based literacy program. Fridays are reserved for team meetings to discuss upcoming events, program policy, member hours, and teambuilding. Trainings outside of the pre-service orientation are conducted during Friday meeting sessions.

### In-school activities:

Students nominated for the program are individually assessed by the school reading specialist using the Florida Assessments for Instruction in Reading (FAIR). The specialist evaluates test scores (FAIR and FCAT) and classroom teacher's recommendations to determine eligibility. Once accepted into the program, the student begins to receive one-on-one tutoring during and after school hours.

### Tutoring Methods:

AmeriCorps members follow the guidelines of the SRA Imagine It! reading program. Students receive individual tutoring for 30 minutes a day, 4 days a week. They also attend after-school programs whenever possible. SRA Imagine It! is an elementary basal reading program for grades K-5 developed by SRA/McGraw-Hill. The program is designed to systematically teach decoding; comprehension; inquiry and investigation; and writing in a logical progression. Part 1 of each unit, "Preparing to

## Narratives

Read," focuses on phonemic awareness, sounds and letters, phonics, fluency, and word knowledge. Part 2, "Reading and Responding," emphasizes reading for understanding with literature, comprehension, inquiry, and practical reading applications. Part 3, "Language Arts," focuses on communication skills such as spelling and vocabulary; writing process strategies; English language conventions such as grammar, speaking, and penmanship; and basic computer skills. The publishers of SRA Imagine It! have steadfastly structured its curriculum for nearly five decades on the strongest lessons research could offer. This program has been approved to address the "No Child Left Behind" requirements and has a successful track record in helping struggling readers.

### Activities Beyond the School Day:

During after-school hours, AmeriCorps members are assigned to "21st Century After-School Programs," which is a key component of President Bush's "No Child Left Behind Act." This program helps students and their families continue to learn new skills and discover new abilities. AmeriCorps members serve selected students in small groups and offer homework help, educational games, computer-based learning activities, and the like.

This year, AmeriCorps Gadsden Reads is coordinating an after-school program at a local housing project, Gadsden Arms Apartments, where many of the selected students live. This government-subsidized housing community had previously been underserved because of the prevalence of drug trafficking and violence, but AmeriCorps Gadsden Reads has successfully implemented an after-school program that provides homework help and general tutoring assistance every Tuesday and Thursday close to students' homes. These services are also provided during the summer at the Summer Reading Camps run by the school districts.

### Additional Activities:

AmeriCorps Gadsden Reads Members contribute freely to the community. For example, during Americorps Week we partner with AmeriCorps VISTA and Gadsden County School District and collect over 3000 pounds of food to support a local food Bank. 9/11 tenth anniversary Gadsden members did a presentation and served food to the Quincy Firemen. On Memorial and Veteran Day each year the AmeriCorps serve veterans and their families a hot meal on the courthouse square in Gadsden County. This year the AmeriCorps members built a disabled veteran and a stroke patient a ramp on Martin Luther King Day.

Throughout the year, AmeriCorps members engage in various events: Tenth Anniversary 9/11, Veteran Day, Memorial Day, Volunteer Appreciation, Parent EXPO night, picnics, and other community morale building activities to promote literacy and school involvement. AmeriCorps

## Narratives

members love to turn out in their distinctive AmeriCorps t-shirts and take part enthusiastically in the festivities.

Expected Outputs and Outcomes 2012-2013

The specific outputs and outcomes are as follows: Focus Area: Education

Strategy to achieve Results: AmeriCorps members and volunteers will provide individualized tutoring in small groups at least 30 minutes a day for 4 days per week.

Result: Intermediate Outcome: At least 60% of students will improve their performance in reading. K-2 will be assessed based on reading comprehension. 3rd graders will be assessed based on achievement of a Lexile score of at least 70%.

Indicator: (PRIORITY) ED5 Students with improved academic performance.

Target Value: 60% (150) of the students will improve their academic performance in reading.

Target: 150

Instrument: The FAIR Assessment Report.

PM Statement: 60% (150) of students served will improve their academic performance in reading as measured by the FAIR Assessment.

Result Output: AmeriCorps members will serve a minimum of 250 students reading below grade level at 8 Gadsden County elementary Schools.

Indicator: (PRIORITY) ED2: Number of students who complete an AC ED program.

Target: 250 students will complete the AmeriCorps Gadsden Reads program.

Target Value: 250

Instruments: Student database

Focus Area: Capacity Building

Strategy to Achieve Results: AmeriCorps members and VISTAs will recruit community members to serve as volunteers in the schools.

Result Output: AmeriCorps members and VISTAs will recruit 125 volunteers who will serve in schools.

Indicator: (PRIORITY) G3-3.1: Number of community volunteers who will serve in schools.

Target: 125 community volunteers will be recruited by AmeriCorps Gadsden Reads and VISTA members.

Target value: 125

Instrument: District database

PM Statement: 125 volunteers will be recruited by AmeriCorps Gadsden Reads and VISTAs

## Narratives

members as measured by the district database.

Result Output: The 125 volunteers will collectively serve 625 hours during the program year.

Indicator: G3-3.7: Hours of service contributed by community volunteers who were recruited.

Target: volunteers will contribute a minimum of 625 service hours during the program year.

Target Value: 625

Instrument: District volunteer database.

PM Statement: Community volunteers will collectively serve 625 hours as measured by the district database.

Documented Outputs and Outcomes in the Previous Grant Cycle (Past Impacts):

The accomplishments made during the previous grant year are as follows:

Section 1-Individualized Tutoring:

Primary Needs and Services (Output) AmeriCorps 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.

Primary Needs and Services (Intermediate Outcome) At mid-year, 75% of students will demonstrate an improvement in their attitude toward reading as measured by reading attitude surveys.

Primary Needs and Services (End Outcome) At least 60% of students served will make progress towards reading at grade level as determined by the FAIR reading assessment scores.

Last year, 61% of kindergartens, 62% of 1-2 graders, and 63% of 3rd graders, made the the required progress.

The district has relooked at the target gain for kindergartens and made a recommendation that AmeriCorps members will serve students with a probability score of 35 and above.

Much of this gain can be attributed to the time the AmeriCorps members spent one-on- one with their students. Another reason for this gain is the popular the "Basket of Books" Program. In this program, AmeriCorps members collect hundreds of donated books to distribute to students as prizes for reaching goals. Last year, students took home 701 free books, each one awarded for demonstrated progress in reading. AmeriCorps members also recruited volunteers in the community to assist with their reading and community service initiatives. In the past 3 years, we have recruited over 375 plus volunteers who served more than 1875 hours.

Section 2: Volunteer Recruitment

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Strengthening Communities (Output) AmeriCorps members in partnership with faith-based Organizations and AmeriCorps Vista AmeriCorps members will recruit 125 volunteers who will Collectively serve 625 hours during the program year as measured by volunteer tracking logs and database.

Last year, AmeriCorps Gadsden Reads and Gadsden AmeriCorps VISTA recruited 129 volunteers who collectively served 682 hours. We exceeded this Performance by (4) volunteers and (57) hours.

Section 3: Other results (based on surveys)

2011-2012 Teacher's Survey: Ms. Bryant the teacher said without the AmeriCorps member 8 of her failing students would not get the individualized help they needed in reading.

Surveys 2011-2012:

2011-2012 Community Partner Surveys: The end of year surveys indicated that AmeriCorps Gadsden Reads works well as a team makes a difference in the community, and are always willing to assist with events in the community.

2011-2012 Disability Surveys: The disability community are very satisfied with the service ameriCorps members provide.

Gadsden Reads is an effective model for "Getting things Done," with the disability populations.

Plans for Self-Assessment and Improvement:

The AmeriCorps Gadsden Reads staff will report quarterly results to Volunteer Florida via the Florida AmeriCorps progress report. The AmeriCorps Gadsden Reads Program Director, the District Reading Teacher, and the School Reading Specialist at each school, and other school and district officials, will participate in a mid-year planning meeting once mid-year scores are completed for each student.

Analysis of the scores by a team of specialists will allow review of program progress and implementation of any changes needed for program improvement.

AmeriCorps Gadsden Reads staff has developing a community advisory group to focus mainly on sustainability and to help the program regularly assess and improve its services. The program will also receive an annual site visit from a Volunteer Florida program consultant who will evaluate progress and recommend any changes if necessary. All reports and program updates will be shared with school staff, AmeriCorps members, community partners, and the District Title I & Grants Director through meetings and written reports. AmeriCorps Gadsden Reads will also conduct stakeholder satisfaction survey each year which will include teachers, parents, students, principals, and others (see surveys above for last results).

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### Member Experiences with Other National and Community Service Programs:

AmeriCorps Gadsden Reads has worked closely with other national service programs in the county. For example, AmeriCorps members served alongside Senior Corps volunteers at one school. The program has also forged a close partnership with Gadsden VISTA AmeriCorps members who recruit volunteers within the county and host community service projects. AmeriCorps Gadsden Reads will continue this practice in the coming grant cycle.

### Member Experiences with Team Building:

AmeriCorps Gadsden Reads AmeriCorps members must give priority to service to the community. Monthly, to support and recognize AmeriCorps members for their service, team building events are held. The district recognizes volunteers twice annually and each school holds its own Volunteer Appreciation Week. The AmeriCorps members are included in these recognition events. During holiday breaks, the staff also supports AmeriCorps members in organizing their own teambuilding activities. Some teambuilding events have been led by skilled professionals like counselors or a local college professor.

Weekly team meetings can also include thoughtful reflection. AmeriCorps members can read their journals aloud, share the success of a particular student, or just listen. The meetings are often the focus of rich dialogue about the community. Some meetings have special themes like Team Member of the Month and Citizenship Day. AmeriCorps members also receive leadership and college success training. All teambuilding activities are intended to build life-time volunteerism and help each member achieve personal goals in life. A member satisfaction survey is completed each year. The approval rating is always very high. Members say that teambuilding is one of the most inspiring parts of their service.

### The Four Major Elements:

1. The Need: Students who are reading below grade level in Gadsden County need extra support and one-on-one assistance in their classrooms.
2. The Intervention that will be carried out: AmeriCorps members will tutor these students using the SRA Imagine It! reading program guided by a reading specialist.
3. Ways AmeriCorps members are particularly well suited.  
AmeriCorps members come from the community. They are trusted by the students and develop deep bonds which create an environment conducive to learning.
4. Anticipated Outcomes: Selected students will improve their reading ability as measured by the FAIR results.

## Narratives

Anticipated Outcome: Selected students will improve their reading ability as measure by the FAIR results.

### Member Recruitment and Selection:

The AmeriCorps Gadsden Reads staff work together to identify and recruit the most qualified AmeriCorps members. To help ensure a diverse corps, we advertise AmeriCorps openings are advertised in a variety of venues: newspaper ads, Workforce Development Center, the CNCS National Recruiting System, radio ads, and recruitment announcements in many local community stores. The most powerful vehicle for recruitment in this small rural area is still word of mouth. Most of our AmeriCorps members find out about us by hearing about the experiences of other AmeriCorps members in the community.

The program staff also hosts recruitment parties in which potential AmeriCorps members attend and network with staff and former AmeriCorps members. During these events, AmeriCorps alumni share their service experiences and the program director provides an overview of AmeriCorps Gadsden Reads accomplishments and expectations.

Member applications are scored on clarity, experience with children, educational levels, and previous work history. All candidates are required to have some history of volunteerism. Applicants must also submit a one-page essay explaining why they want to serve in this program. The essays are reviewed on the basis of grammar, sentence structure, and content; the writer is expected to demonstrate a sincere willingness to serve and a sense of responsibility to the community. A follow-up interview process involves the whole staff and includes a face-to-face interview. The final step of the process is reference and background checks.

### Program Inclusion for Members with Disabilities:

AmeriCorps Gadsden Reads has always been very much involved in the inclusion of AmeriCorps members with disabilities. We will continue to make this a priority recruitment effort. The staff applauds CNCS for placing a priority on including persons with disabilities in AmeriCorps. Each year, we have recruited at least 2 persons with disabilities. All of Gadsden County schools are wheelchair accessible, and our office (which is located at a school) is also wheelchair accessible. The program has a written partnership with the local Vocational Rehab to assist in providing inclusion training and in recruiting AmeriCorps members. We work closely with Volunteer Florida to provide reasonable accommodations to any member who has a disability. Last year, we recruited 4 AmeriCorps members with disabilities who completed their term of service. For this current year, we have 2 AmeriCorps members with disabilities.

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### Compliance with AmeriCorps Tutoring Standards:

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

### Member Development, Training, and Supervision:

The AmeriCorps Gadsden Reads Member Training Plan has two major components: Pre-service training and Life after AmeriCorps training. AmeriCorps pre-service training includes school district and reading specialist training on tutoring and the SRA Imagine It! curriculum. During the first month, AmeriCorps members participate in an initial orientation that includes an overview of the history of AmeriCorps; a review of member contracts (including grievance procedures and prohibited activities); and a review of the guidelines for program attendance, expectations of schools, and teambuilding exercises. Throughout the year, AmeriCorps members are provided trainings on tutoring, teambuilding, conflict resolution, citizenship, CPR, diversity, conflict resolution, inclusion, and emergency management.

Life After AmeriCorps for Gadsden includes leadership training, college readiness courses, and goal setting. The AmeriCorps Member Training Timeline is as follows:

August: AmeriCorps Member Orientation (conducted by AmeriCorps Program Staff):

Overview of AmeriCorps and National Service History AmeriCorps Program Expectation and Rules -- Prohibited Activities AmeriCorps Member Contract -- Overview of each section that includes the grievance procedures A look at National Service -- Everyday Heroes Movie and discussion.

Teambuilding Activity -- Getting to Know Each other.

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

December: HIV Awareness

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

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

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

Adherence to AmeriCorps Provisions on Prohibited Activities:

School staff and AmeriCorps members are trained each year on the specific role expected of each member, the purpose of the program, and a clear description of all prohibited activities. AmeriCorps members are trained during their first week of orientation, and school staff is trained each year as a part of completing the partnership agreement process. The program director also conducts regular visits to each site. The demand for AmeriCorps members is great and the need is everywhere. Therefore, school staff is careful to follow all of the guidelines set forth by the program. They are aggressive in ensuring that the program stays at their school. AmeriCorps members are required to wear AmeriCorps service gear every day and carry their AmeriCorps Member Handbook that contains all program rules and guidelines with them.

Volunteer Recruitment:

Volunteer Recruitment will continue to be a major focus of the AmeriCorps Gadsden Reads program. Our goal is for most of the local volunteers to commit to mentoring and tutoring a selected student for an entire year. The issue of consistency of volunteers is an ongoing problem. Often, great excitement and response is created by various volunteer initiatives, there is little follow-up and commitment, however, this is why it is so important that AmeriCorps Gadsden Reads continue joint efforts to let the community know that our students need them. Every effort is made to provide a structured opportunity for them to get and stay involved. Many volunteers commit to specific students only after having participated in a short-term volunteer project. AmeriCorps Gadsden Reads is one of very few programs in the county that has the capacity to organize a variety of meaning projects of that type. Our goal is to empower local organizations to continue service projects to meet the needs of the students and sustain a very important component of volunteerism that has benefited the county tremendously. Our priority is to coordinate efforts that will continue to engage more local citizens in long-term mentoring relationships with our students.

Reading Initiatives and Volunteerism within the Community:

AmeriCorps members recruit volunteers by attending parent reading nights, PTO meetings at all elementary schools, community outreach efforts with the local newspaper, and the school district's new faith-based initiatives. Volunteers can opt to commit to mentor/tutor a student for the year, help

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a teacher inside the classroom, or support a community service event. These volunteers serve alongside AmeriCorps members in classrooms. For some volunteers who want to mentor but cannot make the full time commitment, an AmeriCorps member will serve the student in partnership with the volunteer. If that community volunteer is available to serve a student, the AmeriCorps member is assigned to help other students. The AmeriCorps member then serves as a backup if the community volunteer does not show up. This allows an almost seamless system that provides the consistency so badly needed when serving the county's most needy students.

Another source of community volunteers is local faith-based organizations. The Superintendent has issued a call to action for all faith-based leaders in the Gadsden Community. AmeriCorps Gadsden Reads has been involved in the first few meetings to urge faith-based organizations to help build our schools. Several faith-based organizations have adopted a particular school of their own. Volunteer service hours are tracked by the District Volunteer Coordinator, who compiles a district wide report and shares with the Program Director. The Program Director utilizes the district-wide lists to track and report on the number of community volunteers and the hours served by those recruited in particular by the AmeriCorps members and Gadsden VISTA AmeriCorps members.

### Organizational Capability

#### Organizational Capacity

Gadsden County School Board mission is "Building a Brighter Future as we prepare Students for Success in Life". The district consists of 8 elementary, 2 middle, 2 high schools and 1 alternative school. The School Board has a fiscal management office that successfully manages state, federal, and local revenue of \$64 million each year and is audited annually by the state. The Gadsden County School District was audited by Volunteer Florida March 2012.

The Gadsden County School Board has a sound track record in managing federal dollars and programs. AmeriCorps Gadsden Reads is directed by Ms. Bea Hopkins who was born and raised in Gadsden County. She has a Bachelor's Degree in elementary education and has served as the Program Director consecutively for eleven years. She was previously the program coordinator for four years before taking over the program as director. She has been serving AmeriCorps Gadsden Reads since 1997.

The Program Director provides each school with a site contract that includes the AmeriCorps rules and regulations and the prohibited activities the contract requires a signature and date. The classroom teachers and principals contribute 5% of their time supervising AmeriCorps members. Gadsden School District value the services the program gives to schools and community for this cause, it has made the

## Narratives

AmeriCorps Grant preference when it comes to funding.

In addition, the School District's Superintendent of Finance serves as supervisor of the AmeriCorps Program Director and also provides the fiscal oversight for the grant. The district for the past 16 years has set aside General Funds for the program.

Last years, CNCS provided 50% funding for the grant while the Gadsden School District also provided 50% funding. Gadsden

County School Board is matching at 50% this year. The School Board 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. Last year progress, the program was successful in exceeding the targeted growth for 1st through 3rd graders. 62% of 1-2 graders and 63% of 3rd graders made more than the required progress. 60% of the kindergartens made the required progress. AmeriCorps Gadsden Reads and AmeriCorps VISTA recruited 129 volunteers who contributed 643 hours we exceeded this Performance Measure by 3 volunteers and 18 hours.

The Program Director oversees the day to day operation of the program and managed all financial aspects of the program. The District provides the Program Director with a Finance Book that includes Cost Dimensions, Purchase Orders, credit Card, contracted Service, Travel, Payroll, Inventory, Inkind, and Miscellaneous. In addition, the program had a site visit from Volunteer Florida Finance Department in March there was no major findings, but some recommendations that would benefit the program. Also, the State Auditors visit the district at least 2 times a year AmeriCorps Gadsden Reads is including. The program has performed satisfactory and has a record of compliance and responsiveness.

Organizational Background and staffing:

AmeriCorps Gadsden Reads has been tutoring children in Gadsden County School for a total of 16 years. It originally began in only one school and now has expanded its services to a total of 9 schools in the county. Its mission is to increase reading gains in selected students in Gadsden County while developing a team of volunteers who can sustain the activities once AmeriCorps Gadsden Reads funding has ended. Since its inception AmeriCorps Gadsden Reads has consistently met its performance goals for every year that it has served Gadsden County. Furthermore, it has

## Narratives

demonstrated compliance with all conditions and terms required by CNCS and Volunteer Florida.

AmeriCorps Gadsden Reads represents only a small percentage of the overall Gadsden County School budget of \$64 million (approximately .5%).

All funding decisions for Gadsden County Schools are made by the Gadsden County School Board and supervised by the county Superintendent. The School Board of Gadsden County has provided all or most of the cash match funding every year and provides oversight of the program. Ms. Bea Hopkins, the AmeriCorps Gadsden program director, is the primary contact person and Ms. Bonnie Wood, the District Assistant Superintendent of Finance, is the secondary contact person.

Securing cash match dollars: The Gadsden County School Board has always successfully provided the match (both in-kind and non-federal) for the program. The last three years, the Gadsden County School board has provided 944,000 cash and in-kind match, In-Kind Match and Community

Stakeholder Support: The AmeriCorps Gadsden Reads program has a list of community partners that provide support to the program. There are no major corporations in Gadsden County, but there are a few businesses that work with our organization. These partnerships have remained consistent in the amount of their in-kind donations. AmeriCorps Gadsden Reads will work to increase in-kind contributions over the next three years of the program.

The following is a list of community partners of AmeriCorps Gadsden Reads and their contributions:

21st Century after School Program: For the past eight 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 ten years, DOE has provided books for the Community Basket of Books program.

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

Subway: For the past six years, Subway has provided discounted food for Gadsden Reads

Tallahassee Community College: For the past eleven years, TCC has provided 1 semester College Entrance Class to all AmeriCorps 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 AmeriCorps members.

Trainings

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

Workforce Plus: For the past six years, Workforce has provided AmeriCorps members with

## Narratives

Employability Skills and Banking and member recruitment assistance

### Sustainability Plan:

The potential for sustainability is evident in the school board institutionalization of tutoring services. Because AmeriCorps Gadsden proved the effectiveness of trained community volunteers and helped to bring about the improvement of Chattahoochee and George Munroe Elementary from grades of "F" to "D" and "B" , school principals placed AmeriCorps Gadsden Reads in their school improvement plans. AmeriCorps Gadsden Read's current action plan for sustainability involves nurturing existing partnerships and continuing to work jointly with the District's Volunteer Coordinator to recruit and manage community volunteers.

Our goal at the end of three years is to have 375 community volunteers who will serve 1875 hours as a mentors and reading tutors to selected students for an entire year. AmeriCorps Gadsden Reads has a sustainability team comprised of the District Volunteer Coordinator, the District Title I & Grants Director, Gadsden VISTA, and volunteers from various organizations such as: MAD (Making A Difference), GARC (Gadsden Association of Retardation Center), VFW (Veteran of Foreign Wars) Post 84, and FSU Early Head Start.

We have a disabled veteran who is committed to assisting with volunteer recruitment through the Veteran Administration office. Our ultimate goal is to recruit at least 300 volunteers who will contribute at least 2 hours a week helping students with reading skills.

### Compliance of School with AmeriCorps Rules and Regulations:

One of our primary responsibilities is to ensure that AmeriCorps members deliver quality service in a properly structured school environment that meets state and federal policies governing AmeriCorps. Once the schools are selected, the AmeriCorps Program Director meets 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 schedules and surprise visits to school sites at least monthly to determine that schools are complying with AmeriCorps agreements. School sites are made aware through meetings and signed agreements that violation of AmeriCorps provisions will result in AmeriCorps members being placed at other schools and tutoring services for their students discontinued.

Starting last year, the district does background checks for all AmeriCorps Members because of

## Narratives

CNCS requirements. All AmeriCorps are required to have a background check that includes the fingerprinting process and FDLE/FBI.

### Plans for Technical Assistance:

AmeriCorps Gadsden Reads relies on the expertise of teachers and school reading specialists to help implement and improve an individualized tutoring strategy. The AmeriCorps Program Director also works closely with and seeks advice regularly from two other programs, AmeriCorps Polk Reads and AmeriCorps Duval Reads. 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.

### Member Enrollment and Retention:

Our goal each year is to fill all available AmeriCorps positions and retain every AmeriCorps member for the full service year. Last year, AmeriCorps Gadsden had 100% recruitment and 85.3 % retention. For the past three years, AmeriCorps Gadsden Reads has had at least 80% of its AmeriCorps members exit with a full or partial educational award. The key impediments to retention occur when AmeriCorps members relocate or take employment prior to completing their year-long service commitment, so we strive recruit only those AmeriCorps members who demonstrate through the application process that they are committed to the full year. This year, we have filled all slots and retain at least 92% or more of the members. In an effort to decrease the retention rate the program will require all members to attend a 4 hours class on "How to get from where you are to where you want to be" the class will be sponsored by Workforce Plus One Stop Center; AmeriCorps Gadsden Reads has consistently demonstrated positive feedback from members when they complete their exit survey at the end of their term in exit surveys to strengthen the program for the following year (see Outputs and Outcomes Section above for past survey results).

### Cost Effectiveness and Budget Adequacy:

Despite the financial difficulties of the school board this year, AmeriCorps Gadsden Reads will still be able to provide service for a full school year (including after-school) of for less than \$1,000 per child. Some studies show the average cost for tutoring services ranged from \$10.00 per hour for a college student to over \$100.00 an hour for a large teaching company like Sylvan.

The children that we serve cannot afford either. Thus, our services are invaluable to students who would otherwise receive no additional support. With this funding much is accomplished. Our major

## Narratives

impact is that students are continuing to improve their abilities in reading. Due to the economic hardship currently faced by the district, AmeriCorps Gadsden Reads will be one of few programs supported by school district funds that can help supplement a student's classroom learning.

The AmeriCorps Program Director works collaboratively with all the federal programs to ensure that service opportunities are maximized. The director meets quarterly with other federal directors, nonpublic schools and parents to share opportunities, inform participants, and plan for future services. Member background checks are provided by the Gadsden County School District.

### Cost Effectiveness and Budget Adequacy

Cost Effectiveness and Budget Adequacy:

Despite the financial difficulties of the school board this year, AmeriCorps Gadsden Reads will still be able to provide service for a full school year (including after-school) for less than \$1,000 per child.

AmeriCorps Gadsden Reads is requesting from CNCS a total of \$326,855 and Gadsden County School Board will provide \$327,001 a total of \$653,856. 34 Gadsden Reads members will be able to served 250 students reading below grade level at 9 Title I School in the district for an entire school year.

The Gadsden County School District provides trainings for staff and members. In addition, to the trainings the district provides the program with background checks, reading resources, access to telephone, internet services, office spaces, and classrooms space. With this funding much is accomplished.

The Superintendent of Finance meets often with the Program Director to discuss ways to the district can find money or resources to support the AmeriCorps Program. Our major impact is that students are continuing to improve their abilities in reading.

Due to the economic hardship currently faced by the Gadsden School District, AmeriCorps Gadsden Reads will be one of few programs supported by school district funds that can help supplement a student's classroom learning. The AmeriCorps Program Director works collaboratively with all the federal programs to ensure that service opportunities are maximized.

The director meets quarterly with other federal directors, nonpublic schools and parents to share opportunities, inform participants, and plan for future services.

### Evaluation Summary or Plan

Evaluation Plan:

AmeriCorps Gadsden Reads will continue to participate in the statewide evaluation program. \$1000 will be allocated in the budget for this effort. As part of this evaluation, online surveys will be filled

## Narratives

out twice per year and AmeriCorps Gadsden Reads will assure participation by its community partners.

### Amendment Justification

NA

### Clarification Summary

NA

### Continuation Changes

The MSY has been reduced from 25.12 to 22.3 this program year and the member slots has been reduced from 34 to 25.

Enrollment and Retention: the program had 100% enrollment and 90% retention this program year. AmeriCorps Gadsden Reads goal is to have 100 % retention rate in 2013-2014.

The retention problems was with the quarter-time work-study members recruited from a local college. The Program Director will used dual enrolled high school senior in the Gadsden County School District to fill the quarter-time slots. The program had has a 100% retention rate with these students for the past 5 years.

## Performance Measures

### Grant Characteristics

- AmeriCorps Member Population - Communities of Color
- AmeriCorps Member Population - Low-income Individuals
- AmeriCorps Member Population - Native Americans
- AmeriCorps Member Population - New Americans
- AmeriCorps Member Population - Older Americans
- AmeriCorps Member Population - People with Disabilities
- AmeriCorps Member Population - Rural Residents
- AmeriCorps Member Population - Veterans, Active Military, or their Families
- AmeriCorps Member Population - economically disadvantaged young adults/opportunity youth
- AmeriCorps Member Population - None of the above
- Geographic Focus - Rural
- Geographic Focus - Urban
- Encore Program
- Community Based Organizations
- Faith Based Organizations
- Governor/Mayor Initiative
- SIG/Priority School

### Focus Areas

- Capacity Building  
*Selected for National Measure*

### Focus Areas

- Education  
*Selected for National Measure*

### Focus Areas

- Healthy Futures  
*Selected for National Measure*

### Focus Areas

- Environmental Stewardship  
*Selected for National Measure*

### Focus Areas

- Veterans and Military Families  
*Selected for National Measure*

### Focus Areas

- Economic Opportunity  
*Selected for National Measure*

### Focus Areas

- Other  
*Selected for National Measure*

### Focus Areas

- Disaster Services  
*Selected for National Measure*

Grand Total of all MSYs entered for all Focus Areas    24.06

## Performance Measures

### Service Categories

Tutoring

Primary  Secondary

None of the Above/Other

Primary  Secondary

### Volunteer Recruitment

**Focus Area:** Other

**Service Category:** None of the Above/Other

**Measure Category:** Not Applicable

### Strategy to Achieve Results

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

AmeriCorps members and VISTAs will recruit community members to serve as volunteers in the schools.

### Results

#### Result: Output

125 volunteers will collectively serve 625 service during the program year.

Indicator: community volunteers recruited

Target: 125

Target Value: 125

Instruments: District volunteer database.

PM Statement: AmeriCorps members and VISTAs will recruit 125 community members to serve as volunteers in the schools as measured by District Volunteer Database.

Prev. Yrs. Data:

#### Result: Output

The 125 volunteers will collectively serve 625 hours during the program year.

Indicator: community volunteers recruited

Target: Volunteers will contribute a minimum of 625 service hours during the program year.

Target Value: 625

Instruments: District volunteer database.

PM Statement: Community volunteers will collectively serve 625 hour as measured by the district database.

Prev. Yrs. Data:

## National Performance Measures

**Focus Area:** Education

**Performance Measure Title:** Number of students that completed participation in CNCS -Supported K-12 education programs.

**Service Category:**

### Strategy to Achieve Results

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

AmeriCorps Members and volunteers will provide individualized tutoring in small groups at least 30 minutes a day for 4 days per week.

### Result: Output

Result.

AmeriCorps members will serve a minimum of 250 students reading below grade level at 8 Gadsden County elementary Schools.

Indicator: (PRIORITY) ED2: Number of students who complete an AC ED program.

Target :250 students will complete the AmeriCorps Gadsden Reads program.

Target Value: 250

Instruments: Student database

PM Statement: 250 students will complete the AmeriCorps Gadsden Reads program as measured by student database.

### Result: Intermediate Outcome

Result.

At least 60% of students will improve their academic performance in reading. K-2 students will be assessed based on reading comprehension. 3rd graders will be assessed based on achievement of a Lexile score of at least 70%.

Indicator: (PRIORITY) ED5: Students w/ improved academic performance.

Target :60% (150) of 250 students will improve their academic performance in reading.

Target Value: 150

Instruments: The FAIR Assessment Report

PM Statement: 60% (150) of students served will improve their academic performance in reading as measured by the FAIR Assessment.

## Required Documents

**Document Name**

**Status**

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable

*[Handwritten Signature]*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8u

DATE OF SCHOOL BOARD MEETING: July 23, 2013

TITLE OF AGENDA ITEM: Gadsden County School Board Head Start 2013-2014

Refunding Application and Program Improvement Plan

DIVISION: Head Start

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

PURPOSE AND SUMMARY OF ITEM:

Gadsden County School Board's Head Start Program 2013-2014 Refunding Application and Program Improvement Plan.

FUND SOURCE: Head Start

AMOUNT: \$2,420,235.00

PREPARED BY: Carolyn Harden

POSITION: Head Start/Prekindergarten Program Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

CHAIRMAN'S SIGNATURE: page(s) numbered 1,4,5, and 40

This form is to be duplicated on light blue paper.

REVIEWED BY: Cathy L. Austin

2013 JUL 15 PM 3:00  
GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT

# APPLICATION FOR FEDERAL ASSISTANCE

<b>1. TYPE OF SUBMISSION</b>		<b>2. DATE SUBMITTED:</b>	Applicant Identifier 04CH0241
Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	<b>3. DATE RECEIVED BY STATE:</b>	State Application Identifier
		<b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	Federal Identifier 04CH0241 - 000
<b>5. APPLICANT INFORMATION</b>			
Legal Name: GADSDEN COUNTY SCHOOL DISTRICT		Organizational Unit: Department: HHS: Office of Head Start	
Organizational DUNS: 152811279		Division: HHS: Office of Head Start	
<b>Address:</b>		Name and telephone number of the person to be contacted on matters involving this application (give area code)	
Street: 500 W King St		Prefix: Mrs.	Middle Name:
City: Quincy		First Name: Carolyn	
County: N/A		Last Name: Harden	
State: FL Zip Code: 32351		Suffix:	
Country: N/A		Email: hardenc@gcpsmail.com	
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN)</b> 596000615		Phone Number (give area code) (850)627-3861	Fax Number (give area code) (850)875-8790
<b>8. TYPE OF APPLICATION</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): Other (specify)		<b>7. TYPE OF APPLICANT (enter appropriate letter in box)</b> <input checked="" type="checkbox"/> H Other (specify)	
<b>10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 93.600 TITLE (Name of Program): Head Start / Early Head Start		<b>9. NAME OF FEDERAL AGENCY:</b> HHS / ACF / OHS	
<b>12. AREAS AFFECTED BY PROJECT (Cities, Counties, States etc.):</b> Gadsden County		<b>11. DESCRIPTION TITLE OF APPLICANT'S PROJECT:</b> 2013-2014 Head Start Refunding Application	
<b>13. PROPOSED PROJECT:</b> Start Date: 12/01/2013 Ending Date: 11/30/2014		<b>14. CONGRESSIONAL DISTRICTS OF:</b> a. Applicant: 02 b. Project: 02	
<b>15. ESTIMATED FUNDING</b>		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b>	
a. Federal	\$1,936,188	a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON	
b. Applicant	\$484,047	Date:	
c. State	\$0	b. NO <input checked="" type="checkbox"/> PROGRAM IS NOT COVERED BY E.O. 12372	
d. Local	\$0	<input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
e. Other	\$0	<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b>	
f. Program Income	\$0	<input type="checkbox"/> Yes If "Yes," attach an explanation. <input checked="" type="checkbox"/> No	
g. Total	\$2,420,235		
<b>18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION 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</b>			
a. Authorized Representative			
Prefix: Mr.	First Name: Isaac	Middle Name:	
Last Name: Simmons		Suffix:	
b. Title: Authorizing Official		c. Telephone number: (850)627-3861	
d. Signature of Authorized Representative:		e. Date Signed:	

Grant / Delegate No: 04CH0241 / 000  
 Program Type: Head Start

Agency Name: Gadsden County School Board  
 Application Type: Basic

State: FL Fiscal Year: 2014 Budget Period: 12/01/2013 to 11/30/2014

**BUDGET INFORMATION - Non Construction Programs**

OMB Approval No. 0348-0044

SECTION A - BUDGET SUMMARY						
Grant Program, Function, or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		Total (g)
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	
1 Program Operation	93.600	\$0	\$0	\$1,909,646	\$484,047	\$2,393,693
2 TTA	93.600	\$0	\$0	\$26,542	\$0	\$26,542
3		\$0	\$0	\$0	\$0	\$0
4		\$0	\$0	\$0	\$0	\$0
<b>5 Total (Sum of lines 1-4)</b>		<b>\$0</b>	<b>\$0</b>	<b>\$1,936,188</b>	<b>\$484,047</b>	<b>\$2,420,235</b>
SECTION B - FEDERAL RESOURCES						
GRANT PROGRAM, FUNCTION, OR ACTIVITY						
6. Object Budget Categories	(1) Program Operation	(2) TTA	(3)	(4)	Total	
a. Personnel	\$1,181,733	\$0	\$0	\$0	\$1,181,733	
b. Fringe Benefits	\$335,865	\$0	\$0	\$0	\$335,865	
c. Travel	\$14,600	\$0	\$0	\$0	\$14,600	
d. Equipment	\$0	\$0	\$0	\$0	\$0	
e. Supplies	\$61,020	\$4,600	\$0	\$0	\$65,620	
f. Contractual	\$108,560	\$21,942	\$0	\$0	\$130,502	
g. Construction	\$0	\$0	\$0	\$0	\$0	
h. Other	\$149,395	\$0	\$0	\$0	\$149,395	
i. Total Direct Charges (sum of 6a - 6h)	\$1,851,173	\$26,542	\$0	\$0	\$1,877,715	
j. Indirect Costs	\$58,473	\$0	\$0	\$0	\$58,473	
k. Totals (sum of 6a - 6j)	\$1,909,646	\$26,542	\$0	\$0	\$1,936,188	
7. Program Income	\$0	\$0	\$0	\$0	\$0	

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 Prescribed by OMB Circular A-102

Grant / Delegate No: 04CH0241 / 000  
 Program Type: Head Start

Agency Name: Gadsden County School Board  
 Application Type: Basic

State: FL Fiscal Year: 2014 Budget Period: 12/01/2013 to 11/30/2014

**BUDGET INFORMATION - Non Construction Programs**

OMB Approval No. 0348-0044

**SECTION C - NON-FEDERAL RESOURCES**

Grant Program (a)	Applicant (b)	State (c)	Other (d)	Total (e)
8 NFS	\$484,047	\$0	\$0	\$484,047
9	\$0	\$0	\$0	\$0
10	\$0	\$0	\$0	\$0
11	\$0	\$0	\$0	\$0
<b>12 Total (Sum of lines 8-11)</b>	<b>\$484,047</b>	<b>\$0</b>	<b>\$0</b>	<b>\$484,047</b>

**SECTION D - FORECASTED CASH NEEDS**

Budget Category	Current Year Budget	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13 Federal	\$1,936,188	\$484,047	\$484,047	\$484,047	\$484,047
14 Non-Federal	\$484,047	\$121,011	\$121,011	\$121,011	\$121,011
<b>15 Total (Sum of lines 13-14)</b>	<b>\$2,420,235</b>	<b>\$605,058</b>	<b>\$605,058</b>	<b>\$605,058</b>	<b>\$605,061</b>

**SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT**

Grant Program (a)	FUTURE FUNDING PERIODS (Years)			
	First (b)	Second (c)	Third (d)	Fourth (e)
16 Program Operation	\$0	\$0	\$0	\$0
17 TTA	\$0	\$0	\$0	\$0
18	\$0	\$0	\$0	\$0
19	\$0	\$0	\$0	\$0
<b>20 Total (Sum of lines 16-19)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**SECTION F - OTHER BUDGET INFORMATION**

21. Direct Charges: \$1,877,715	22. Indirect Charges: \$58,473
23. Remarks:	

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

**GADSDEN COUNTY SCHOOL BOARD HEAD START/PREKINDERGARTEN PROGRAM**

**Head Start Refunding Application and Program Improvement Plan**

**School Board Approval**

**2013-2014**

The Gadsden County School Board met and approved the 2013-2014 Head Start Refunding Application and Program Improvement Plan on the \_\_\_\_ day of July, 2013.

\_\_\_\_\_  
Isaac Simmons, Board Chairperson

\_\_\_\_\_  
Date

**Gadsden County School District (04CH0241)**  
**Head Start Program**  
**2013-2014 Employee Compensation Cap Assurance Statement**

“We have reviewed the requirement of the new Head Start Act, Section 653, that limits the compensation of Head Start staff. We certify that Head Start funds will not be used to pay any part of the compensation of any individual employed by a Head Start agency if that individual’s compensation exceeds the rate payable for Level II of the Executive Schedule (currently \$179,700). Furthermore, our agency does not employ any individuals whose pay exceeds the aforementioned salary cap.”

**SIGNATURE:** \_\_\_\_\_

**TITLE:**            **Board Chairperson**

**DATE:** \_\_\_\_\_

**GADSDEN COUNTY SCHOOL BOARD HEAD START/PREKINDERGARTEN PROGRAM**

**Head Start Refunding Application and Program Improvement Plan**

**Policy Council Approval**

**2013-2014**

The Gadsden County Head Start/Pre-k Policy Council met and approved the 2013-2014 Head Start Refunding Application and Program Improvement Plan on the \_\_\_\_ day of July, 2013.

\_\_\_\_\_

Denorice Dillard, Policy Council Chairperson

\_\_\_\_\_

Date

## **GADSDEN COUNTY HEAD START**

### **2013-14 REFUNDING APPLICATION FULL PROJECT DESCRIPTION**

#### **I. Objectives, Need for Assistance, and Geographical Area**

##### **A. Program Demographics:**

Gadsden County is a sparsely populated rural area. According to the Florida Legislature's Office of Economic and Demographic Research, Gadsden County's 2011 population consisted of approximately 45,124 residents. It is located in the Big Bend region of northwest Florida, approximately 25 miles from Tallahassee, Florida, the state Capitol. Gadsden County is mostly agricultural in nature, and its population is centered around six communities, with the largest being the county seat of Quincy. The other communities include Greensboro, Chattahoochee, Gretna, Havana, and Midway. Many of Gadsden County's residents live in remote areas where services are either inaccessible or hard to reach, due to location and transportation barriers.

Despite the fact that Florida's population has increased over the years (making it the fourth largest state in the country), Gadsden County has only grown by an average of less than one percent per year over the past two decades. The county remains one of the least densely populated areas in the state, with an average of 90 people per square mile, compared to the state average of 350 people per square mile. As indicated in the 2010 Census, the population of Gadsden County was comprised of the follows: 56% African American, 35% Caucasian, and 9% Hispanic. Gadsden County remains the only county in Florida where the majority of its residents are African American. The Hispanic population, however, is one of the fastest growing populations in Florida. During the 2010 census, the Hispanic population exceeded the percentage of African Americans in the state of Florida. The Hispanic population in Gadsden County is growing, due to a reliance on migrant workers to harvest crops in the area. For the past several years, the Greensboro community has the largest population of Hispanics in the Gadsden County area, but many Hispanics have moved into the larger city of Quincy.

Poverty is one of the most important correlates to poor (maternal and child) health and educational outcomes. Gadsden County's poverty rate is 27.5%, compared to 16.1 statewide. The calculated number of children birth to five living in households in the county at or below the Federal Poverty level was 31.1%. In addition, 53.4% of female-headed households with children under five lived in poverty. The poverty rate of female head-of-household is especially significant in light of the high rate of births to unmarried mothers in Gadsden County. According to the Florida Department of Health, Gadsden County has consistently ranked among the highest in the state on infant mortality indicators. The infant mortality rate is 9.7 per 1000 births, compared to a statewide

average of 6.6 per 1000 births. During this same period, Gadsden County had an infant mortality rate in African American mothers of 12.4 per 1000 births, and a rate of 4.1 per 1000 births to white mothers. Medicaid eligibility is one common indicator of child poverty in any community. In Gadsden County, Medicaid enrollment for children ages birth to five, increased from 2,226 in 2002 (46%), to 2,391 in 2006.

Employment opportunities in Gadsden County are very limited. Agriculture remains central to Gadsden County's economy, with approximately 21% of employed residents working in the agricultural industry. Unemployment averages in 2012 were 9.1%, which was slightly lower than the state average, but these rates are falsely skewed by part-time agricultural labor employment during the tomato harvesting seasons. In addition, the majority of the employed population was employed in low-paying retail, manufacturing, or seasonal jobs.

The unemployment rate in Gadsden County has rapidly increased over the past several years due to the economic recession, and this has exacerbated due to the closing of several local industries in the county. The county has also felt the impact of State of Florida cutbacks, layoffs, and office closures. The community of Chattahoochee has been especially impacted by the privatization and subsequent layoffs at Florida State Hospital, a local mental health facility that has been a major economic provider in the area, and a source of employment for residents in Gadsden County as a whole. Many low-income Gadsden County families lack a fixed, regular residence. Instead, they share housing with other relatives or friends due to economic hardships and meet the federal definition of 'homeless' as defined by the McKinney Vento Act. During the 2011-12 school year, the Florida Department of Education data indicated that Gadsden County had 556 homeless students. The vast majority of Gadsden's homeless students were sharing housing with others or "doubling up" due to loss of home or other economic hardships. Approximately 17% of Gadsden's homeless students were reported as living in cars, parks, or campgrounds.

The challenges associated with children and families living in poverty are reflected in the educational outcomes of the county's students. High School graduation rate is determined by the percentage of students who enter high school as 9<sup>th</sup> graders, and then graduate 4 years later. During the 2011-12 school year, Gadsden County's high school graduation rate was 66.4%, as compared to the state average of 74.5%. This rate, although lower than the state average, is an increase from the graduation rate reported in previous years. In 2010-11, Gadsden County had a K-12 public school enrollment of 6,310. 82% of the students were African American, 2% were Caucasian, and 16% were Hispanic. This compared to the statewide composition of 45.9% Caucasian, 23.1% African American, 24.7% Hispanic, and 3.6% Multiracial, 2.4% Asian, and >1% American Indian. One of the highest correlates of positive educational outcomes for children is the educational level of the mother. Only 52% of the mothers in Gadsden County have completed education up to 11<sup>th</sup> grade.

The rate of illiteracy in Gadsden County is higher than the state average, with many citizens unable to read at a level which would allow them the opportunity to be successful

in life. Even Start, Ameri-Corp, Florida A&M University, Tallahassee Community College, and the Gadsden County Public Library are a few of the organizations that are partnering with the Gadsden County School District and Head Start to address the literacy needs in our county.

In some instances, measures of student performance in Gadsden County fall short of the state average. Gadsden County Schools' overall school grade was a "C", however, Gadsden County's third grade students have ranked as the second highest in Florida when it comes to Math scores. In addition, fourth grade students' Math scores in Gadsden County have ranked among the 3<sup>rd</sup> highest in the state, and have outpaced state averages for gains in Science. Gadsden County students are also showing improvement in Reading scores.

According to the 2012-13 Florida Kindergarten Readiness Screening, 82% of Head Start children's scores indicated that they were 'ready for kindergarten' because they were able to demonstrate the appropriate skill level when screened. The Gadsden County Head Start Program is continuing to show growth when it comes to preparing children for kindergarten.

**In Summary:**

- Gadsden County is located in the Big Bend region of northwest Florida.
- Gadsden County is a rural county with a population of approximately 48,124.
- African Americans comprise a majority of the population in Gadsden County (56%).
- Gadsden county and the state of Florida both have an increasing Hispanic population.
- 27.5% of Gadsden County residents live in poverty.
- Gadsden County has a population of 5,420 children between age birth to five.
- Over 46% of the children age birth to five are receiving Medicaid.
- In 2012, the unemployment rate in Gadsden County was 9.1%, exceeding both the state and national average.
- The High School graduation rate in Gadsden County is 66.4%.
- Gadsden County students have outpaced state averages for gains in Math and Science
- Local agencies are partnering with Gadsden County Schools to address literacy and other educational issues.
- Based on the 2012-13 Florida Kindergarten Readiness Screening, 82% of Gadsden County children's scores indicated that they were 'ready for kindergarten'.

**B. Local Services for Children Birth to Five:**

Since 1985, the Gadsden County School Board has been the Grantee for the Gadsden County Head Start Program. This program is currently funded to serve 259 children, and has 7 school sites across the county, as well as two community-based sites. Most of the children enrolled in the Head Start Program receive a 6 ½ hour/day program for 180 days/year. Even though the Gadsden County School Board no longer contracts with private child care providers, the School District has made full day services available to families who need it. The Gadsden County School Board also serves Pre-k children in the Title 1 Program, the State Voluntary Pre-kindergarten Program, and the Exceptional Student Education Program (ESE Program). Comprehensive services such as vision, hearing, and developmental screenings are provided to children enrolled in the Head Start Program. Transportation is provided for the school-based programs, however, parents must provide transportation for children receiving services in the full day program.

The Florida State University (FSU) Center for Prevention and Early Intervention Program was funded to provide an Early Head Start program for Gadsden County. FSU Early Head Start has a combined enrollment of infants, toddlers, or women who are pregnant. The program operates through the home based option. The grantee directly operates the home-based option, offering weekly home visits and biweekly group socializations. The goals of the program are to improve the developmental outcomes for children, enhance the ability of parents to raise their children, and increase opportunities for family self-sufficiency.

Each year, both the Early Head Start and Head Start programs enroll and provide services to children with special needs. In 2012-13, 30 children in Head Start (over 10%) were children with special needs. The Head Start Program works closely with the Exceptional Student Education Department to assure the most appropriate placement for children with disabilities. The Head Start Disability Coordinator attends staffings, monthly transition meetings, and works closely with the Pre-k ESE Specialist, who is housed at the same site as the Head Start office, allowing for easier communication.

Gadsden County's state-funded Voluntary Pre-kindergarten Program (VPK) makes Pre-kindergarten services available to all age eligible four-year-old children. Although the Head Start Program is currently funded to serve 259 children, the VPK program enabled Head Start to serve 41 additional children during the 2012-13 school term.

The Gadsden County Early Learning Coalition is the state-sanctioned organization in the county, which coordinates publicly funded state and local preschool programs, including the federal subsidized child care program. The Coalition serves children in center-based group care settings, public school pre-kindergarten programs, and family child-care homes. The Early Learning Coalition is managed by The Department of Education's Office of Early Learning.

The Early Steps Early Intervention Program provides disability services to infants and toddlers under age three. The presenting problems of these children included developmental delays, speech and language delays, and conditions related to prematurity. Statewide, referrals to Early Steps come from hospital Neonatal Intensive Care Units, private doctors, and community agencies such as Early Head Start, Healthy Families, and Healthy Start. Statewide, referrals from a parent or family member are the most common referral sources. This holds true for Gadsden County as well. Gadsden County referral sources also include Child Find and private care providers.

There are three programs in Gadsden County which offer home visiting service options, primarily targeting pregnant women and families with infants and/or toddlers. These include Healthy Start, Healthy Families Gadsden, and Early Head Start. Deliberate steps have been taken by these agencies to assure that services are not duplicated and that maximum use is made of available resources. These programs have formed the Gadsden County Home-Visiting Partnership. Healthy Start provides preliminary screening and referrals. Once referred, Healthy Families Gadsden provides family assessments that ensure that families are matched with the home-visiting program that best fits their needs. Healthy Families Gadsden serves pregnant women, infants and families at risk of abusing or neglecting their children.

Child Find provides screening for children who are suspected of having a developmental delay or disabling condition. This service used to be provided by a regional education arrangement, but has since been transferred to the Exceptional Student Education department of the Gadsden County School District.

TCC House is an outreach service center operated by Tallahassee Community College (TCC). It offers tutoring for school-age children, summer enrichment camps, courses in adult education, and other workshops and services for the community.

When it comes to group care for infants and toddlers, quality services in Gadsden County are very limited. Due to the closing of several local child care centers (including Redlands Migrant Program, which previously provided childcare to children of migrant farm workers), only a few of the county's child care centers offer care for infants under age 12 months. Of the providers that do provide care for young infants, the quality of that care for many of these centers is minimal. The lack of quality at many centers is due to limited funding available for facilities, equipment and materials. The Early Learning Coalition has taken steps to assure that more childcare centers employ staff who are trained in Early Childhood Development.

**In Summary:**

- The Gadsden County School District is funded to serve 259 three and four year old children.
- The Gadsden County School District provides full day services to families who need it.

- FSU Early Head Start serves a combination of infants, toddlers, or women who are pregnant.
- Head Start and Early Head Start provide services to children with special needs.
- Head Start works closely with the District's ESE Department to serve all eligible children.
- The Voluntary Pre-kindergarten Program is available for all eligible 4 year olds
- PAEC provides migrant education services to Hispanic children and families in Gadsden County.
- Early Steps provides disability services to infants and toddlers under age 3.
- Healthy Start, Healthy Families Gadsden, and Early Head Start provide home - visiting services.
- Child Find provides screening for children suspected of having a developmental or disabling condition.
- Only a few of Gadsden County's child care centers offer care for infants under age 12 months.
- Quality child care services are limited in Gadsden County due to lack of funds.

### **C. Parent/Family Services**

Parent/family services are an integral part of the Gadsden County Head Start Program, as well as the overall Gadsden County School system. A Parent Involvement Coordinator is employed with the Head Start Program, and works closely with families by encouraging participation on the Policy Council, Center Committees, urging parents to attend workshops, and urging them to become active in local government by attending city and county commission meetings, as well as local school board meetings. The Parent Involvement Coordinator also provides regular trainings and information to parents in such areas as nutrition, child behavior, transition, budgeting, along with any others trainings that parents have expressed an interest in. The Parent Services Coordinator also encourages active participation of fathers in the Head Start Program. Men Assuring Children's Success (MACS) is a Male Involvement Component within the parent services program that solicits and encourages the participation of significant father figures in the lives of children enrolled in the program. MACS provides trainings for father figures, organizes father-child activities, and provides other services aimed at getting fathers involved. Parent services staff are also employed with the School Board to encourage all parents to participate in the activities related to the overall school system. The Head Start Family Services Coordinator, and the Family Services Staff also work with families by working with them to develop and implement Family Partnership Agreements which outline goals, timetables, and strategies for achieving the goals that the families might have. Family Services Staff are assigned to each school so that all parents have access to these services. Family Services Staff also work with local community agencies in an effort to access all available services that a family might need, as well as to collaborate in an effort to increase/improve resources for the benefit of the entire community. Partnership Agreements are also made between these agencies and the

Head Start Program. These agreements further identify the role that each plays in assuring that needed resources and services are accessed.

In addition to working with community agencies, the Head Start Program provides each parent with a training handbook which includes educational information in the areas of child development, nutrition, health, safety, mental health, budgeting, school attendance, well-child care, etc. It also contains a listing of local community resources.

The Early Head Start Program, which is also located in Gadsden County, has strong family support services as well. The home-visiting component of the program places great emphasis on empowering families to become self-sufficient. They work to link expectant women and families with infants/toddlers to the necessary service providers. These services might include prenatal care, breastfeeding and childbirth education, family planning, parenting skills, maternal health and personal development, infant health and development, and community resources for education, job training, and employment services.

Gadsden County Health Department is funded through state and federal sources, and provides prenatal care, Healthy Start services, WIC, immunizations, dental services, well-baby check-ups, Medicaid Early Periodic Screening, Diagnosis, and Treatment, and health education on a variety of health topics.

Capital Regional Medical Center Gadsden Memorial Campus offers emergency healthcare services that are available 24/7. It is staffed with nearly 40 experienced emergency room physicians, as well as nurses and technicians highly trained in providing emergency care. The hospital is equipped with state of the art medical technology and lab services.

Refuge House is a non-profit community based organization that provides services to victims of domestic violence and their families. It offers a safe shelter for battered women and their children and individual and group counseling. Refuge House is a very visible agency in the Gadsden County Community, providing domestic violence education and support to the families in the county.

Woman-to-Woman is a federally funded program which aims to reduce infant mortality by offering peer group support services for pregnant women and mothers of children under two years of age. The program draws on women in the community to contact other women who live in remote locations or who are isolated for various reasons. The program is an outreach resource for the Head Start Program, as well as other community-based agencies as they attempt to educate families about available resources and programs.

Healthy Start is administered through the Gadsden County Health Department, and provides parenting support for pregnant women and new mothers, as well as other services such as childbirth education, mental health counseling, and breastfeeding education. Many Head Start parents have also been Healthy Start participants.

Healthy Families-Gadsden provides home visitation services to families at risk of abuse or neglect. They are located in the same office as the Early Head Start Program, which facilitates communication and joint parent training.

Gadsden County Cooperative Extension Program serves families through parenting classes with information about child development, nutrition, food preparation, home safety, money management, and the First Time Home Buyers Program. The agency's Family and Consumer Coordinator serves on the Early Head Start and Head Start Policy Council. The Office also partners with the Health Department (WIC) to provide nutrition education to participants of the Head Start Program. In addition to serving on the Policy Council, staff from the Extension Office also serve on the Head Start Health Services Advisory Committee.

Florida Department of Children and Families is the state agency responsible for child protective investigations, developmental services, foster care, and public assistance programs including food stamps. Linkages between Head Start and the services offered through this agency are mainly through referrals and child abuse trainings.

The Gadsden County Whole Child Project is made up of members from various local service agencies, which includes the Head Start Program. Through the council, all agency staff are able to keep informed of local community agencies, their services, and the process whereby these services may be accessed.

Big Bend Transportation is a public transportation system in Gadsden County. It is mainly accessed by Medicaid recipients because these transportation services are very expensive for non-Medicaid recipients. This is a very valuable resource because it enables families to travel to medical appointment, and to other agencies in and around Gadsden County that might otherwise be inaccessible.

Gadsden Express continues to provide transit service to and from Gadsden County. The transit system was made possible through a partnership between Gadsden County, Commuter Services of North Florida, Star Metro, and the Florida Department of Transportation. Gadsden Express provides very inexpensive weekday express services to and from Quincy, Midway, Tallahassee Community College, and the C.K. Steele Plaza (Transfer Station) in Tallahassee. The fee of only \$1.00 (one way fare), makes this a very affordable form of transportation for many Head Start families.

### **In Summary:**

- Parent/family services are an integral part of the Gadsden County Head Start Program, as well as the overall Gadsden County School system.
- A Head Start Parent Coordinator works closely with parents by providing trainings and encouraging them to be active in their community.

- Male Involvement is strongly encouraged in the Head Start Program, and is an integral part of the services and trainings provided to families throughout the year.
- Head Start Family Services Staff provides home visits and support services to families.
- The Early Head Start Program also has strong family support services.
- Gadsden County Health Department provides family services such as prenatal care, immunizations, dental care, well-baby check-ups, and Medicaid EPSDT.
- Capital Regional Medical Center Gadsden Memorial Campus offers emergency healthcare services that are available around the clock.
- Refuge House provides domestic violence services and counseling, as well as a safe shelter for battered women.
- Woman-to-Woman provides peer group support and outreach services for pregnant women and mothers.
- Healthy Start provides education and support for pregnant women and new mothers.
- Healthy Families-Gadsden provides home visitation services to families at risk of abuse or neglect.
- Gadsden County Cooperative Extension Services provides parenting classes such as child development, nutrition, food preparation, home safety, money management, and the First Time Home Buyers Program.
- The Cooperative Extension agency's Family and Consumer Coordinator serves on the Early Head Start and Head Start Policy Council.
- Cooperative Extension Staff serve on the Head Start Health Advisory Committee.
- Florida Department of Children and Families is responsible for child protection, developmental and foster care services, and public assistance programs.
- The Gadsden County Whole Child Project is a sharing and support network, consisting of local agency providers.
- Big Bend Transportation is a public transportation system in Gadsden County.
- Gadsden Express is a transit system that provides inexpensive transportation to and from Quincy, Midway, Tallahassee Community College, and the C.K. Steele Transfer Station.

**D. Health Services:**

The Head Start Health Services Coordinator and Family Services staff work closely with area providers to access health services, and to address the needs of the families in the Head Start program. Health services include health screenings and follow-up, mental health services, linkage to healthcare providers, monitoring, parent contacts, parent and staff education and trainings, and collaboration with agency providers (school clinics, dental providers, mental health providers, etc). There are many health challenges in Gadsden County, which makes collaboration efforts between the Head Start Program and area providers critical. Gadsden County has been designated as a medically under-served area by the federal government, with health-care shortages in primary care, dental care, and mental health care. For example, the (newly opened) dental clinic, housed at the Gadsden County Health Department is the only Medicaid dental provider in the county to serve young children. Families who do not utilize the dental services at the Health

Department would need to travel outside of the county in order to receive dental services. This also affects cost for services since many of the providers outside of the county do not accept Medicaid. The Gadsden County Health Department does provide some family/child services such as prenatal care, Medicaid EPSDT, health education, WIC, immunizations, and well baby check-ups. As a result of service limitations in the county, critical health screenings (such as lead testing and hemoglobin testing) would not be possible without the additional collaboration of various community agencies, such as Healthy Start, the WIC Program, Early Head Start, the Cooperative Extension Agency, etc. In order to assure continued collaboration, support, and guidance, many of these agency providers are recruited to serve on the Health Services Advisory Committee.

The local hospital has recently re-opened after being closed for over 5 years. This now allows local families access to urgent medical care and hospitalization within their county. Prior to this, residents had to be transported to Tallahassee for emergency services.

Diabetes and obesity present significant health risks in Gadsden County. Diabetes ranked second in the list of the community's health problems. These statistics have tremendous implications for the Head Start and Early Head Start programs in the county, and both programs place high emphasis on exercise and nutrition education for their families. Head Start works closely with the WIC office and the Gadsden County Cooperative Extension Office in an effort to assure that families receive nutrition education and monitoring.

Immunization rates for Gadsden County are high, which indicate a strong working relationship between the Head Start program, families, and community health providers. The 2012-13 PIR indicated that 100% of children were up-to-date on immunizations. For Gadsden County's public and private schools, 97.8% were immunized at kindergarten entry. These were among the highest immunization rates in the state of Florida.

#### **In Summary:**

- Head Start staff and area health services providers work closely to assure health services are provided to families.
- Health challenges in Gadsden County make collaboration critical.
- Gadsden County has been designated a Medically Under-served Area by the Federal Government.
- There is a critical shortage of health care providers in Gadsden County.
- The local hospital in Gadsden County has re-opened, making local urgent care and hospitalization possible.
- Medicaid providers for dental care for young children in the area are very limited.
- The Gadsden County Health Department provides some family/child services such as prenatal care, Medicaid EPSDT, health education, WIC, immunizations, dental services, and well baby check-ups.

- Strong collaboration between Head Start and community agencies makes it possible to access critical medical screenings and treatment for Head Start families.
- Diabetes and obesity present significant health risks in Gadsden County.
- The Head Start Program places great emphasis on exercise and nutrition education for children and families.
- Head Start works closely with the WIC program and the local Cooperative Extension Office to assure that parents receive nutrition education.
- Immunization rates for Gadsden County are high, which indicate a strong working relationship between the Head Start program, families, and community health providers.

**E. How the findings of the Community Assessment were used to help reach decisions in the six areas listed in 45CFR 1305.3(c):**

- The findings were used to determine the program's philosophy, short-range and long-range program objectives.
- The following Mission and Goals are descriptive of the philosophy and short-range and long-range objectives for the Gadsden County Head Start Program. Staff, parents, and Policy Council cooperatively developed the statements.

**Mission Statement**

The mission of the Gadsden County Head Start/Pre-k Program is to ensure that all children participating in the Gadsden County Head Start/Pre-k Program enter school emotionally, physically, socially, and intellectually ready to learn; fully recognizing the crucial role of the parents as the child's primary teacher.

**Overall Goal**

As educators, our goal is to support and assist parents in their role as their child's primary teacher by providing a safe and supportive environment, with ongoing opportunities for active learning through which children may develop self confidence, initiative, curiosity, and resourcefulness that will serve them well in school and later in life. This goal helps to improve school readiness and promote long term success (as outlined in the Head Start Roadmap to Excellence).

- **Type of Service and Program**

The Gadsden County Head Start Program is a center-based option serving three and four year old children. The program operates at six elementary schools and two community sites (Midway and Quincy) for 180 days per year.

- **Recruitment Area of the Program**

The recruitment area of the Gadsden County Head Start Program encompasses all of Gadsden County, Florida. The Community Assessment reveals poverty areas throughout the entire county. Therefore, recruitment efforts are essentially the same throughout the county. Open registration is held in all areas of the county.

- **Gadsden County Head Start has no Delegate Agencies.**

- **Location of Centers**

Head Start centers are located throughout the county at six elementary schools, as well as the Midway site and the Quincy Full Day site. The elementary school locations are: George W. Munroe, Stewart Street, Gretna, St. John, Chattahoochee, and Havana.

*See Attachment Number III for Location Map*

- **Criteria that defines the type of children and families who will be given priority for recruitment and selection**

An eligibility priority criteria checklist has been developed for the Gadsden County Head Start/Pre-K Program in order to ensure that children with the greatest need are placed first. It should be noted that the Gadsden County School District provided preschool services through four different funding sources: Head Start, Title 1, Exceptional Student Education, and the state's Voluntary Prekindergarten Program.

*See Attachment Number IV for Placement Criteria*

## **II. Program Approach and Results or Benefits Expected**

\*There have been no major changes in the program or goals since the last Refunding Application was submitted.

The goals of the Gadsden County Head Start/Pre-K Program are developed through a process of Self-Assessment and review of the Community Assessment. This process included parents, staff, and Policy Council members. Objectives for achieving these goals are incorporated into the Program Plan.

### **A. Program Goals, Approach, and Action Steps:**

#### **(1) Child Development**

Goal A:

By the end of the 2013-14 school term, 85% or more of the Head Start/Pre-K students will demonstrate at least one year's growth on all domains of the LAP-3 assessment. Schools will annually demonstrate progress towards meeting this goal.

Goal B:

By the beginning of the 2014-15 school year, 85% or more of the students assessed will demonstrate proficiency on all areas of the kindergarten readiness assessment. Schools will annually demonstrate progress towards meeting this goal.

Action Steps for Goals A and B:

Reading:

- Use the Developmental Learning Measures (DLM) curriculum aimed at increasing children's oral language development, alphabet knowledge, print awareness and phonological awareness.
- Use a variety of assessments to guide instruction and measure student progress.
- Use a wide range of reading materials representing diverse cultures, genres, ability levels, and interests.
- Use re-telling of story events, prediction, and connection to real life to encourage comprehensive skills.
- Increase phonemic awareness activities and introduce kindergarten site words.

Mathematics:

- Ensure that the curriculum encourages touching, manipulating and examining objects children find around them and then moving them from the concrete experiences to representing knowledge symbolically using mathematical language.
- Modify instruction to accommodate individual student needs/learning styles.
- Provide training, support, and monitoring of teachers to ensure that all student data are analyzed and individualized instruction is provided.
- Integrate mathematics instruction and mathematical language of instruction into other areas of the curriculum.

#### Science:

- Provide training to teachers to ensure that the objectives and goals set forth in the science curriculum are met.
- Use an approach to science that gives children many opportunities for systematic observation and hands-on investigation of both the living and material world, and takes them from describing and explaining to making predictions based on observations.
- Choose science activities and topics that relate to student interest, experience, and culture.
- Integrate science instruction and science language of instruction into other areas of the curriculum.
- Provide materials and resources to encourage scientific exploration and observation.

#### Writing:

- Provide activities that enhance both hand/eye coordination and small muscle control of the hand and fingers.
- Teach writing techniques, which include the proper way to hold a writing instrument and the designs and strokes that will eventually be used to form letters.
- Focus on the relationship between oral language and print.
- Encourage children's purposeful writing in all aspects of the curriculum-for example, language experiences, stories, journal writing/dictation, encouraging writing during dramatic play, etc.
- Analyze student writing to diagnose strengths and weaknesses and adjust instruction accordingly, using individualized instruction, small groups, etc.

#### **Results (Goals A, B):**

**\*Lap-3 Results reflect progress over time**

#### **Domains**

#### *Physical Development and Health:*

Beginning of 2012-13 School Term: 71.01%  
Middle of 2012-13 School Term: 86.71%  
End of 2012-13 School Term: 92.71%

*Social and Emotional Development:*

Beginning of 2012-13 School Term: 78.76%  
Middle of 2012-13 School Term: 91.39%  
End of 2012-13 School Term: 95.71%

*Approaches to Learning:*

Beginning of 2012-13 School Term: 64.36%  
Middle of 2012-13 School Term: 81.33%  
End of 2012-13 School Term: 90.56%

*Logic and Reasoning:*

Beginning of 2012-13 School Term: 55.10%  
Middle of 2012-13 School Term: 76.03%  
End of 2012-13 School Term: 87.63%

*Language Development:*

Beginning of 2012-13 School Term: 50.26%  
Middle of 2012-13 School Term: 70.34%  
End of 2012-13 School Term: 83.10%

*Literacy Knowledge and Skills:*

Beginning of 2012-13 School Term: 44.75%  
Middle of 2012-13 School Term: 66.05%  
End of 2012-13 School Term: 81.40%

*Mathematics Knowledge and Skills:*

Beginning of 2012-13 School Term: 43.45%  
Middle of 2012-13 School Term: 66.65%  
End of 2012-13 School Term: 82.48%

*Science Knowledge and Skills:*

Beginning of 2012-13 School Term: 48.65%  
Middle of 2012-13 School Term: 72.77%  
End of 2012-13 School Term: 84.77%

*Creative Arts Expression:*

Beginning of 2012-13 School Term: 60.59%  
Middle of 2012-13 School Term: 81.58%  
End of 2012-13 School Term: 92.08%

*Social Studies Knowledge and Skills:*

Beginning of 2012-13 School Term: 50.75%

Middle of 2012-13 School Term: 69.83%  
End of 2012-13 School Term: 82.68%

English Language Development:

Beginning of 2012-13 School Term: 1.33%  
Middle of 2012-13 School Term: 2.68%  
End of 2012-13 School Term: 3.31%

**(2) Family and Community Engagement**

Goal A:

By the end of the 2013-14 school term, at least 85% of Head Start/Pre-K parents will be actively involved with, and participate in activities related to their child's everyday learning (at home, school, and in their communities).

Goal B:

By the end of the 2013-14 school term, 100% of Head Start/Pre-K parents will receive information and education on family preservation issues, including domestic violence, money management, stress management, child abuse, and HIV/AIDS awareness.

Action Steps for Goals A and B:

- Develop partnerships and collaborate with local agencies (Refuge House, Extension Office, Health Department and local Mental Health Agency)
- Recruit and encourage participation of fathers and other significant males in the child's life.
- Expand family education opportunities through family literacy, ESOL, and GED programs.
- Provide frequent, ongoing communication in English and other appropriate languages through school and home.
- Provide parent support at the school level through the Parent Involvement Coordinator.
- Involve parents in meaningful decision-making designed to improve students' learning (e.g., Center Committee, Policy Council, School Advisory Council)
- Support parent advocacy activities (e.g., lobbying, public relations, parenting programs).
- Conduct a minimum of two home visits per year.
- Collaborate with local health department to ensure that adequate information is provided to parents on HIV and sexually transmitted diseases.
- Serve on local boards (e.g., Whole Child Project, Early Head Start Policy Council).

- Provide training on family preservation issues such as domestic violence, HIV/AIDS awareness, stress management, and money management.
- Provide parents with educational materials such as resource flyers, Parent Orientation Handbook and Community Resource Directory.
- Communicate with school site administrators on a regular basis.

**Results (Goals A, B):**

Based on training records, agendas, parent surveys, community partner collaborations, and home visits, the goals outlined under Family and Community Engagement are being attained.

**(3) Succession Planning**

Goal A:

By the end of the 2013-14 school term, the Head Start Program will have a seamless system in place to ensure that the Program continues to operate effectively when critical positions are vacated.

Action Steps for Goal A:

- Develop a Succession Planning Committee, to work towards development and annual review of a Succession Plan.
- Identify critical positions within the Head Start Program.
- Understand the skills of every employee, and evaluate employee performance vs. employee potential.
- Recruit/train employees to fill each key role within the organization.
- Ensure that staff are on board who are ready to immediately step into positions with a virtually seamless transition.
- Reassess and revise the Succession Plan annually.

**Results (Goal A):**

A Succession Planning Committee has been developed to work on the completion of the action steps outlined in Goal A.

## **B. Benefits**

1. Increased emphasis on child development, the LAP-3 domains, and the educational level of Head Start children will ensure that all students, before entering Kindergarten, master the knowledge and skills needed to be successful at the Kindergarten level, and ultimately, will ensure that they have the skills necessary to successfully progress to upper grades.
2. Emphasis on family and community engagement will ensure that parents play an active role in the decisions that are made regarding their children, and participate in the decision-making process in their community. It will also ensure that community partners are actively working with the Head Start/Pre-K program to enhance services and meet the needs of the children and families in the Head Start/Pre-K program, thereby leading to success later in life. Emphasis on family and community engagement will also ensure that parents' educational opportunities are expanded to allow them to actively advocate for their children, and to grow as individuals, becoming more productive in their communities and more successful in life.
3. Increased emphasis on Succession Planning will ensure that the Head Start Program continues to operate effectively and seamlessly when individuals occupying critical positions depart. It will also ensure that employees are recruited and/or developed to fill each key role within the organization.

### **Risk Management Actions:**

School Readiness Plan Monitoring Call:

#### **Participants:**

*(Regional Office)*

Olissa Williams

*(Grantee Participants)*

Carolyn Harden (Head Start Director)

Linda Turrall (Health Coordinator)

Brenda Hardwick (Family and Community Partnerships Coordinator)

Mary Williams (Parent Involvement Coordinator)

Gloria McPherson (Education Coordinator)

Isaac Simmons (School Board Chair)  
Victoria Kenon (Policy Council Representative)

*Actions Plan:*

Continue to analyze School Readiness data, to ensure that goals/benchmarks are met.

**1. Program Strengths for the Gadsden County Schools Head Start Program**

- The Triennial Program Review, held in December 2011, found all service areas in compliance in carrying out the Head Start requirements
- Strong support from School Board Superintendent and Board Members
- School System Support (ESE services for children with disabilities, Maintenance Department, Transportation Department, and Food Services Department)
- Re-opening of the local hospital in Gadsden County
- Continued Implementation of curriculum (DLM)
- Participation in the State Department of Education's Fresh Fruit and Vegetables Program (which provides snacks to children)
- Child Plus Database being utilized by all staff (Record-keeping, Program Monitoring, Reports)
- Dental provider works closely with Head Start staff and families, and participates in registration process
- County-wide transportation system in the community (Gadsden Express)
- Head Start is very visible in the community, with the main office located in the center of Gadsden County
- Active Policy Council and Male Involvement participation (monthly meetings, parent representatives from all centers, family engagement activities, trainings, etc)
- Head Start Staff continuing to pursue educational goals
- Conversational Spanish Classes offered on an as-need basis
- School Health Clinics located at school sites
- CLASS system used to monitor Education Component
- Resource teachers serve as mentor teachers in the classroom
- Participation in county-wide monthly Transition Meetings
- Three major universities in neighboring county
- Relationship with the Early Learning Coalition of the Big Bend
- Bilingual Staff
- Strong communication between staff and families (home visits, parent conferences, training opportunities)
- Director works closely with District Comptroller and Fiscal staff

## 2. Plans for Sustainability

- Implementation of School Readiness Plan
- Continuous implementation of the Family Engagement Framework
- Succession Planning (including ongoing monitoring and review of Succession Plan)
- Use the Head Start Road Map to Excellence as a program guide for monitoring and developing goals
- Implementation of Head Start Strategic Plan
- Ensure that Family Services staff receive necessary certification in their area
- Continue to support technological updates and upgrades
- Ensure that all children and staff in the Head Start Program are healthy and safe
- Continue to maintain strong community partnerships with agencies that support Head Start's mission
- Continue to use the Community Assessment, Self-Assessment, and Ongoing Monitoring tools to address the current issues in the Head Start Program.
- Ensure that Program Performance Standards are followed
- Continue to offer Spanish classes for all staff and teachers
- Ensure that Fiscal Component is sound
- Continue to promote benefits of the Head Start Program in the community
- Encourage staff to continue educational goals
- Professional Development for all staff, including staff training on fiscal computerized updates

### **Budget Appropriateness and Reasonability:**

A wage comparability study was completed during the 2012-13 school year. The results of the study confirmed that all Head Start salaries were comparable to other salaries in surrounding counties.

The retirement rate will be 6.95% for regular employees, and 12.84% for employees in the Deferred Retirement Option Plan (DROP). This is a dramatic rate increase from the previous rate. The Social Security rate will increase for the 2013-14 school term, and the health insurance premium will remain the same. These increases will be reflected in the Head Start refunding application budget.

The Early Learning Coalition will continue to oversee the state funded Voluntary Prekindergarten Program (VPK). The Coalition will partner with the Gadsden County

Head Start Program to ensure that all four year old Head Start children are given the opportunity to participate in the VPK program. Through this partnership, the Head Start Program will be able to serve 41 additional three and four year old children during the 2013-14 school term. All salaries and benefits for teaching staff serving these additional children will be paid from state Voluntary Prekindergarten funds.

**HEAD START REFUNDING APPLICATION  
2013-2014  
BUDGET NARRATIVE PA-22**

A. Personnel

Children Health and Developmental Services

*Program Management*

Position	Annual Salary	Salary ACF Share	% Time Worked ACF Grant	# of Days Worked
<b>(1) Health/Nutrition Mental Health</b>	\$45,417	\$45,417	100%	219 days
<b>(1) Education/Disability Coordinator</b>	\$44,578	\$37,891	85%	219 days
<b>(5) Resource Teachers</b>	\$199,148	\$133,576	85%	196 Days

*Classroom Staff*

<b>(16) Teachers</b>	\$562,515	\$430,974	100%	196 days
<b>(16) Teacher Assistants</b>	\$283,580	\$214,054	100%	196 days

*Other Staff*

<b>(1) Program Assistant</b>	\$28,908	\$28,908	100%	219 days
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Family and Community Partnerships

*Program Management*

<b>(1) Parent Involvement Coordinator</b>	\$44,739	\$38,028	100%	(1) 219 days
<b>(1) Family Services Coordinator</b>	\$45,626	\$45,626	100%	(1) 219 days

*Other Staff*

<b>(4) Program Assistants</b>	<b>\$106,992</b>	<b>\$106,992</b>	<b>100%</b>	<b>(1) 219 days (1) @ 245 days (2) 196 days</b>
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Program Design and Management

*Head Start Director*

<b>Head Start Director</b>	<b>\$68,500</b>	<b>\$10,245</b>	<b>100%</b>	<b>245 days</b>
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*Clerical Staff*

<b>(1) Secretary (1) Receptionist</b>	<b>\$60,153</b>	<b>\$51,130</b>	<b>85%</b>	<b>245 days</b>
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*Other Personnel*

<b>3 Bus Monitor</b>	<b>\$21,059</b>	<b>\$21,059</b>	<b>100%</b>	<b>196 days</b>
<b>1 Custodian</b>	<b>\$17,833</b>	<b>\$17,833</b>	<b>100%</b>	<b>219 days</b>

TOTAL PERSONNEL: \$1,181,733

B. Fringe Benefits

<b>Item</b>	<b>Base</b>	<b>Amount</b>
<b>.0765 Social Security</b>	<b>\$1,181,733</b>	<b>\$90,402</b>
<b>.0695 Retirement</b>	<b>\$1,181,733</b>	<b>\$82,130</b>
<b>Workman's Comp.</b>		<b>\$6,285</b>
<b>Health/Dental/Life</b>		<b>\$157,048</b>

TOTAL FRINGE BENEFITS: \$335,865  
TOTAL= SALARIES & FRINGE = \$1,517,598

C. Travel

No. of Trips	Destination	Length of Stay	Purpose	Staff Positions	Cost
1	Tampa	4 days	Florida Head Start Annual Conference	All Staff	\$1,850
1	Georgia	4 days	National Black Child Institute	Management Staff and Board Members	\$2,100
1	Florida	3 days	Florida Association of Young Children	6 Staff Hotel Costs: \$1,300.00 Per Diem: \$650.00 Car Rental: \$350.00	\$2,400
1	Atlanta, GA	5 days	Region IV Head Start Annual Conference	5 Staff Hotel Costs: \$2,000.00 Per Diem: \$900.00 Car Rental: \$400.00	\$4,200
1	Atlanta, GA	5 days	Region IV Head Start Leadership Conference	Director and Fiscal Staff	\$2,550
1	Tampa, FL	4 days	One Goal Summer Conference	Director and Staff	\$1,500

TOTAL TRAVEL: \$14,600

D. Supplies

Type	Cost
Office Supplies (Paper, Pens, Pencils, Copier Maintenance)	\$25,300
Classroom Supplies (books, software, cleaning supplies and curriculum)	\$35,720

TOTAL SUPPLIES: \$61,020

E. Contractual

Name of Organization	Purpose/Scope of Work	Period	Cost
Dentists	Dental Services	12/01/13- 11/30/14	\$2,500
Speech Pathologist	Speech Therapy	12/01/13-11/30/14	\$2,600
Williams Scotsman	Lease 2 Portables	12/01/13-11/30/14	\$9,100
Food Service	Adult Meals, Snacks Registered Dietician	12/01/13-11/30/14	\$12,000
Contractor	Playground Maintenance	12/01/13-11/30/14	\$36,700
TBD	Technology (Installation and Updates, Staff and Parent Information)	12/01/13-11/30/14	\$25,200
TBD	Interpretation Services	12/01/13-11/30/14	\$6,000
Florida Head Start Association	Agency Dues	12/01/13-11/30/14	\$1,295
TBD	Consultant: Program Compliance	12/01/13-11/30/14	\$4,400
Bryant Landscaping	Lawn Maintenance for Midway, QA3, Stewart Street, Gretna and Havana	12/01/13-11/30/14	\$8,765

TOTAL CONTRACTUAL: \$108,560

F. Other Expenses

Gas/Diesel	Building Maintenance Repairs	Phone	Local Travel (home visits, local meetings and events, travel to centers)	Substitutes	Parent Services – Supplies, (including food) Travel and Training (center Committees, policy Council and male involvement	Printing (activity calendars, parent handbook, resource flyers, program brochures and program forms (Registration Ads)	Other (Field Trips for the children)	Training and Staff Development Tuition, books, fees and supplies
\$16,500	\$9,200	\$6,800	\$36,700	\$28,295	\$8,100	\$10,500	\$9,600	\$13,400
Utilities	Garbage							
\$6,900	3,400							

TOTAL OTHER EXPENSES: \$149,395

H. Indirect Cost

\$1,936,188 x 3.02

TOTAL INDIRECT COST - \$58,473

TOTAL ALL CHARGES PA 22 (PROGRAM OPERATION) - \$1,909,646

TOTAL PA 20 (TRAINING/TECHNICAL ASSISTANCE) - \$26,542

TOTAL BUDGET - \$1,936,188

**Non-Federal Share**  
**In-Kind Matching Funds 2013-2014**

**In-Kind Provided by the Gadsden County School Board**

**Personnel:**

Program Design and Management:

Salaries/Benefits

School Site Administrators	\$64,271.00
School Site Data Entry	\$9,114.00
School Site Clerical Support	\$11,771.00
School Site Custodial Services	\$10,967.00

**Total Personnel:** **\$96,123.00**

**Contractual:**

Travel

Children's Transportation	\$81,002
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**Total Travel** **\$81,002**

**Other Expenses:**

1 teacher Resource portable Unit @ \$767	\$767
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Utilities

Head Start Office for 12 months	\$44,287
13 Classrooms @ \$182.00 per month	\$23,660

Volunteers

900 hours @ \$7.50 per hour \$6,750

**Total Other Expenses \$75,464**

**TOTAL IN-KIND FROM GADSDEN COUNTY SCHOOL BOARD \$252,589**

**STATE IN-KIND FUNDS**

Voluntary Prekindergarten (VPK)

**Personnel:**

Program Design and Management

Salaries/Benefits

Head Start Director \$34,250

**Children Services:**

Reimbursement for Head Start Children

88 Children @ \$2,241 per child \$197,208

**Total State Funds \$231,458**

**TOTAL NON-FEDERAL SHARE (IN-KIND) MATCHING FUNDS \$484,047**

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

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

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

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

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

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

## DRUG-FREE WORKPLACE REQUIREMENTS GRANTEES OTHER THAN INDIVIDUALS

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

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

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

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

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

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

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

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

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

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

### **CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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I hereby agree to the above certifications and assurances.

---

Signature of Certifying Official

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Date

---

School Board Chairman

Title

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Gadsden County School Board Head Start  
Applicant Organization

# FLORIDA DEPARTMENT OF EDUCATION



## STATE BOARD OF EDUCATION

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GARY CHARTRAND, *Chair*

*Members*

ADA G. ARMAS, M.D.

SALLY BRADSHAW

JOHN A. COLON

BARBARA S. FEINGOLD

JOHN R. PADGET

KATHLEEN SHANAHAN

Dr. Tony Bennett  
Commissioner of Education



April 1, 2013

Ms. Bonnie Wood  
Gadsden County School District  
35 Martin Luther King Blvd.  
Quincy, Florida 32351

Your indirect cost proposal for fiscal year 2013-2014 has been reviewed and the restricted rate of 3.02% and unrestricted rate of 17.56% is approved with an effective date of July 1, 2013 through June 30, 2014.

If you have any questions please call Don Crumbliss at (850) 245-9214.

Sincerely,

A handwritten signature in black ink, appearing to read "Matt Kirkland".

Matt Kirkland

MATT KIRKLAND  
CHIEF COMPTROLLER, BUREAU OF THE COMPTROLLER

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325 W. GAINES STREET • SUITE 914 • TALLAHASSEE, FLORIDA 32399-0400 • (850) 245-0401 • FAX (850) 245-9220  
[www.fldoe.org](http://www.fldoe.org)

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

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

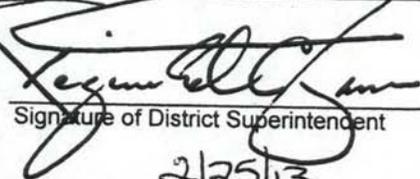
We hereby apply for the following indirect cost rate:

**Federal Programs - Restricted with Carry Forward** 3.02%

**Federal Programs - Unrestricted with Carry Forward** 18.09%

DOE COMPTROLLER'S OFFICE  
13 FEB 28 PM 3:50

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2011-2012, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

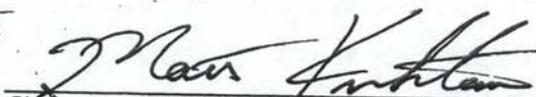
<p>          _____          Signature of District Superintendent</p> <p><u>2/25/13</u>          _____          Date Signed</p>	<p>          _____          Signature of Finance Officer</p> <p><u>2/25/13</u>          _____          Date Signed</p>
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Your proposal has been accepted and the following rate approved:

**Federal Programs - Restricted with Carry Forward** 3.02 %

**Federal Programs - Unrestricted with Carry Forward** 17.56 %

These rates become effective **July 1, 2013, and remain in effect until June 30, 2014**, and will apply to all eligible federally assisted programs as

<p>          _____          Signature of Comptroller, Florida Department of Education</p> <p><u>4/1/13</u>          _____          Date Signed</p>	
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## **Gadsden County School Board Head Start Program**

**Grant # 04CH0241**

**Funding Year: 2013-14**

### **T/TA Plan Narrative**

In accordance with the expressed expectations of the Region IV Office of the Administration for Children and Families, we certify that by submitting the attached T/TA Plan, we have engaged the services of our assigned Program Specialist, Kerri Timmerman. We have given our Program Specialist access to all appropriate documents necessary to undergo both a systems thinking and systems approach to the design and delivery of T/TA services that will enhance services to children and families as we continue to move our program progressively forward.

#### ***Preparation***

The initial process leading up to the development of the 2013-14 Training and Technical Assistance Plan began in the Spring of 2013. The Gadsden County Head Start Program's T/TA Plan was developed with the assistance of the Head Start Management Team, the Head Start/Pre-K Program Director, and the Policy Council. In order to assist in the development of this plan, several program documents were identified and reviewed. Extensive timelines were set to allow adequate time to meet and accomplish this goal. The Head Start Program Director and Managers reviewed all documents, and each Manager compiled an in-depth list of needs identified in their specific component areas. These documents included, (but were not limited to) a review of the Self-Assessment, Community Assessment, Program Improvement Plan, Family Engagement Plan, PIR data, Auditor General's Report, Strategic Plan and the School Readiness Plan.

#### ***Comprehensive Self Analysis***

After reviewing such documents as the Community Assessment, Self-Assessment, Program Improvement Plan, Child Outcome Data, Family Engagement Plan, and School Readiness Plan, the team identified program strengths, areas of need in the Head Start Program and within the community, and prioritized goals. This came as a result of completing the Initial Program Profile, prioritizing needs, and completing the Appreciative Inquiry. For example, the educational level and rate of illiteracy of Gadsden County residents was identified as a critical area of concern in the Community Assessment. It was also noted as an issue that needs addressing when conducting the Self-Assessment. As a result, trainings, support, and community partner collaboration were incorporated into the 2013-14 Training Plan. Last year's T/TA Plan was also reviewed to address any unmet or ongoing training needs, and to identify any trainings that needed to be incorporated into the current Plan. Upon doing this, it was noted that

childhood obesity and limited education in the area of proper nutritional habits continue to be both a local and national health concern. The ongoing need to educate parents on healthy eating habits and the importance of exercise was identified during the Self-Assessment process, and obesity related health conditions were also identified during the most recent Community Assessment. Although this issue was addressed in the 2012-13 Training Plan, a continuation of training and education in this area was subsequently included in the 2013-14 Program Improvement Plan and Training Plan.

### ***Systems-Focused Goal Development***

The Office of Head Start Monitoring Protocol framework was used to identify how various systems would be effected when identifying goals and developing outcomes. In doing so, not only did this assist in goal development, but it also assisted in identifying training audiences, responsible Managers, and in the development of the Training Plan budget.

In addition, the Head Start Roadmap to Excellence was reviewed to identify educational goals and training needs. It further assisted in promoting a seamless high quality system to assure that children in the Head Start program are both successful in school and prepared for kindergarten.

### ***T/TA Plan – Strategic Plan***

Based on the documentation used to determine the training needs of the program, the Management Team and the Head Start/Pre-K Director assigned a priority rating of 1-3 to the program's training needs, with no training needs being rated below a 3. These identified goals, outcomes, and strategies will impact such systems as communication, record-keeping, monitoring, program governance, ERSEA, finance, etc., and will thereby enhance overall services to children and families. The total estimated cost for the Training Plan is \$26,542.

### ***Shared Governance***

The Program Improvement Plan was provided to all Policy Council members for review prior to the July 25, 2013 meeting. At this meeting, the Council members were informed of the steps leading to the development of the Program Improvement Plan. They were informed that the Plan was developed using the Self- Assessment, Community Assessment, School Readiness Plan, Parent/Staff surveys, PIR, and the Auditor General's Report. After reviewing the Plan, it was approved and noted that any training needs would be addressed in the Training Plan, which would also include all required Head Start and State Trainings.

The final Refunding Application, including the Training Plan was approved by the Policy Council on 7/25/13. The Board's approval was given on 7/23/13.

### *Participants*

<u><i>Title</i></u>	<u><i>Name</i></u>
<i>Executive Director (if applicable)</i>	<i>N/A</i>
<i>Head Start Director</i>	<i>Carolyn Harden</i>
<i>Program Specialist</i>	<i>Kerri Timmerman</i>
<i>Fiscal Manager</i>	<i>Bonnie Wood</i>
<i>Education Manager/Coordinator</i>	<i>Gloria McPherson</i>
<i>Health Manager/Coordinator</i>	<i>Linda Turrall</i>
<i>Disabilities Manager/Coordinator</i>	<i>Gloria McPherson</i>
<i>Family &amp; Community Partnerships</i>	<i>Brenda Hardwick/Mary Williams</i>
<i>Policy Council Chairperson</i>	<i>Denorice Dillard</i>
<i>Head Start Parent</i>	<i>Victoria Kenon</i>
<i>Head Start Parent</i>	<i>Carmen Dawkins</i>
<i>Head Start Community Rep.</i>	<i>Sonja West</i>

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2013-14**

**Part 1: Identified T/TA Goals**

**T/TA Goal: (From IPP and AI process): Improve overall health and well-being of Head Start families**

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Parents will gain a better awareness of the factors impacting the overall health and well-being of themselves and their children.	Parent implementation of healthier eating habits  Compliance with medical provider health recommendations and Well-Child check-up schedules	Child Plus Data Reports (Health) Child Health Records(physicals/shot records/dental records)  Home Visit Reports Workshop Agendas/Sign-In Sheets PIR reports

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i> <b>Training Strategies:</b>  a. Train parents on healthy food choices, menu preparation, and the impact of this on overall health  b. Train parents on the importance of maintaining a well-child schedule of care.	a. Health Coord.  b. Health Coord.	a. Parents  b. Parents	a. Health Coord.  b. Health Coord.	a. Dec.'13- June'14& Aug'14- Nov'14  b. Dec'13- June'14& Aug'14- Nov'14	a. 200.00  b. -0-

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2013-14**

**Part 1: Identified T/TA Goals**

**T/TA Goal: (From IPP and AI process): Improve Teacher effectiveness in the classroom**

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Teachers will be equipped with the skills needed to assure student success in the classroom.	Attainment of School Readiness goals  Appropriate implementation of Curriculum  Accurate administration of assessment tools	Classroom Observation Reports Monitoring Reports Assessment Data Staff meeting agendas/minutes Teacher Reports

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i> a. Train teachers on Developmental Learning Measures (DLM) Curriculum to ensure consistent implementation  b. Train new teachers on "Peacemaking Skills" Curriculum and Lap-3 Assessment  c. Meet monthly with teachers new to the program  d. Train parents on School Readiness Plan (Parent Orientation and Pre-service Training)  e. Train teachers and staff on CLASS  f. Review Common CORE Standards with teachers and staff on ongoing basis	a. Ed. Coord/ Resource Teachers/ Consultant  b. Ed. Coord./ Resource Teachers  c. Ed. Coord/ Resource Teachers  d. Ed. Coord/  e. Ed. Coord/ Res. Teachers/ Consultant  f. Ed. Coord/ Res. Teachers	a. Teaching Teams   b. New Teaching Teams   c. New Teaching Teams   d. Parents  e. Teaching Teams/ H.S. Staff  f. Teaching Teams/ H.S. Staff	a. Ed. Coord.   b. Ed. Coord.   c. Ed. Coord.   d. Ed. Coord. Parent Inv. Coord.  e. Ed. Coord.   f. Ed. Coord.	a. Dec.'13- June'14& Aug'14- Nov'14  b. Aug'14- Sept' 14  c. Aug' 13- Nov 14  d. Aug'14  e. Dec.'13- June'14& Aug'14- Nov'14  f. Dec.'13- June'14& Aug'14- Nov'14	a. 600.00   b. -0-   c. -0-   d. 3500.00 e. 2000.00  f. 350.00

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2013-14**

**Part 1: Identified T/TA Goals**

**T/TA Goal: (From IPP and AI process): Improve Parent and Family Engagement**

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Families will work in partnership with Head Start Program and will increase utilization of Head Start and community resources for themselves and their children.	<b>Attendance/enrollment in higher education courses</b>  <b>Increased attendance at trainings, and increase in classroom participation</b>  <b>Greater awareness of available resources</b>	<b>Home visit Reports</b> <b>Family Services Monitoring Reports</b> <b>Workshop agendas/sign-in sheets</b> <b>Parent Involvement Reports</b> <b>Classroom Volunteer Reports</b> <b>PIR Reports</b>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>  <b>a. Train staff on ways to engage families throughout the year (i.e., incentives to increase classroom participation)</b>  <b>b. Train staff on how to utilize ChildPlus more effectively in order to track family data/family participation, etc.</b>  <b>c. Train staff on how to assist families in reaching their educational goals, as outlined in the Family Engagement Plan</b>  <b>d. Provide information to parents regarding educational opportunities, local educational resources, etc.</b>	<b>a. Family Svcs Coord./ Parent Inv. Coord.</b>  <b>b. Family Svcs Coord./ Consultant</b>  <b>c. Family Svcs Coord./</b>  <b>d. Family Svcs Coord./Family Svcs. Staff</b>	<b>a. H.S. Staff/ Teachers</b>  <b>b. Family Svcs. Staff</b>  <b>c. Family Svcs. Staff</b>  <b>d. Parents</b>	<b>a. Family Svc Coord./ Parent Inv. Coord.</b>  <b>b. Family Svc Coord.</b>  <b>c. Family Svc Coord.</b>  <b>d. Family Svc Coord.</b>	<b>a. Dec'13-June'14&amp; Aug'14-Nov'14</b>  <b>b. Dec'13-June'14&amp; Aug-Nov'14</b>  <b>c. Dec'13-June'14&amp; Aug-Nov'14</b>  <b>d. Dec'13-June'14&amp; Aug-Nov'14</b>	<b>a. 100.00</b>  <b>b. 1800.00</b>  <b>c. -0-</b>  <b>d. 250.00</b>

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2013-14**

**Part 1: Identified T/TA Goals**

**T/TA Goal: (From IPP and AI process): Improve Head Start Program Operations**

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
<b>Governing Board, Policy Council, and Head Start Staff will have an increased knowledge of Head Start requirements, operations, and standards</b>	<b>Increased communication and collaboration between Head Start, Governing Board, and Policy Council.</b>  <b>Accurate and complete Fiscal Reports</b>  <b>Head Start Program compliance with mandates and standards</b>	<b>School Board Minutes/Agendas</b> <b>Training Agendas/Sign-in Sheets</b> <b>Fiscal Reports</b> <b>Head Start Monitoring Reports</b> <b>Policy Council Minutes</b> <b>Head Start Director Reports</b>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>  <b>a. Train Governing Board, Policy Council, and Head Start staff on Performance Standards and Head Start Act</b>  <b>b. Train Governing Board, Policy Council, and Head Start staff on Designation Renewal System</b>  <b>c. Train Fiscal Assistant on Head Start Requirements</b>	<b>a. H.S. Director/ Consultant</b>  <b>b.H.S. Director/ Consultant</b>  <b>c. H.S. Director/ Consultant</b>	<b>a.G. Board /Policy Council/ H.S. Staff</b>  <b>b. G. Board /Policy Council/ H.S. Staff</b>  <b>c. Fiscal Assistant</b>	<b>a. H.S. Director</b>  <b>b. H.S. Director</b>  <b>c. H.S. Director</b>	<b>a. Sept '14</b>  <b>b. Aug' 14</b>  <b>c. June' 14</b>	<b>a. 500.00</b>  <b>b. 500.00</b>  <b>c. 1350.00</b>

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2013-14**

**Part 2: Required HS Training**

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<b>Head Start Act Section 640(a)(3)(B)(ii)</b> Developing skills in working with children with non-English language background and children with disabilities, as appropriate	ESOL Coordinator Education Coordinator Teachers	Teachers Parapro- fessionals	Teaching staff will provide appropriate experiences for children with non-English language backgrounds and children with disabilities	Education Coordinator	Dec'13- Nov.'14	\$4200.00
<b>N-30-356-1-30(B)(2) 45 CFR 1304.52(k)(3)(i)</b> Identification and reporting of child abuse and neglect including methods for identifying and reporting child abuse and neglect that comply with applicable State and local laws using, so far as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers	Consultant Family Services Coordinator	All Staff	Cases of child abuse and/or neglect will be identified and reported	Family Services Coordinator	Aug '14	-0-
<b>45 CFR 1304.41(c)(1)(iv)</b> <b>45 CFR 1304.52(k)(3)(ii)</b> Transition training for Early Head Start or Head Start staff and school or other child development staff	Education Coordinator, Consultant	Director, Manage- ment Staff, Teaching Teams	Children and families will successfully transition into and out of the Head Start program	Transition Coordinator	April '14	\$275.00
<b>45 CF1304.52(k)(1)</b> Orientation for new staff, consultants and volunteers	Director, Education Coordinator, Resource Teachers, Consultant	New Staff	All new staff, consultants, and volunteers will receive an orientation which includes the goals and underlying philosophy of Early Head Start and/or Head Start and the ways in which they are implemented by the program	Director	Dec'13- Nov.'14	-0-

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2013-14**

<p><b>45 CFR 1306.23(a)</b>  Pre and in-service training opportunities designed to improve the ability of staff and volunteers to deliver services required by Head Start regulations and policies</p>	<p>Director,  Management Staff,  Resource Teachers  Consultant</p>	<p>All Staff</p>	<p>Program staff and volunteers will acquire or increase the knowledge and skills they need to fulfill their job responsibilities. This training will be directed toward improving the ability of staff and volunteers to deliver services required by Head Start regulations and policies</p>	<p>Director</p>	<p>Aug. '14</p>	<p>\$3800.00</p>
<p><b>45 CFR 1306.23(b)</b> Training about the underlying goals of Head Start and the program options being implemented</p>	<p>Director,  Management Staff,  Resource Teachers</p>	<p>All Staff  Parents</p>	<p>Staff and volunteers will increase knowledge about the underlying goals of Head Start and the program options being implemented</p>	<p>Director</p>	<p>Aug. '14</p>	<p>-0-</p>
<p><b>45 CFR 1310.17(b)(1)</b>  Operate the vehicle in a safe and efficient manner</p>	<p>Transportation  Director</p>	<p>Bus Drivers,  Monitors,  Program Assistants</p>	<p>Transportation services provided to children will be completed safely and efficiently, without incidents of injury to persons or damage to property</p>	<p>Transportation  Director</p>	<p>Aug. '14</p>	<p>\$375.00</p>
<p><b>45 CFR 1310.17 (b)(2)</b>  Safely run a fixed route and perform specialized driving maneuvers</p>	<p>Transportation  Director</p>	<p>Bus Drivers</p>	<p>Drivers will complete assigned routes and driving maneuvers safely , without incidents of injury to persons or damage to property.</p>	<p>Transportation  Director</p>	<p>Aug. '14</p>	<p>-0-</p>
<p><b>45 CFR 1310.17(b)(3)</b>  Administer basic first aid</p>	<p>Transportation  Director</p>	<p>Bus Drivers,  Monitors,  Program Assistants</p>	<p>Staff and volunteers will obtain knowledge and skill in administering first aid to injured students and staff.</p>	<p>Transportation  Director</p>	<p>Aug. '14</p>	<p>-0-</p>
<p><b>45 CFR 1310.17(b)(4)</b>  Handle emergency situations</p>	<p>Transportation  Director</p>	<p>Bus Drivers,  Monitors</p>	<p>Staff and volunteers will obtain knowledge and skill in following appropriate procedures to handle emergency situations.</p>	<p>Transportation  Director</p>	<p>Aug. '14</p>	<p>-0-</p>

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2013-14**

<p><b>45 CFR 1310.17(b)(5)</b> Operate special equipment</p>	<p>Transportation Director</p>	<p>Bus Drivers/ Monitors</p>	<p>Staff and volunteers will obtain knowledge and skill in operating special equipment.</p>	<p>Transportation Director</p>	<p>Aug. '14</p>	<p>-0-</p>
<p><b>45 CFR 1310.17(b)(6)</b> Conduct maintenance and safety checks</p>	<p>Transportation Director</p>	<p>Bus Drivers/ Monitors</p>	<p>Staff and volunteers will obtain knowledge and skill in conducting maintenance and safety checks to ensure a safe environment.</p>	<p>Transportation Director</p>	<p>Aug. '14</p>	<p>-0-</p>
<p><b>45 CFR 1310.17(d)</b> Meet applicable driver training requirements of the state in which they operate</p>	<p>Transportation Director</p>	<p>Bus Drivers</p>	<p>Drivers will obtain knowledge and skills related to requirements for state licensure in which they operate.</p>	<p>Transportation Director</p>	<p>Aug. '14</p>	<p>-0-</p>
<p><b>45 CFR 1304.21</b> (Parent) How to be the primary teacher for their children and full partners in the education of their children</p>	<p>Teacher/ Resource Teacher Parent Involvement Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge and skills in guiding their child's education.</p>	<p>Parent Involvement Coordinator</p>	<p>April '14</p>	<p>-0-</p>
<p><b>45 CFR 1304.22(a)(5)</b> (Parent) Orientation on the need to prevent abuse and neglect</p>	<p>Teachers/ Parent Involvement Coordinator Consultant</p>	<p>Parents</p>	<p>Parents will obtain knowledge and skills needed to prevent abuse and neglect.</p>	<p>Parent Involvement Coordinator</p>	<p>Dec. '13</p>	<p>\$500.00</p>
<p><b>45 CFR 1304.52(k)(3)(ii)</b> Preparation for parents to exercise their rights and responsibilities concerning the education of their children in the school setting</p>	<p>Teacher/ Parent Involvement Coordinator /Consultant</p>	<p>Parents</p>	<p>Parents will obtain knowledge of their rights and responsibilities concerning the education of their children in the school setting. Parents will develop skill in exercising their rights as parents in the school setting.</p>	<p>Parent Involvement Coordinator /Transition Coordinator</p>	<p>April '14</p>	<p>\$1400.00</p>

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2013-14**

<p><b>45 CFR 1310.21(a)</b> If the agency provides transportation, training that includes vehicle and pedestrian safety</p>	<p>Community Organizations</p>	<p>Parents</p>	<p>Parents and children will demonstrate knowledge and skill in vehicular safety methods and pedestrian safety methods.</p>	<p>Parent Involvement Coordinator</p>	<p>Aug. '14</p>	<p>-0-</p>
<p><b>45 CFR 1304.23</b> Family assistance with nutrition</p>	<p>Teachers Parent Involvement /Nutrition Coordinator</p>	<p>Parents</p>	<p>Families will receive information on resources to assist with nutrition needs. Families will receive instruction on proper nutrition and meal planning.</p>	<p>Parent Involvement Nutrition Coordinator</p>	<p>Aug. '14</p>	<p>\$150.00</p>
<p><b>45 CFR 1304.40(e)(3)</b> Opportunities to enhance parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children</p>	<p>Teachers, Parent Involvement Education Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge in proper methods of parenting; develop an understanding of their child's educational and developmental needs; and develop skill in selecting appropriate educational and developmental activities for their children.</p>	<p>Education Coordinator</p>	<p>Aug.'14</p>	<p>-0-</p>
<p>45 CFR 1304.24(a) Parent education of mental health issues</p>	<p>Consultant/ Mental Health Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge of mental health issues in children, including characteristics/signs to watch for.</p>	<p>Mental Health Coordinator</p>	<p>Dec. '13</p>	<p>\$1100.00</p>

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2013-14**

**Part 3: Required State Training**

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<i>List of Required trainings from state regulations</i>	Tallahassee Community College	Paraprofessional	Paraprofessionals will gain knowledge and skills in the area of child development and children behaviors.	Education Coordinator	Aug. '14 Sept. '14	\$2600.00
	Transportation Director	Family Services Staff/Monitors	Safe and dependable transportation for Head Start children, staff and parents.	Director	Aug. '14	\$992.00
	Health Department	All Staff	To minimize the risk of transmission of HIV, Hepatitis B, and other blood borne pathogens to staff, volunteers, and children.	Health Coordinator	Aug. '14	-0-

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2013-14**

**GADSDEN COUNTY SCHOOL BOARD**

**HEAD START REFUNDING APPLICATION 2013-2014**

**BUDGET NARRATIVE PA-20**

<b>Type:</b>	<b>Provider/Cost:</b>
<p>Child and Family Services Training: (Handouts, Brochures, Child Development CD's, Refreshments) Trainings: Family Engagement, School Readiness, Health and Nutrition, Well-Child Schedule of Care, Program Goals and Outcomes, Child Development, Child Abuse and neglect, Parents Rights and Responsibilities</p>	<p>Parent Advisory Meetings Parent Orientations Home Visits Center Committee Meetings Policy Council Meetings Board meetings County Wide Parent Trainings Transition Training State/Regional Meetings</p> <p><b>Cost: \$4,600</b></p>
<p>Staff Training/Development (Handouts, Videos, CD's, Books, Refreshments) Performance Standards, Curriculum Training (DLM), Family Engagement, School Readiness, Peacemaking Skills, Lap-3 Assessment, Conversational Spanish, Childplus, Fiscal Computer System, CLASS, Common Core State Standards</p>	<p>Consultant /Performance Standards, Curriculum, Childplus Pre-Service Training Grade Group Meetings Staff Meetings District leadership Meetings Tallahassee Community College</p> <p><b>Cost: \$5,550</b></p>

<b>Type:</b>	<b>Provider/Cost:</b>
<p>Health and Nutrition, Curriculum (DLM) Lap-3 Assessment, Conversational Spanish, Childplus Data System, Children with Disabilities, Child Abuse and Neglect, Transition Training, Program Goals, Transportation, First Aid/CPR, Parent Rights and Responsibilities, Parent Mental Health Issues</p>	<p>Tallahassee Community College Health Department Bi-Lingual Instructor/Interpreter T/TA Specialist, City of Quincy Transportation Director Western Kentucky University Florida State University Florida A&amp;M University, Consultant</p> <p><b>Cost: \$11,142</b></p>

<b>Other: Training and Staff Development</b>	<b>Provider/Cost</b>
Continue implementation of Head Start Performance Standards, School Readiness Plan, Child and Family Engagement Framework, Fiscal Computer System, District's Data Base System	Local, State, National Conferences, Pre/Post Staff Trainings Monthly Staff Meetings PAEC Professional Deveioption Trainings  <b>Cost: \$5,250</b>

**Total Cost for Training and Technical Assistance Plan: \$26,542**

**Salary Survey Summary  
2012**

Organizations included in our salary survey are: Central Florida Community Action Agency, Early Learning Coalition of Alachua County, Suwannee Valley Four C, School Board of Alachua County, Gadsden County Head Start, Jackson County School Board, Childhood Development Services, and Taylor County School Board.

Funded enrollment or population served by providers: Central Florida Community Action Agency, Early Learning Coalition of Alachua County 4,000+, Suwannee Valley Four C- 494, School Board of Alachua County- 640, Gadsden County Head Start- 259, Jackson County School Board -241, Childhood Development Services- 1348, and Taylor County School Board - 153.

Program Budget: Central Florida Community Action Agency 4.0 million, Early Learning Coalition of Alachua County 14.8 million, Suwannee Valley Four C- 5.8 million, School Board of Alachua County 5.8 million, Gadsden County Head Start- 2.1 million, Jackson County School Board – 2.7 million, Childhood Development Services- 26.5 million, and Taylor County School Board – 1.4 million.

The above organizations provide an array of services directed at low income or economically challenged citizens in their communities. Their primary goals include high quality education opportunities, personal development, and the achievement of self-sufficiency and independence.

Survey pool and organization includes 4 school districts, 3 community actions agencies, and an Early Learning Coalition.

Local area major employers:

<b>Organizations</b>	<b>Employers</b>	<b>Unemployment Rate</b>
CFCAA/ELC/SBAC	Shands Hospital, University of Florida, Publix, SBAC, NFRMC, Nationwide	8.2%
SV4C (Columbia County)	VA Medical Center, Sitel, PCS Phosphate, TIMCO, Anderson Columbia Co	10.7%
GCSB	Coastal Plywood Company, Talquin Electric Cooperative, T Formation	10.6%
JCSB	Family Dollar, Wal-mart, Anderson Columbia, Inc., Mowery Elevator Co.	8.2%
CDS (Marion County)	Munroe RMC, Ocala Regional Medical, AT&T, Lockheed Martin, E-One	13.8%
TCSB	Buckeye Technologies, Doctors Memorial Hospital, Martin Electronics	11.5%

Publix is rank number 6 in American's Largest Private Companies with Corporate Headquarters in Florida, according to Forbes 2011 sources, with revenues of 25.13 billion dollars and 148,000 employees. Other notable companies in Florida include JM Family Enterprises, Southern Wine & Spirits, Brightstar, and Oxbow that all ranked in the top 100 nationally with revenues ranging from 4.0 billion to 9.30 billion, and employees on staff that ranged from 1,100 to 11,600.

Data items analysis	SBAC					
	CFCAA/ELC	SV4C	GCSB	CDS	JCSB	TCSB
Population	247,336	67,531	46,389	331,298	49,900	22,570
Net Migration	-1,999	137	-1	1,372	-65	-10
Per Capita Person Income (2009) *	35,573	26,047	26,512	31,097	26,125	25,898
County ad Millage	19.4166	17.0063	16.8684	11.5980	13.6173	15.0486
Public Schools enrollment	27,495	9810	6,300	41,961	7,161	3,153
Public School teacher	2,060	783	531	3,158	603	230
Number of schools	64	18	23	62	19	9
Staff Employed	118/22/41			346		
Number Unemployed	10,773	3,352	2,268	18,671	1,848	1056
Labor % of population	53.10%	46.50%	45.90%	40.80%	45.10%	40.70%

Table based on information from 2010 year  
 (\* Exception 2009) Florida Enterprise website

The analyses of the above data items groups in the first column, three organizations from Alachua County.

Alachua County is the highest taxing county followed by Columbia and Gadsden counties. Ironically the first two counties percentage compared to the state for Education and Health Services are about 20% in line with state's average. However, Gadsden percentage is the lowest at 5.7% representing few individuals employed in these industries. In addition Alachua had the lowest unemployment rates of the counties in this survey. Net migrations across all counties were level, with the exception Alachua, which showed an increase in the number resident moving out of the county.

The salaries survey disclosed certain positions in our data collection revealed that some counties lower limits of their salary schedule were not in line or were out liners in our samples. For example, Head Start Director for Taylor and Gadsden Counties revealed lower limits of greater than 28% and 9% respectively in our data sample. While other variables may attribute to this lower limit including location, population, the data reveals that they are the lowest taxing counties.

A review of salaries for Head Start teachers revealed variables from county to county. While the Head Start Act requires certain mandates in the near future, some counties have exceeded the education levels for this position. For example, teachers' in Gadsden and Jackson Counties are required to hold a Florida State Teaching Certification from the Department of Education for employment. However, the mandates for the level of education required for Head Start teachers are striving to accomplish what these counties are currently providing to their communities. Alachua County does not currently require its BS level instructors to have a state certificate; however they are paid on the same salary schedule as teacher with certificates. The range of the lower limits was under 6% when comparing our data sample for BS degreed instructors. The range for instructor with AA degrees had a wide disparity (20%) with Taylor County being the outlier from our data sample. Jackson County employs staff with AA degrees as classroom assistants. While their employees are unique, their pay rates were higher than assistants without an AA degree. The range when comparing our data sample revealed a large disparity for classroom assistants. Jackson County lagged behind all other counties in our sample and was almost 30% lower than the highest paying county. Two of counties in this survey for the assistant position were less than 130% of poverty guidelines for the 2008-2009 year, while the other were approximately 150% of the poverty guidelines.

Fringe Benefits Package

Data Items	SBAC	ELC	CFCAA	CDS	GCHS	JCHS	SV4C	TCHS
Health	Yes Basic plan	Yes	Yes	Yes	Yes Cont. 75%	Yes Cont. 73%	Yes Cont. 75%	Yes
Dental	No	Yes	No	Yes	Yes	No	No	Yes
Disability	No	Yes long, short	Yes short	Yes	No	No	No	No
Life	Yes 10,000-20,000	Yes 1 X Salary	Yes 30 to 50,000	Yes	Yes 1 X Salary	Yes 1 X Salary	Yes 1 X Salary	Yes 20,000
Vacation Days	15 days 12 month employees	N/A	10 days	10 days	15 days 12 month employees	15 days 12 month employees	After Probation Varies	15 days 12 month employees
Sick Days	1 day per month worked	N/A	6 days	12 days	1 day per month worked	1 day per month worked	After Probation 4 hrs PP	1 day per month worked
Retirement Options	Yes 403 (b)	Yes 457	Yes 403 (b)	40	Yes 403 (b)	Yes 403 (b)	Yes	Yes 403 (b)
Retirement Match Contribution	State required amount	6%	5%	5%	State required amount	State required amount	0%	State required amount
Paid Holidays	6 days	10 days	11 days	12 days	6 days	6 days	12 days 9 paid 10 month	6 days
PTO	N/A	160 hours	N/A	N/A	N/A	N/A	N/A	N/A

**To be completed by Head Start/Pre-K Office Staff**

**HEAD START/PREKINDERGARTEN PLACEMENT CRITERIA**

**CHILD'S NAME:** \_\_\_\_\_

Head Start (Income Eligible)	(20)	_____
Title I/VPK eligible (4 yr. old by Sept. 1 <sup>st</sup> )	(10)	_____
Working Parent	(5)	_____
Single Parent	(1)	_____
Teenage Parent (at time of 1 <sup>st</sup> child's birth)	(1)	_____
Medicaid (must be documented)	(1)	_____
Over 5 Children in Immediate Family	(2)	_____
3 Children Under Age 4	(2)	_____
Parent/Guardian Didn't Finish High School	(1)	_____
Age of Child: Turns 5 Between 9/2 - 12/31	(5)	_____
Turns 5 Between 1/1 - 4/15	(2)	_____
Turns 4 Between 9/2 - 12/31	(5)	_____
Turns 4 Between 1/1 - 4/15	(2)	_____
Agency Referral (referral form required)	(3)	_____
Child Has No Parent/Legal Guardian	(2)	_____
LEP Student (Limited English Proficiency)	(1)	_____

TANF \_\_\_\_\_ Foster Child \_\_\_\_\_ Parent/Guardian Receives SSI \_\_\_\_\_

Active Military Family \_\_\_\_\_ Protective Services Child \_\_\_\_\_

Transitioning From Early Head Start (EHS) \_\_\_\_\_

**TOTAL POINTS EARNED:** \_\_\_\_\_

Qualifies for: Title I/VPK (4 yr. old) \_\_\_\_\_ HS \_\_\_\_\_ Over Income \_\_\_\_\_  
(Test Score 115 or below)

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

Staff Initials: \_\_\_\_\_

### Head Start Center Information for 2013-2014

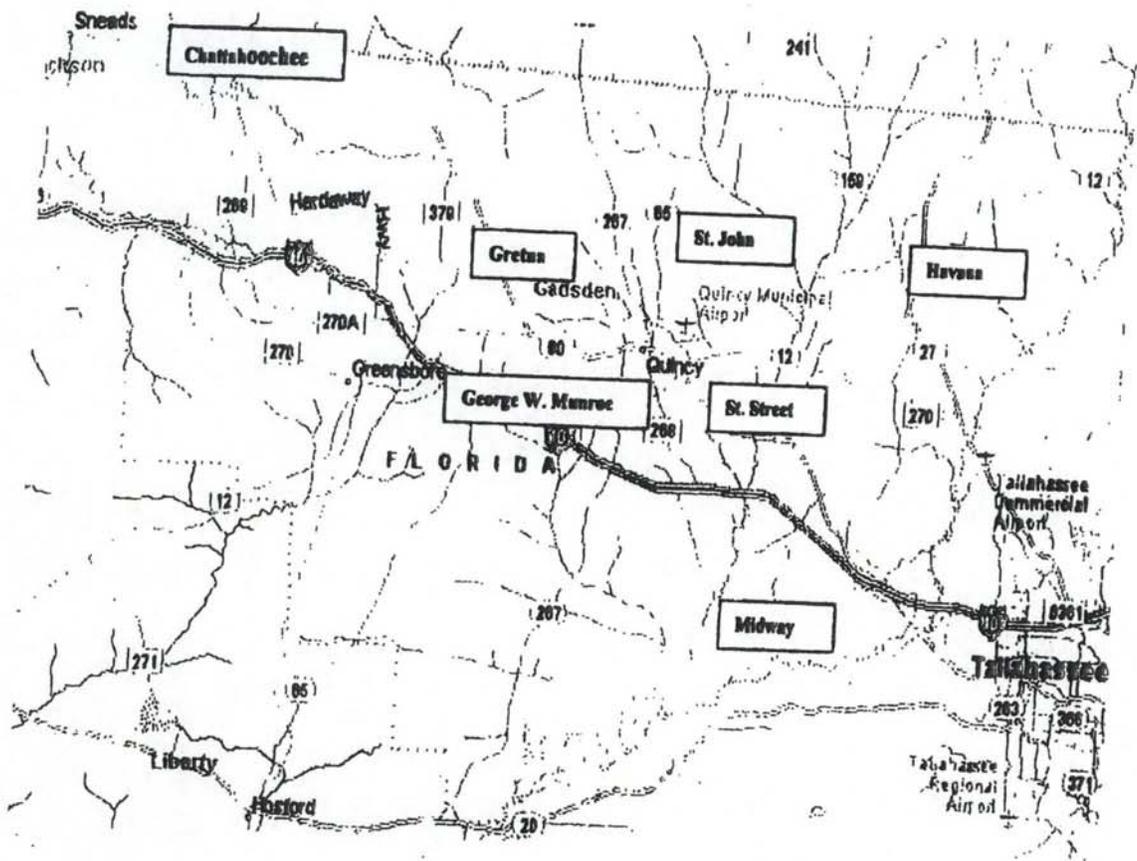
<b>Name of Centers</b>	<b>Current License</b>	<b>Accreditation</b>	<b>Condition</b>	<b>Meets ADA Regulations</b>
Chattahoochee Elementary	N/A	SACS Accredited	Good	Yes
Gretna Elementary	N/A	SACS Accredited	Good	Yes
George W. Munroe Elementary	N/A	SACS Accredited	Good	Yes
Stewart Street Elementary	N/A	SACS Accredited	Good	Yes
St. John Elementary	N/A	SACS Accredited	Good	Yes
Havana Elementary	N/A	SACS Accredited	Good	Yes
Midway Head Start Center	N/A	SACS Accredited	Good	Yes
Quincy Area 3's Center	N/A	SACS Accredited	Good	Yes

**Hours of Operation:**

School Sites: 8:30 a.m. – 3:00 p.m.

Midway Head Start Center: 8:00 a.m. – 3:00 p.m.

Quincy Area 3's Center: 7:30 a.m. – 4:30 p.m.



# GADSDEN COUNTY, FLORIDA

**Gadsden County School Board**

**2013-14**

**Head Start/Pre-K  
Program Improvement Plan**

# Head Start/Pre-K Program Improvement Plan 2013-14

## **Children Services**

### **(Child Health, Safety, Nutrition & Mental Health Services)**

#### **Strengths:**

- Local Dental Program (Health Department) works closely with Head Start Program
- Fresh Fruit and Vegetable Snack Program implemented at all Head Start sites
- School Nursing staff available to all school sites
- Head Start and Early Head Start Health Coordinators work closely together
- Strong Community Partnerships and collaboration (i.e. WIC, School Health Personnel, Health Department)
- Strong, active Health Advisory Committee
- Local Medical Providers are sensitive to the needs of the Head Start children and families

#### **Areas Needing Improvement:**

- Nutrition/food preparation training for parents
- Mental health resources for families/children
- Timely receipt of dental (follow-up/treatment) records from dental offices and parents
- Parent Involvement

#### **Areas Needing Immediate Improvement:**

- N/A

#### **Corrective Actions:**

- Train parents on healthy eating habits (food preparation and selection) in order to combat health conditions associated with obesity and poor nutrition.

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Work with Advisory Committee Members, Early Head Start, and other community agencies in order to access local mental health service providers

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Work with parents and dental providers in order to obtain more timely dental treatment records

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Work closely with Program Staff in an effort to explore strategies to encourage parents to participate in, and become more active in program events, trainings, etc.

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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**Persons Responsible:**

- Health Coordinator



**Children Services  
(Education and Disability Services)**

**Strengths:**

- Classroom materials and equipment to support curriculum
- Resource Teachers are CLASS certified and in classrooms on a weekly basis
- Training availability and accessibility
- Child Assessment Instrument (LAP-3) with Red-e-Learner database and Florida VPK Assessment
- Services for children with disabilities provided through school district
- Cooperation between different component areas

**Areas Needing Improvement:**

- Parent and staff awareness of the goals included in the Program’s School Readiness Plan
- Parent involvement
- Communication between DLL (Dual Language Learners) children/parents/staff
- Effective teacher interaction and use of appropriate instructional strategies to meet the needs of all children
- Training and support for teachers new to Head Start/Pre-K
- Improve ongoing communications between Head Start, Early Head Start, and ESE, to assure continuity of services and shared expectations
- CLASS training for Head Start staff
- Common CORE training for staff

**Areas Needing Immediate Improvement:**

N/A

**Corrective Actions:**

- Distribution and explanation of School Readiness Plan at Parent Orientation and Pre-Service Training

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
								-----			

- Translation of School Readiness Plan into Spanish for DLL parents

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Continue use of Parent Link to inform parents of events/trainings

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Assure the availability of individual to assess children in Spanish, to interpret during parent/teacher conferences, and to assist with written communication, as needed

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Complete CLASS observations on each classroom and use that data, along with assessment data, to plan and provide individualized teacher training

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Train all teaching staff on DLM (Developmental Learning Measures) Curriculum to ensure consistent implementation

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Train new teachers on “Peacemaking Skills” curriculum and LAP-3 assessment

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Meet monthly with teachers new to the program

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Include EHS and ESE teachers and their parents in training opportunities

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Provide CLASS training to teaching teams on an ongoing basis

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Review Common CORE Standards with Head Start staff to ensure that School Readiness goals are being met

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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**Persons Responsible:**

- Education Coordinator
- Resource Teachers
- Head Start Director
- Parent Involvement Coordinator

## **Family and Community Engagement (ERSEA, Family Engagement, and Community Engagement)**

### **Strengths:**

- Positive customer service to families
- Strong partnership with Early Head Start Program
- Strong community partnerships and collaboration
- Parents' knowledge of how to access Head Start/Pre-K services
- Active and involved Policy Council and Center Committees
- Monthly Staff Meetings and Family Services Meetings
- Regular parent trainings
- Family Engagement Plan addresses the needs of Head Start families
- Home visits conducted on all Head Start families to assess needs/goals
- Staff serve on Early Head Start and Community Councils
- Male Involvement Program
- Parent involvement with classroom activities
- Parent Link Messages (for Policy Council and Center Committee Officers)
- Funded enrollment maintained throughout school year
- End of month enrollment above 90% monthly

### **Areas Needing Improvement:**

- Increased utilization of Child Plus for monitoring and reporting
- Parent participation
- Restructure/reduce caseload of Family Services Staff
- Educational opportunities for parents

### **Areas Needing Immediate Improvement:**

- N/A

### **Corrective Actions:**

- Attend Child Plus training at Head Start sponsored conferences and provide ongoing peer training on Child Plus as needed.

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Provide incentives to parents in order to increase participation/involvement in their child's educational experience

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Provide incentives to teaching teams in order to increase parent participation

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Meet with Head Start Director in order to restructure staff responsibilities and/or hire additional staff member to assure that caseloads are more manageable

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Collaborate with educational providers in order to assist with linking parents to services/educational opportunities in the community

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Provide parents with information on training opportunities, classes, and college enrollment during parent meetings, home visits, etc

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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**Persons Responsible:**

- Family Services Coordinator
- Parent Involvement Coordinator
- Family Services Staff
- Head Start Director

## **Program Design & Management (Financial Management, Planning and Operations, Governance, Human Resources)**

### **Strengths:**

- Director, along with program staff, receive monthly budget status reports
- Director works closely with Fiscal Assistant and Assistant Superintendent of Business and finance
- No audit findings from Office of Head Start Triennial Review (December 2012)
- No audit findings from annual audit conducted by Auditor General's office
- Computerized record-keeping system
- Staff Qualifications
- Team approach used to ensure Program Standards are followed
- Accurate and timely financial reports to Regional Office
- Bilingual staff members
- Community Assessment, Self-Assessment, School Readiness Plan, Family Engagement Plan, and Parent and Staff Surveys are used for program planning
- Monthly Management Team Meetings
- Monthly Staff Meetings
- Monthly District Leadership Team Meetings

### **Areas Needing Improvement:**

- Succession Planning
- Governing Board, Policy Council, and staff training on Performance Standards and Head Start Act
- Governing Board, Policy Council, and staff training on Designation Renewal System (DRS)
- Training for new Fiscal Assistant on Head Start requirements
- Updating and maintenance of Head Start website

### **Areas Needing Immediate Improvement:**

N/A

### **Corrective Actions:**

- Head Start Director and Program Staff will develop a Succession Plan

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Governing Board, Policy Council, and Staff will be trained on Performance Standards and the Head Start Act

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Governing Board, Policy Council, and Staff will be trained on DRS during Pre-service Training

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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- Fiscal Assistant will be trained on Head Start Regulations

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
						-----					

- The Head Start website will be maintained, updated, and monitored on a regular basis, with new information posted as it becomes available.

**Time Line:**

Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014
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**Persons Responsible:**

- Program Director

**SUMMARY SHEET**

*RuShute*

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 9a

**DATE OF SCHOOL BOARD MEETING:** July 23, 2013

**TITLE OF AGENDA ITEM:** Change Order No. 1 for Painting at George W. Munroe Elementary Bid #1213-17

**DIVISION:** Facilities

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

**PURPOSE AND SUMMARY OF ITEM:** For Board approval of change order No. 1 for painting at George W. Munroe Elementary School. Exterior painting of all buildings except #11 & 12 were called out in bid advertisement. This change order is asking to add buildings #11 & 12 to attached contract. Cost for labor and materials will be \$5,250.00.

**FUND SOURCE:** 110

**AMOUNT:** \$5,250.00

**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.

2013 JUL 16 PM 1:41  
GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT

# AIA<sup>®</sup> Document G701<sup>™</sup> – 2001

## Change Order

<b>PROJECT:</b> (Name and address) GADSDEN COUNTY SCHOOL BOARD PAINTING AT GEORGE W. MUNROE 35 MLK JR., BLVD QUINCY, FL 32351	<b>CHANGE ORDER NUMBER:</b> #1 <b>DATE:</b> July 16, 2013 <b>ARCHITECT'S PROJECT NUMBER:</b> GCSB BID #1213-17	<b>OWNER</b> <input checked="" type="checkbox"/> <b>ARCHITECT</b> <input type="checkbox"/> <b>CONTRACTOR</b> <input type="checkbox"/> <b>FIELD</b> <input type="checkbox"/> <b>OTHER</b> <input type="checkbox"/>
<b>TO CONTRACTOR:</b> (Name and address) JEROME BRYANT PAINTING P.O. Box 295 QUINCY, FL 32351	<b>CONTRACT DATE:</b> JULY 1, 2013 <b>CONTRACT FOR:</b> \$27,350.00	

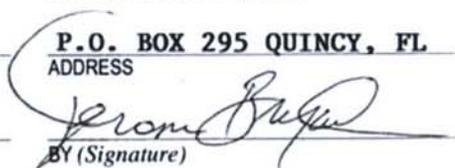
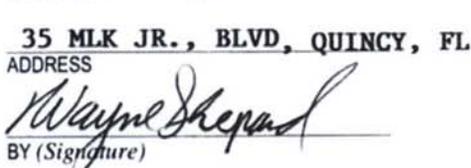
The Contract is changed as follows:

(Include, where applicable, any undisputed amount attributable to previously executed Construction Change Directives)  
**EXTERIOR PAINTING OF ALL BUILDINGS EXCEPT BUILDINGS # 11 & 12 WERE CALLED OUT IN BID ADVERTISEMENT. THIS CHANGE ORDER IS ASKING TO ADD BUILDING # 11 & 12 TO ATTACHED CONTRACT. COST FOR LABOR AND MATERIALS WILL BE \$5,250.00.**

The original (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) was	\$ 27,350.00
The net change by previously authorized Change Orders	\$ 0.00
The (Contract Sum) (Guaranteed Maximum Price) prior to this Change Order was	\$ 27,350.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be (increased) ( <del>decreased</del> ) ( <del>unchanged</del> ) by this Change Order in the amount of	\$ 5,250.00
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be	\$ 32,600.00
The Contract Time will be (increased) (decreased) (unchanged) by ( ) days	
The date of Substantial Completion as of the date of this Change Order therefore is	

(Note: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.)

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.**

ARCHITECT (Firm name)	<u>JEROME BRYANT PAINTING</u> CONTRACTOR (Firm name)	<u>GADSDEN COUNTY SCHOOL BOARD</u> OWNER (Firm name)
ADDRESS	<u>P.O. BOX 295 QUINCY, FL</u> ADDRESS	<u>35 MLK JR., BLVD, QUINCY, FL</u> ADDRESS
BY (Signature)	 BY (Signature)	 BY (Signature)
(Typed name)	<u>JEROME BRYANT</u> (Typed name)	<u>WAYNE SHEPARD</u> (Typed name)
DATE	<u>JULY 16, 2013</u> DATE	<u>JULY 16, 2013</u> DATE

CAUTION: You should sign an original AIA Contract Document, on which this text appears in RED. An original assures that changes will not be obscured.

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P.O. Box 295  
QUINCY, FLORIDA 32351

(850) 875-1013  
Mobile (850) 508-8876

# SUBCONTRACT AGREEMENT

SUBMITTED TO

*Dade County School Board*

JOB PHONE

DATE *July 10 2013*

JOB NAME

JOB LOCATION

*George Monroe Elementary*

JOB NUMBER

ARCHITECT

## SPECIFICATIONS

*This contract include painting BLDG 11, 12*

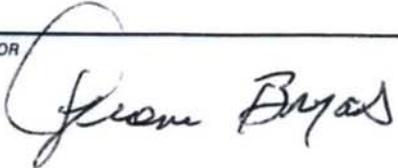
- 1. pressure washing cleaning the exterior of BLDG 11, 12.*
- 2. Scraping all loose paint on metal trim window, then sanding those area.*
- 3. applying one coat of Skycor it is a rust inhibiting coating.*
- 4. then applying one coat of Rust Primer.*
- 5. then ~~app~~ applying two coats of Super Spec maintenance coating.*
- 6. Priming one coat of Sure Lock on all masonry area then applying two coats of glass latex for a finish coat.*
- 7. Scraping all loose paint on wall way from bus stop to top of building to all part of exterior of building 11, and then applying two coats of glass latex paint for a finish coat.*
- 8. painting all doors and door trim on building 11, and 12 priming and applying two finish coats.*

## CONDITIONS AND PAYMENT

THE ABOVE SPECIFIED PROJECT IS TO BE COMPLETED IN STRICT CONFORMANCE WITH ALL SPECIFICATIONS AND CONDITIONS STATED IN THIS AGREEMENT. IN ADDITION, THE PROJECT IS TO BE PERFORMED IN COMPLIANCE WITH OSHA REGULATIONS AND LOCAL, STATE AND NATIONAL BUILDING CODES. ALTHOUGH THE CONTRACTOR HAS CONTROL OVER THE QUALITY OF ALL WORK INVOLVED IN THIS PROJECT, THE SUBCONTRACTOR IS AN INDEPENDENT CONTRACTOR IN ALL RESPECTS. THE SUBCONTRACTOR IS RESPONSIBLE FOR HIS EMPLOYEES, HIS SUBCONTRACTORS, MATERIALS, EQUIPMENT AND ALL APPLICABLE TAXES, BENEFITS AND INSURANCES. THE SUBCONTRACTOR IS ALSO RESPONSIBLE FOR COORDINATING HIS JOB ACTIVITY WITH OTHER TRADES AND PROMPTLY CLEARING AWAY ANY SURPLUS OR REFUSE WHICH WAS CREATED BY HIS WORK.

FOR THE SUM OF *Five thousand two hundred fifty* DOLLARS (\$ *5,250.00*)

WITH PAYMENT TO BE MADE AS FOLLOWS:

CONTRACTOR  AUTHORIZED SIGNATURE	ENTER YOUR IDENTIFYING NUMBER IN THE APPROPRIATE BOX BELOW TO COMPLY WITH SECTION 6109 AND 6676 OF THE INTERNAL REVENUE CODE. (SEE REVERSE SIDE)	
	SOCIAL SECURITY NO. _____	OR EMPLOYER IDENTIFICATION NO. _____
SUBCONTRACTOR  AUTHORIZED SIGNATURE	DATE	

*R. Smith*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 10a

**DATE OF SCHOOL BOARD MEETING:** July 23, 2013

**TITLE OF AGENDA ITEM:** Gadsden District K-12 Comprehensive Reading Plan

**DIVISION:** K-12 Education

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

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

This request asks the School Board to approve the Gadsden K-12 Comprehensive Reading Plan effective for the 2013-2014 school term. The total funds provided through the Florida Education Finance Program (FEFP) is \$341,417 and should be utilized specifically for "reading". Legislative action ensures that reading is funded annually as a part of the public school funding formula. Funds have been prioritized to meet the needs of the low-performing schools and Level 1 students in the district.

**FUND SOURCE:** FEFP

**AMOUNT:** \$341,417

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

**POSITION:** K-12 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 \_\_\_\_\_

2013 JUL 15 PM 3:37

GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT

**District: Gadsden**  
**Leadership: District Level**

**Contact Information**

The district contact should be the person ultimately responsible for the plan. This person will be the Department of Education's contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

•District Name:	GADSDEN
•District Contact:	Dr. Sylvia R. Jackson
•Contact Address:	35 Martin Luther King, Jr., Blvd. Quincy, FL 32351
•Contact E-mail:	jacksons@gcpsmail.com
•Contact Telephone:	850-627-9651
•Contact Fax:	850-627-3530

Many of the school buildings within a district look the same, but the needs of teachers and students within those buildings are diverse. District level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' level of need. To describe the district system for monitoring reading instruction that differentiates school level services, please address the following:

1 What are your measurable district goals for student achievement in reading for the 2013-14 school year as described as a percentage increase from last year's scores? [Please consider listing goals at each level (3-10) to specifically increase the percent of students from FCAT Level 1 to 2 and from Level 2 to 3.]

K-2:

3-5:

6-8:

9-12:

Gadsden's district benchmarks for student achievement in Reading for grades K - 10 for the 2013-2014 school year are as follows:

K-2: 47% of students K-2 were 85% or higher on Probability of Reading Success (PRS) AP2-2013. The goal is for 65% of students K-2 to achieve 85% or higher on PRS for AP3-2014.

3-5: (A) 22% of students in grades 3rd - 5th scored Level 1 on FCAT Reading. By the end of the 2013-2014 school term, there will be a 4% increase in the number of students who will move from FCAT Reading Level 1 to Level 2. (B) 34% of students 3rd - 5th grade scored Level 2 on FCAT Reading. By the end of the 2012-2013 school term, there will be a 4% increase in the number of students moving from FCAT Reading Level 2 to Level 3 or above.

6-8: (A) 33% of students in grades 6th - 8th scored Level 1 on FCAT Reading. By the end of the 2013-2014 school term, there will be a 4% increase in the number of students who will move from FCAT Reading Level 1 to Level 2. (B) 38% of students 6th - 8th grade scored Level 2 on FCAT Reading. By the end of the 2013-2014 school term, there will be a 4% increase in the number of

students moving from FCAT Reading Level 2 to Level 3 or above.

9-10: (A) 36% of students in grades 9th-10th scored Level 1 on FCAT Reading. By the end of the 2013-2014 school term, there will be an 4% increase in the number of students who will move from FCAT Reading Level 1 to Level 2. (B) 42% of students 9th-10th grade scored Level 2 on FCAT Reading. By the end of the 2013-2014 school term, there will be a 4% increase in the number of students moving from FCAT Reading Level 2 to Level 3 or above.

The first goal for 3-12 is to decrease the percentage of students scoring Level 1 on the FCAT Reading Assessment . The second goal shows a stronger movement from Level 2 to grade level proficiency.

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- 2 How will the district assure that administrators and reading/literacy coaches provide follow up on literacy professional development (Common Core State Standards Implementation, Text Complexity, Comprehension Instructional Sequence, Close Reading) and teaching standards through course descriptions?

Gadsden's Literacy Professional Development Team consisting of District Office personnel and the two Reading Specialists from the Education Transformation Office (ETO) will assure that administrators and reading/literacy coaches provide follow up on literacy professional development and teaching standards through course descriptions. This team will monitor literacy professional development at the school sites. During the summer, the district team and school teams will attend the professional development on Common Core sponsored by the state. In addition, the district will provide an opportunity for all teachers to delve deeper into Common Core with training at the district level. Prior to the start of the school year, coaches and reading specialists will work together to create a professional development follow-up action plan for the school year. This plan will outline the professional development for the year along with suggested activities/materials. This will guide professional development at the school site but coaches will have the flexibility to differentiate professional development based on classroom walk-through and student data. The school-based coach will document all follow-up activities at each site.

During monthly scheduled cadre meetings, coaches will provide a synopsis of professional development delivered and the outcome (i.e., visibility in classrooms) at the school site. Cadre meetings will also support coaches that are experiencing problems delivering at their school sites. One of the strengths of a cadre is that coaches do not work in isolation and there is consistency in delivery of content . A coach will be able to team with another coach for support if necessary. The District Coach and/or ETO Reading Specialists will co-facilitate trainings at the school level.

Announced and unannounced visits by the Literacy Professional Development Team will be conducted often to assure that professional development is consistently being delivered at the school sites.

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- 3 How will the district assure (a) systematic and explicit instruction, based on data, and (b) use of text-based instruction, with an emphasis on complex text?

Gadsden County will assure (a) systematic and explicit instruction, based on data, and (b) use of text-based instruction with an emphasis on complex text by conducting Instructional Audits at the school

sites. Each audit will provide a quick snapshot of which schools are in need of support. Based on data collected from audits during the first couple of months, district staff will develop a differentiated monitoring plan to provide additional support to schools with the highest level of needs. Schools with the least documented needs will be monitored on a quarterly or semester basis.

Building administrators and literacy coaches will review student performance data and instructional lesson plans to ensure that instruction is aligned with data and complex text is evident. They will consistently engage in daily classroom walk-throughs to ensure that teachers are using systematic and explicit instruction based on data along with text-based instruction with emphasis on complex text in their daily delivery.

The district will continue to provide Next Generation Content Area Reading Professional Development (NGCAR-PD) to teachers until all content area teachers have had the course. Teachers that have completed the course will be encouraged to become lead teachers in their content area.

Weekly grade group meetings with literacy coaches will support teachers as they prepare lessons for upcoming classes. Teachers are encouraged to bring in complex text to share with peers and activities to support the text. Targeted professional development is on-going. Training will be provided by highly trained consultants and school-based coaches.

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- 4 How will the district assure that schools increase the amount and variety of complex texts used to teach complex comprehension tasks -- in addition to the Comprehensive Core Reading Program (CCRP), Supplemental Intervention Reading Program (SIRP), and Comprehensive Intervention Reading Program (CIRP)?

Gadsden assures that schools increase the amount and varieties of complex text used to teach comprehension tasks - in addition to the CCRP, SIRP, and CIRP through the use of Common Core Units or Comprehension Instructional Sequence lessons integrated within each content area classroom. The District Focus Calendar will support all schools. This calendar will indicate which content area class(English/Language Art, Science, Reading, and Social Studies, etc.) will be taught a Common Core State Standards/Comprehension Instructional Sequence unit each week. Coaches will provide the support needed for teachers to be successful by meeting with content area teachers to select and plan units of study based on data and students' needs. During Professional Learning Communities (PLCs)and/or Lesson Study, teachers will interact with the text prior to delivering the information in the classroom. After delivery, teachers will meet together to debrief and discuss ways to improve. Coaches will maintain a log of all meetings.

District personnel will conduct announced and unannounced visits to classrooms to observe, PLCs, and Lesson Study. Audits of coaches' logs will occur monthly or as needed based on the progress of the school.

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- 5 If additional exposures to complex texts are needed, how will this be addressed?

If the district sees that additional exposures to complex text are needed, revisions to the District Focus

Calendar will be made to reflect additional complex text in more than one subject area. Furthermore, all classroom teachers will read aloud complex text based on the following plan: 25% complex text for the first nine-weeks, 50% for the second nine-weeks, 75% for the third nine weeks and 100% for the last nine weeks. Instructional lesson plans will be reviewed weekly by administrators and coaches for documentation of complex text read-alouds.

The Media Specialist along with the Reading Leadership Team will analyze texts throughout the school year and make recommendations of the varying levels of complexity so that teachers will have a repertoire of books in which to select from for classroom instruction or read alouds. Additional books will be ordered for all classrooms to increase classroom libraries. Special attention will be placed on books ordered to ensure varying levels of complexity for each grade.

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6 How will the district support implementation of Next Generation Content Area Reading – Professional Development (NGCAR-PD) and the Comprehension Instructional Sequence (CIS)?

The district will support implementation of Next Generation Content Area Reading-Professional Development (NGCAR-PD) and the Comprehension Instructional Sequence (CIS) through ongoing professional development starting during the summer and continuing throughout the school year. A NGCAR-PD Team will facilitate professional development. This team will consist of the ETO Reading Specialist and at least one coach from each middle and high school that will continue to provide professional development to teachers during the school year. The team will also conduct observations using a form created by the team and/or the practicum observation tool. Feedback will be provided as often as possible to all content area teachers. Copies of professional development documentation and observation forms will be kept on file by the coach.

Cadre meetings will occur monthly with the District Reading Coach . Coaches will bring copies of observation forms to the meeting. During meetings, coaches will role play the coaching cycle using areas of concern from the observation forms. These activities will strengthen veteran coaches and support new coaches.

The K-12 Director and District Reading Coach will conduct announced and unannounced visits.

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7 How will the district facilitate improvement in and intensity interventions for schools that are not making academic improvements as determined by walk through and student performance data?

The district will facilitate improvement in schools that are not making academic improvements as determined by instructional audits and student data by increasing the number of audits to the schools with feedback provided after each audit. District personnel will also attend faculty meetings and/or grade group meetings for debriefing of several instructional audits. If this does not facilitate improvement, the K-12 Director will consult with the superintendent and/or his designee regarding the performance of the school administrator(s) as the instructional leader(s) and as the facilitator(s) for implementing the Continuous Improvement Model (CIM) effectively and other programs deemed crucial to the improvement of the school. The district will also provide additional professional development and/or coaching services to support the school.

The district team will review student performance data to determine the schools with the greatest need. The ETO Reading Specialists will provide additional support to those schools. If schools are neither maintaining overall progress nor experiencing growth with their at-risk population, the Superintendent may assign new leadership at the school level with School Board approval to achieve improvement or to remove the school from the "school improvement status."

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8 How and when will the district provide principals with the information contained in the K-12 Comprehensive Research-Based Reading Plan?

✓ The K-12 Director, the District Reading Coach and school based Reading Coaches will facilitate a thorough review of the information contained in the K-12 Comprehensive Research-Based Reading Plan during the first three weeks of school (Principals' monthly meeting).

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9 How will the district ensure the provision of an additional hour of intensive reading instruction beyond the normal school day for each day of the entire school year for students in the 100 lowest-performing elementary schools based on the state reading assessment? If your district does not contain one of these schools, what efforts are being made to provide additional time outside of the school day for reading intervention?

✓ The district will ensure the provision of an additional hour of intensive reading instruction beyond the normal school day for the entire school year for students attending one of the 100 lowest-performing elementary schools based on the state reading assessment by creating a template for all schools to complete. This template will require a schedule for the day inclusive of the one-hour after-school, plus resources/materials and personnel needed. This plan will be submitted to the K-12 Director during the summer. Even if the district does not contain a school in the 100 lowest performing elementary schools listed, all schools will be required to submit a plan. Implementation will be based on the availability of funds.

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10 How will the district provide leadership and support in defining the role of the reading coach to school administration, teachers, and reading coaches?

Please create your District Data Driven Reading Coach Process Chart, detailing the way of work for administrators, teachers, and reading coaches in your district. This chart will be uploaded through the online system. You will find a sample in the Appendix.

Please be sure to address: Common Core State Standards Implementation, Text Complexity, Comprehension Instructional Sequence.

For a reading coach to be effective, the role of the coach must be clear to school administration, teachers, and the coach. The role of the coach is specified in 1011.62 (9) (c) 3., noting that highly qualified reading coaches specifically support teachers with making instructional decisions based on student data, and improve teacher delivery of effective reading instruction, intervention, and reading in the content areas based on student need.

You will need to save this section using the button below at the bottom of this section before uploading the chart.

✓ Variable Chart Last Uploaded:3/29/2013 2:57:15 PM

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11 What is the total number of reading coaches (funded through any source) that served the district for the 2012-13 school year?

✓ The total number of full-time reading coaches (funded through any source) that served the district during the 2012-2013 school year was five (5). The number of part-time reading coaches was nine (9). The district also had one full-time District-wide Reading Coach.

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12 What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2013-14 school year?

(Below is a link to a 2008 memo noting flexibility provided to districts regarding Reading/Literacy Coaches.)

<http://www.justreadflorida.com/pdf/coach-flex-memo.pdf>

The total estimated number of reading coaches (funded through any source) that will serve the district for the 2013-2014 school year will be fourteen (14). This number is subject to change based on funding availability.

The same schools that received coaching services in the 2012- 2013 school year will be receiving services in the 2013 - 2014 school year from a district or school-based coach.

The district will provide full-time coach(es) to Chattahoochee Elementary, George W. Munroe Elementary, East Gadsden High and West Gadsden High School. The District Reading Specialist will work with all schools. She will spend sixty percent (60%) of the time with schools that have the greatest need and have not made AYP in six (6) years and forty percent (40%) of the time with the other schools based on their needs. The reading coaches will be reading teachers and part-time reading coaches at the school in which they serve. They will spend at least fifty-one percent (51%) of their time teaching intensive intervention strategies to struggling students and a maximum of up to forty-nine percent (49%) may be used to provide reading support and leadership. They will use their role as a reading teacher to model/demonstrate lessons and strategies for those teachers struggling to implement the reading program with fidelity. They will also provide training on how to interpret the data from reading assessments and provide professional development training as it relates to reading.

✓ Stipends will be provided as needed for any after school or Saturday inservice.

The district created a new department - Education Transformation Office. This department has two ETO Program Reading Specialists that provide services to nine school in the district. The District Reading Specialist and the ETO Reading Specialists will meet regularly with the reading coaches from the low-performing schools and the reading teacher/coach from all of the other schools. The District Specialist and the ETO Reading Specialists will provide on-going support for reading and take a leadership role in implementing the district-wide reading initiatives and coordinating assessment for reading. They will be responsible for modeling and demonstrating lessons, best practices, and

strategies to help improve student achievement in reading. The district-wide coach and the full-time coaches will provide on-going support for reading and take a leadership role in implementing the district-wide reading program and coordinating assessments regarding reading. They will be responsible for modeling and demonstrating lessons, best practices, and strategies to help improve student achievement in reading. This team will be responsible for providing data-driven training and other reading professional development activities. The District Reading Specialist will also provide coaching services to schools that do not have a full-time site-based reading coach and will work directly with the reading teachers/coaches, to provide additional coaching services to teachers on the school site. The ETO Reading Specialists will provide coaching services to low-performing schools daily.

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- 13 How will the district and schools recruit and retain highly qualified reading teachers and reading coaches?

The School District of Gadsden County recognizes the need to recruit and retain highly qualified teachers and reading coaches. The district has an electronic Application Tracking System (ATS). Each principal is able to view applications from any computer that accesses the Internet. This ATS system speeds up the eligible candidate pool and screening process. The district conducts and attends Job Fairs in an effort to recruit highly trained teachers. All principals are required to attend. The district has also joined state efforts to recruit out of state teachers, coaches, and recent education graduates.

- ✓ Several schools are able to offer a one time bonus to attract highly qualified teachers.

Retention: Gadsden County continues to be among the lowest paid counties for teacher salaries. Current retention initiatives includes assigning mentors to new teachers to assist with concerns and provide support. Teachers in grades 4 and up are also able to secure bonuses when they show 65% learning gains among their students and middle/high school teachers are able to secure bonuses when the completion of NGCAR-PD is documented.

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- 14 How will the district determine allocation of reading coaches based on the needs of schools?

Gadsden determines the allocation of coaches based on, but not limited to, the following school needs:  
✓ the school's number of years not making AYP, the school's grade from the state of Florida, deficiencies in personnel, resources, funding, student enrollment, etc. All coaching assignments/transfers are pre-approved by the Superintendent and School Board of Gadsden County.

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- 15 How will the professional development provided to district supervisors be delivered at the school level?

Professional development is key to the success of any district. To facilitate professional development at the school sites, district personnel will meet with all literacy coaches to provide professional development to train them first on all professional development received. All coaches will receive the same training and materials to maintain consistency in delivery and content across the district. Coaches will work together to create a sequence of professional development modules to be delivered at the school level with support from district personnel and/or a peer coach. Coaches will be encouraged to train with other coaches to help build training capacity in the district.

Documentation of all professional development will be kept on file in each coach's coaching notebook and at the District Office.

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**District: Gadsden**  
**Leadership: School Level**

The School Level Leadership Section is designed to drive changes in instruction at the school level. These changes should occur in conjunction with each school's School Improvement Plan, which may be found at: <http://www.flbsi.org/SIP/>.

1 How are Reading Leadership Teams used to create capacity of reading knowledge within the school and focus on areas of literacy concern across the school?

Please consider focusing on the following items:

Support for Text Complexity

Support for Instructional Skills to Improve Reading Comprehension

- Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons.
- Providing scaffolding that does not preempt or replace text reading by students.
- Developing and asking text dependent questions from a range of question types.
- Emphasizing students supporting their answers based upon evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence).

Gadsden principals serve as the catalyst (change agent) for implementing an effective Reading Leadership Team on each school site. The principal will identify members on the team by the end of the third week of school. The principal, assistant principal, media specialist, reading coach, and a minimum of one elementary teacher per grade level or one secondary teacher per grade level and/or content area will comprise the team. The principal and coach will play an integral role on the team. They are key in assuring that the team meets regularly and that items such as data and observations are on the agenda. A need to create capacity of reading knowledge within the school along with identifying literacy concerns across the school is a major focus of the Reading Leadership Team. Monthly meetings with emphasis on Text Complexity and Instructional Skills to improve Reading Comprehension will be documented on agendas. The team will create a calendar of activities for the school based on data. A needs assessment will be conducted at the beginning of the school year. This calendar will guide trainings but schools will have the flexibility to change based on data and classroom walk-throughs. A copy of each school's training calendar and meeting calendar will be sent to the District Office. Schools will also be encouraged to work together to support each other thus building capacity among coaches.

The reading coach will maintain documentation (agendas, calendars, sign-in sheets, data, etc.) for all meetings / trainings in the reading coach's coaching notebook. The K-12 Supervisor and District Reading Coach will make announced and unannounced visit to view documentation and attend trainings /team meetings.

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2 How does the reading coach provide the following professional development at the school site?

Professional development in literacy (including text complexity, implementation of the Common Core State Standards in literacy, and the Comprehension Instructional Sequence) for all teachers?

Professional development for reading intervention teachers?

Professional development for guidance counselors, including reading intervention placement?

How is this occurring in schools where no reading coach is available?

Professional Development is crucial to the success of a school. To ensure professional development happens at the school site, coaches will conduct a needs survey (including text complexity, implementation of the Common Core Standards in literacy, and the Comprehension Instructional Sequence, etc.), during preplanning to determine the needs of the teachers, ranking the list from the greatest needs to the weakest needs. Using this data, the coach will outline a Professional Development Focus Plan for the year indicating a month for each need. The plan will include initial and follow-up professional development for text complexity, Common Core State Standards, Comprehension Instructional Sequences, reading intervention placement ( teachers and guidance counselors), etc. The plan will be submitted to the District Office by October 1, 2013. Coaches will keep on file for each training the following: a copy of the agenda, materials used, follow-up requirements and documentation of completion. A copy of the agenda and a list of participants will be forwarded to the District Reading Coach for documentation. Monthly cadre meetings will ensure that coaches provide the same training and use the same materials to maintain consistency in delivery of content across the district. Principals will provide the necessary resources and schedule time needed.

Coaches will meet before pre-planning to develop literacy modules to support the professional development calendar for the year. Modules created will assure consistency in content, materials, and delivery. Coaches will be encouraged to facilitate trainings together. In schools with no reading coach, that school will partner with a school that has a coach. Teachers will be invited to participate in trainings at their partner school or the District Reading Coach will provide any training needed.

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3 How are texts reviewed and selected for complexity? How are 'stretch texts' provided in all courses/grades, particularly in reading intervention? Students should have regular access to grade level appropriate text.

Text will be reviewed by teachers during grade group meeting/ PLCs and by the Reading Leadership Team. This will be an ongoing process throughout the school year. Members of the Reading Leadership Team and all teachers will have training on Text Complexity. They will be trained on how to use the Qualitative Dimensions of Text Complexity Chart. This activity will be ongoing so that everyone becomes proficient in determining text complexity and how to select text.

Professional Development on the use of 'stretch texts' will be ongoing throughout the year in grade group meeting and/or PLCs. Teachers will be encouraged to go beyond the core text and select text of varying complexity to use in the classroom so that students are sufficiently challenged but not frustrated in relating to text of varying complexity. Teachers will provide the scaffold needed for students to be successful as they read complex text. We want to ensure that teachers are not choosing to select easier text but that they are supporting students through the use of leveled readers and challenging text. Teachers will be encouraged to keep a log of all text used beyond the core program.

Administrators and reading coaches will monitor lesson plans weekly and conduct classroom walk-throughs to ensure that there is an increase in the use of complex text.

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4 How will the principal increase the amount of time that students read text closely for deep

understanding across the school day and outside of school? One goal should be that students are reading one book every two weeks. Include how the principal will increase media center circulation.

The principal will increase the amount of time that students read text closely for deep understanding inside and outside of school by encouraging school-level personnel to use a variety of materials and strategies to build intrinsic motivation to promote reading. The extrinsically motivating materials are not to limit student access to text. Intrinsic motivation also evolves from topic interest, since some learners are motivated by historical experiences or special interest topics. Overall, students are motivated differently based on their learning styles, instructional needs, and effective implementation of differentiated instructional strategies.

Furthermore, principals will implement an incentive program, Accelerated Reader by Renaissance Learning, to encourage independent reading as a means to increase media center circulation. Teachers will use Renaissance Learning Products, Star Early Literacy, and Star Reading programs to determine students' functional reading level or zone of proximal development as to determine book goals for each student. This will give schools the ability to bridge all of the student performance data across schools, classrooms, grade levels, and subjects at one time. This way, teachers, principals, and other administrators will have the vital student performance data they need to dramatically accelerate learning in the area of reading.

The Reading Leadership Team will kick off the school year with an Accelerated Reader Celebration introducing the program theme for the year. During the celebration, students in grades 3 and up will be encouraged by the principal to read a minimum of one book every two weeks. Teachers will document this success in the classroom. All classrooms have classroom libraries that include a range of leveled texts, fiction and nonfiction text on different interests and genres. Students will have access to classroom libraries throughout the day. Students will maintain a reading log listing the title of books read and comments about the books. This log will be reviewed occasionally by school personnel (i.e., principals, assistant principals, reading coaches, media specialist, etc.) and district personnel.

Teachers will also be encouraged to take their classes to the media center on a regular basis, giving students access to a broader range of books.

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5 How will school level leadership ensure that intensive reading instruction meets the following characteristics outlined in Section 1011.62(1)(f), Florida Statutes?

School level leadership ensures that intensive reading instruction meets the characteristics outlined in Section 1011.62(1) through the use of research based programs to enhance reading skills for all students participating in before school, after school, Saturday tutorials, summer reading enrichment programs and other methods for improving student achievement. Supplemental instruction will be provided to a student in any manner and at any time during or beyond the regular day. Students will be provided with the most effective and efficient interventions that support student progress from grade to grade. The ultimate goal is for students upon graduation to be college and career ready.

The intensive reading instruction delivered to students will include: research-based reading instruction that has been proven to accelerate progress of students with a reading deficiency, differentiated instruction based on student assessment data to meet specific reading needs, and explicit and

systematic reading development in the six components of reading. Students will also receive extensive opportunities for guided practice, error analysis and feedback. Multiple opportunities to read social studies, science, and mathematics text reading, text discussion, and writing in response to reading will be integrated in all activities before school, after school, Saturday tutorials, and summer reading enrichment programs.

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## District: Gadsden Professional Development

Professional development for all teachers, coaches and administrators must be provided to ensure that all district educators are grounded in the essential components of reading instruction. Providers of professional development (internal and external) must base training in reading instruction on scientifically-based reading research. Professional development options must be provided to address the following:

- Implementation of all instructional materials, all reading programs, and strategies based on scientifically-based reading research, including early intervention, classroom reading materials, and accelerated programs. Immediate intensive intervention (iii) should also be addressed.
- Instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments, as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties.

Further, for professional development to be considered comprehensive, it must address the body of knowledge grounded in scientifically-based reading research and must be in alignment with the [National Staff Development Council Standards \(NSCD\)](#) and [Florida's Professional Development System Evaluation Protocol](#).

In order to assure that each individual teacher has the level of intensity needed for professional growth based on student achievement data, **professional development must be individualized**. All teachers, paraprofessionals and substitutes, and even mentors can benefit from differentiated professional development – providing more information for less experienced teachers and advanced activities for those who are at a mentor level.

- 1 Provide the district professional development schedule for ALL reading professional development, not just the professional development funded through the FEFP reading allocation, for the 2013-2014 school year through Chart A. This chart will be completed through the web based system. Repeat this process within the application as many times as necessary for each professional development offering in reading offered by your district. ALL Reading Endorsement professional development offerings should be described in Chart A and should reflect courses that are aligned with the 2011 Reading Endorsement. Please delete charts that reference old courses as they should no longer be offered. Please address the Reading Endorsement professional development first in your charts. **To create and edit all professional development charts for Chart A, use the link provided within this section online. Please be sure to indicate whether you are accepting a previously approved chart or creating/revising a new chart by clicking the appropriate radio button on Chart A.**

[Chart A](#)



- 
- 2 Does your district offer Next Generation Content Area Reading Professional Development (NGCAR-PD) in at least one school?

Gadsden has a team of NGCAR-PD trainers with at least two trainers at each school site. This team will be responsible for training all content-area teachers. During the fall of 2013, the team will start the next group of teachers to be trained. This training will continue throughout the school year. On-site trainers will provide ongoing support for content-area teachers as they implement applicable strategies

within their content courses.

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- 3 Please list and describe the professional development teachers will receive to ensure text based content area instruction in English/Language Arts, History/Social Studies, Science, and Technical Subjects.

The following professional development will be presented to teachers to ensure text-based content area instruction in English/Language Arts, History/Social Studies, Science, and Technical Subjects: 1) Text Complexity, 2) NGCAR-PD, and 3) Common Core State Standards Implementation Summer 2013 Professional Development Institute.

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- 4 Does your district conduct transcript reviews of college coursework for application towards the District Add-On Reading Endorsement?

✓ The Gadsden School District does not conduct transcript reviews of college coursework for application towards the District Add-On Reading Endorsement.

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**District: Gadsden**  
**Elementary Student Achievement and Instruction**

It is the philosophy of the Just Read, Florida! Office to use scientifically-based reading research (SBRR), including that found in the National Reading Panel Report (2001) and Preventing Reading Difficulties in Young Children (1998). Research shows that children benefit from reading instruction that includes explicit and systematic instruction in skills and strategies and opportunities to apply those skills and strategies while reading text.

Schools must offer daily classroom instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes. All reading instruction is based on either the ELA Common Core State Standards or NGSS, student needs, and curricular guidelines. In addition to, or as an extension of, the 90 minute reading block, the classroom teacher, special education teacher, or reading resource teacher will provide immediate intensive intervention (iii) on a daily basis to children as determined by the analyzed results of progress monitoring and other forms of assessment.

While reading instruction during the reading block explicitly and systematically supports reading development, reading instruction also needs to relate to the overall English Language Arts literacy program using both an integrated and interdisciplinary approach:

1. 1) **Integrated approach to the language arts strands and skills (reading, writing, listening, speaking):** Schools will integrate opportunities for students to apply the composite use of these skills they are learning in order to further strengthen their overall literary development.
2. 2) **Interdisciplinary approach:** The English Language Arts program needs to attain a balance of literature and informational texts in history, social studies, science. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to be proficient in reading complex informational text independently in a variety of content areas in order to be college and career ready by the time they graduate.
3. 3) **Simultaneous use of both approaches:** The English Language Arts literacy program will incorporate the integration of reading, writing, listening, and discussing as students relate to various interdisciplinary texts during instruction, partner work, and independent practice.

The following performance-based flexibility options may be utilized by districts to provide targeted instruction according to student needs:

- Elementary schools meeting all of the following criteria are not required to implement a Comprehensive Core Reading Program:
  - A current school grade of an A or B,
  - AYP in reading met for all subgroups,
  - 90% of students meeting high standards in reading (an FCAT score of Level 3 or above).

Using this integrated, interdisciplinary approach requires systematic student engagement in complex cognitive tasks with a wide variety of different types of texts. Teachers will also need to incorporate texts of varying levels of complexity into their literacy instruction, providing various instructional opportunities for students to read, write, discuss, and listen to text for different specific purposes. This includes but is not limited to focusing on:

- new and increasingly more complex text structures (sequence, comparison and/or contrast, cause/effect, problem/solution, etc.)
- vocabulary and concepts on social studies and science topics
- how to extract information from complex informational text
- how to use text evidence to explain and justify an argument in discussion and writing
- paired use of texts for students to engage in more complex text analyses
- independent reading and writing practice to:
  - general and discipline-specific academic vocabulary (oral language/written)
  - high-level comprehension and critical literary analysis skills (oral/reading)
  - student question generation, inquiry, and research processes

From low to high reading performance, all students need opportunities to engage in integrated, interdisciplinary instruction with complex cognitive tasks that challenge them to apply their foundational skills toward high-level thinking as they relate to complex texts. Availability and access to texts of various types, topics, and complexity levels is necessary for such instruction to occur. Consequently, districts and schools will need to consider how they will differentiate challenging learning opportunities for low-performing and high-performing students alike, ensuring that each student can engage in various complex cognitive tasks that develop such capacities as:

- general and discipline-specific academic vocabulary (oral language/written)
- high-level comprehension and critical literary analysis skills (oral/reading)
- student question generation, inquiry, and research processes

To operate an integrated and interdisciplinary English Language Arts program that differentiates student learning needs as well as cognitive challenges, district and school personnel will need to assess the type, amount, and complexity of the texts locally available for differentiated use in literacy instruction and independent student reading practice. School and classroom inventory will need to identify the proportion of literary and informational texts to ensure that students have literacy experiences that align with the ratios from the FCAT 2.0 Item Specifications:

**GRADE Literary Text Informational Text**

3	60%	40%
4	50%	50%
5	50%	50%

**PROVIDING TARGETED INSTRUCTION**

The following performance-based flexibility options may be utilized by districts to provide targeted instruction according to student needs:

- Elementary schools meeting **all** of the following criteria are not required to implement a Comprehensive Core Reading Program:
  - A current school grade of an A or B,
  - AYP in reading met for all subgroups,
  - 90% of students meeting high standards in reading (an FCAT score of Level 3 or above).

**Districts implementing this flexibility must describe their plan for reading instruction, including the**

**intervention for those students reading below grade level in grades K-5(6) in questions 6 and 7.**

- For students in grades four and five scoring Level 4 or 5 on FCAT reading, districts should offer enrichment programs, steeped in content, that continue to develop the child's reading skills. These students are not required to receive instruction from a Comprehensive Core Reading Program, nor are they required to receive 90 minutes of reading instruction. **Districts implementing this flexibility must report the reading instruction that will be provided to these students, including the time allotted for reading instruction in question 6.**

All information provided in this section should detail how you will meet the reading needs of all student subgroups identified under No Child Left Behind.

- 1 Each district will be given one school user log-in password so that each school may enter their own information into Chart C by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart C on March 29, 2013. School level users should select all applicable adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' To review and edit all school information for Chart C before submitting, use the link provided within this section online..

[Chart C](#)

✓  
**Comment:**

Please provide data for GADSDEN CENTRAL ACADEMY or mark as "opt out"

- 2.1 How will your district assure that the offerings in addition to your CCRP(s), Supplemental Intervention Reading Program(s), and Comprehensive Intervention Reading Program(s) introduce and increase the amount of complex text provided for your students? If additional exposure to complex text is needed, how will this be addressed?

Gadsden assures that the offerings in addition to the CCRP, Supplemental and Comprehensive Programs introduce and increase in the amount of complex text provided for students through the use of Common Core State Standards units and text exemplars embedded within their CCRP and other programs. During the summer, literacy coaches will create a District Focus Calendar with CCSS units and text exemplars integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all teachers. During weekly grade group meetings/PLCs, teachers will meet to share successes and concerns. This will provide the scaffolded support many teachers will need. Reading coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs and recommendations from meetings. Reading coaches and consultants will provide ongoing professional development during and after the school day.

If additional exposure to complex text is needed, the district and/or coaches will have the flexibility to make changes to the District Focus Calendar to indicate the addition of more exposure to complex

text. The District Focus Calendar will be posted in all classrooms and kept on file. The District Reading Coach and ETO Reading Specialist will attend grade group meeting/PLCs as often as possible.

The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and grade group meetings/PLCs.

- 
- 2.2 Describe all research based materials used to provide reading intervention during the one hour extended day. Explain how intervention in extended day will align with reading instruction provided during the school day.

SRA Imagine It! is the core reading program that is taught during the 90 minute block. During the extended day, students in grades K-3 will use Early Interventions in Reading, Phonemic Awareness, Early Reading Tutor, leveled libraries of informational text, FCRR materials, and Kaleidoscope for intensive remediation. All programs align with the core program taught during the day. Instruction will be differentiated and taught in small groups based on several data points. The FAIR assessment, the program's placement test, and benchmark assessments will be used to inform instruction. Ongoing progress monitoring and retesting of identified targeted areas will determine if interventions are working.

Students in grades 4-5 will use Kaleidoscope, leveled libraries, core intervention materials, and FCRR activities. All programs align with the core program. Instruction will be differentiated and taught in small groups based on several data points. The FAIR Assessment, the Kaleidoscope placement test, and the baseline benchmark assessment will be used to inform instruction. Ongoing progress monitoring and benchmark assessments will be given to determine the success of interventions or changes/adjustments needed.

- 
- 2.3 Describe all research-based instructional materials used to provide reading instruction during the school day. Include a description of how they will be integrated into the overall instructional design. List your Comprehensive Core Reading Programs (CCRP.) Comprehensive Core Reading Programs are the instructional tools used to provide high quality instruction in K-5 classrooms. Describe how teachers will align instruction in K-2 to meet the Common Core State Standards for English Language Arts.

SRA Imagine It! Reading Program is the comprehensive core reading program that is being implemented throughout Gadsden County at all elementary schools. This research-based instructional curriculum correlates to all Next Generation Sunshine State Standards (NGSSS) and addresses the six areas of reading: phonological awareness, phonics, fluency, vocabulary, oral language, and comprehension. The CCRP, SRA Imagine It! Reading Program, is the tool used to provide initial and differentiated instruction and is used to expose and instruct students on grade level. Students also receive high-quality, explicit, and systematic instruction in the reading classroom by having at least a 90-minute block of uninterrupted time for reading instruction each day for all students. The instructional plan includes specific examples of Teacher-Led Activities and additional activities to support the six basic components of reading. An additional 30 to 50 minutes of intervention using the supplementary and/or comprehensive intervention program materials will be scheduled to support

- ✓ differentiated instruction for moderate to at-risk students.

SRA Imagine It! Reading Curriculum covers a broad range of comprehension and vocabulary skills. The core textbook will be a starting point for meeting the rigorous features of the Common Core State Standards (CCSS) for English Language Arts. To align instruction in K-2 to meet the requirements of the CCSS, literacy coaches and K-2 teachers will meet and use the state's Action Planning Document to focus on the standards and cite evidence/practice that teachers currently implement, and identify areas to strengthen. They will use the alignment matrix provided by SRA to see how the standards are embedded in text for explicit and systematic instruction and to ensure that instruction has the appropriate focus and intensity. Teachers will read aloud complex text often as documented in lesson plans. Literacy coaches and teachers will meet periodically to reflect upon the implementation process and discuss methods for improving CCSS implementation. Coaches will maintain documentation of all meetings.

- 
- 3 Schools must diagnose specific reading difficulties of students who do not meet specific levels of reading performance as determined by the district school board to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction.

**Create an Assessment/Curriculum Decision Tree (Chart D1)** to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades K-2.

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

\* District contacts will create and upload Chart D1 using the link provided within this section online. There are two samples for Chart D1 (Assessment/Curriculum Decision Tree) located in the [Appendix](#). Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

**You will need to save this section using the button below at the bottom of this section before uploading the chart.**

[Chart D1 - Elementary Assessment Curriculum Decision Tree](#) Last Uploaded:3/29/2013 2:53:56 PM

- 
- 4 Schools must diagnose specific reading difficulties of students scoring at Level 1 and Level 2 on FCAT Reading to determine the nature of the student's difficulty and strategies for appropriate

intervention and instruction.

**Create an Assessment/Curriculum Decision Tree (Chart D2)** to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades 3-5(6).

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

*\*District contacts will create and upload Chart D2 using the link provided within this section online. There are two samples for Chart D2 (Assessment/Curriculum Decision Tree) located in the [Appendix](#). Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.*

**You will need to save this section using the button below at the bottom of this section before uploading the chart.**

✓ [Chart D2 - Elementary Assessment Curriculum Decision Tree](#) Last Uploaded:3/29/2013 2:54:14 PM

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5 How will the district assure that all elementary schools have an uninterrupted 90 minute reading block for core reading instruction, and, as needed, additional time for immediate intensive intervention (iii)? Describe how language arts instruction builds from reading instruction to align with the Common Core State Standards for Writing.

✓ The district assures that all elementary schools have an uninterrupted reading block for core reading instruction and additional time for immediate intensive intervention (iii) by requiring that all elementary schools, including the participating charter school, use a minimum ninety minute uninterrupted reading block. Each school's master schedule and assigned reading teachers' instructional schedules will reflect classroom instruction in reading as a protected, uninterrupted 90 minute block of time and additional time for tiered instruction beyond the 90 minute block. The District Reading Contact and the District MIS Director will work together to ensure students receiving core reading and interventions are coded properly in the District's MIS system. All reading and iii instruction will include specific differentiated instructional strategies to address any identified deficiencies in the six reading components: phonemic awareness, phonics, fluency, vocabulary, oral reading, and comprehension to ensure student success in reading.

Language Arts is taught through the core reading program. This integrated and interdisciplinary approach will allow for students to write in response to reading. Each grade level will plan units of

study ensuring that students write opinion, narrative, and information/explanatory text.

---

- 6 How will all students receive motivating, high-quality, explicit, and systematic reading instruction according to their needs during the 90 minute uninterrupted reading block? (Refer to the following website: <http://www.justreadflorida.com/educators.asp>). If districts are choosing to implement the flexibility options regarding the 90 minute reading block provided in the introduction to this section, please include a description of implementation of these options here.)

Students will receive high-quality, explicit, and systematic instruction in the reading classroom from implementation of a new research-based reading program. This program will provide opportunities for appropriate practice to ensure student success. The core program acts as an important scaffold and guides teacher behaviors so they will be consistent with the principles of effective instruction. All students in Gadsden County receive motivating, high-quality, explicit, and systematic instruction in the reading classroom by having a minimum 90-minute block of uninterrupted time for reading instruction each day for all students. An additional 30-45 minutes is added in all schedules for explicit instruction in the Language Arts. This time is outside of the minimum 90-minute block that is needed to teach the core lesson daily. Teachers are given flexibility in their schedule to ensure that ample time is there to teach to fidelity.

The instructional plan includes specific examples of Teacher-led Activities and additional activities to support the six basic components of reading. An additional 30-50 minutes of intervention using the supplementary and/or intervention program materials will be scheduled to support differentiated instruction for moderate to at-risk students. Proficient students may be provided enrichment opportunities using authentic assessments and/or project-based learning activities.

Comment:

According to Florida state statute all public schools, including magnet schools, must provide an uninterrupted 90 minute reading block of reading instruction, within the daily schedule. Please make the adjustment to the plan to reflect that all Gadsden schools will implement this statute.

---

- 7 How will students targeted for immediate intensive intervention receive services? In K-2, students in need of an intensive reading intervention should be part of the instructional core program for activities such as a read aloud, think aloud, comprehension strategy instruction, and oral language/vocabulary instruction. In small group teacher directed instruction immediate intensive intervention (iii) should be provided on a daily basis to children as determined by progress monitoring and other forms of assessment. As an extension of the ninety (90) minute reading block, instruction in a smaller group size should focus on generalizing the newly acquired reading skills to progressively more complex text.

We recognize that some students will need more time and more instruction in order to reach specific goals and expectations. Students targeted for immediate intensive intervention will receive differentiated instruction in the regular classroom through the use of scientific research-based intervention programs. Results of the progress monitoring (i.e., Florida Assessment for Instruction in Reading (FAIR), core program assessments, performance matters, state/district assessments) will be used to determine which students are intensive (iii) and need daily additional intensive support. For

✓ students in need of immediate intensive intervention (iii), the schools will ensure that the instructional services and support address the identified area(s) of reading deficiencies of the student during the 90-minute reading block and a daily additional 30-45 minute intervention block.

The additional time outside the block will be a minimum of 30 minutes daily with the use of a state-approved intensive intervention reading program. These intervention programs will include but are not limited to: Phonemic Awareness, Early Reading Tutor, Early Interventions in Reading, and Core Intervention Supplement. Teachers will provide intensive instruction in smaller group size enabling students to generalize newly acquired reading skills to progressively more complex text.

- 
- 8 How will teachers provide student access to leveled classroom libraries of both fiction and nonfiction text focused on content area concepts implemented during the 90 minute reading block as a **meaningful** extension of **the** skills taught through the core reading program? Include the following: how these classroom libraries are utilized; how the books will be leveled; and the process for matching students to the appropriate level of text.

Gadsden's teachers will provide student daily access to leveled classroom libraries that include both fiction and nonfiction text representing a range of levels, interest, genres, and cultures. The library will include authentic texts and decodables for meaningful extension and practice of skills taught in the core reading program during the 90-minute reading block. By using the leveled libraries, pre-decodable, and decodable books, teachers will provide students with an opportunity to apply skills taught through independent practice. Classroom libraries will be readily available for students to utilize during scheduled and unscheduled reading activities, literacy centers, small group instruction, and differentiated instruction, including paired reading. Students will be encouraged to take books home to share with families and to ensure time is spent reading outside the school day. As a result, students will increase their opportunities to become fluent readers as they read a variety of text, thus developing a love for reading.

✓ Classroom library books are leveled by publishers from the adopted core program and by the publisher of the Accelerated Reader program. Additionally, books are leveled in a collaborative process by members of the Reading Leadership Team and teachers. The process involves team members analyzing the following when leveling non CCRP reading material: letter size, spacing, page format, language patterns and structure, predictability, genre, text content, vocabulary, and illustrations.

Teachers match students with appropriate materials. As a result, each grade level utilizes trade books, also known as leveled readers, and teachers specifically select materials to meet varying reading levels, needs, and interest of each student based on informal and formal assessments. Teachers administer CCRP and other district-approved assessments (i.e., STAR, FAIR) to consistently and continuously monitor student performance.

- 
- 9 How will all content area teachers incorporate reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding? Include detail regarding how

teachers will address the NGSSS in all content classrooms.

All content area teachers will incorporate reading and literacy instruction into subject areas by utilizing appropriate text to provide students opportunities to practice oral, silent, and sustained reading skills. Content area teachers will integrate reading and literacy materials in their weekly instructional plans in an effort to reintroduce or to familiarize students with reading selections that they can authentically demonstrate successful comprehension of the text. Teachers will continue to engage students in guided instructional activities that address comprehension strategies before, during, and after reading through explicit modeling (think alouds), practice in appropriate instructional texts, and immediate oral and/or written feedback. By using effective strategies from the reading coach and classroom teacher, content area teachers will strive to increase literacy across the curriculum for all students.

✓ The District Instructional Focus Calendar, created by literacy coaches will be used by content area teachers to align the instructional focus for reading. Teachers may be asked to provide TIER 2 and TIER 3 instruction to support students not mastering identified benchmarks on the District Instructional Focus Calendar. Teachers may also use leveled reading materials and classroom libraries to implement strategies that focus on mastering content-area concepts so that struggling students see and hear the kinds of questions successful readers ask themselves. Teachers will provide guidance in identifying and recognizing text features that are particular to the kinds of books and resources utilized in the content area classroom. To ensure the effectiveness of the strategies, the teacher and coach will work collaboratively to determine students' instructional reading levels, and to ensure that text assigned is appropriate for the student. If materials are appropriate, content area teachers will extend meaning by facilitating students' successful reading of new or unfamiliar text.

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10 How will writing to a source to strengthen reading comprehension be incorporated into the 90 minute reading block to deepen text comprehension?

Each school will incorporate writing across the curriculum to deepen text comprehension before, during, and after CCRP story selection in the following ways: (1) Question/Concept Board activities before reading—with predictions (2) During reading, writing is incorporated via Writer's Notebook (i.e., recording vocabulary, responding to literature) (3) After reading, teachers incorporate writing through chapter reflections, examinations, and/or extended responses. \*Instruction in the writing process will not be during the 90-minute reading block.

✓ Teachers will also be encouraged to use the Comprehension Instructional Sequence model with nonfiction text. Predictive writing will be done by students before reading the text to reveal the level of prior knowledge students have regarding the topic; written response to reading using text information to justify claims/positions, and the final written response to the reading of the text. This will enable students to see their growth over time.

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11 What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.

(The district and school site designees for the Third Grade Summer Reading Camp must create a reading camp schedule that facilitates intensive reading intervention for all third grade students scoring a Level 1 on FCAT. The plans for the Third Grade Summer Reading Camps are due **March 29, 2013** for the Just Read, Florida! Office to review and provide feedback by **April 8, 2013**. For more guidance on Third Grade Summer Reading Camps and to submit the district's Summer Reading Camp Plan, visit <http://www.justreadflorida.com/camps/>.) Florida Statute 1011.62 has been revised to recommend Summer Reading Camps for K-2 and 4-5 students. Please also address any plans to offer Summer Reading Camps to this extended group of students.

The before, after, and summer school reading activities, excluding the required Third Grade Summer Reading Camp, utilized in Gadsden includes enhanced mentoring and tutoring activities. More specifically, schools use district-approved supplementary core and/or non-core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enriching programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year and throughout the summer. Students allowed to participate are prioritized based on FCAT data with students scoring Level 1 and primary level students not making adequate progress based on FAIR given first choice to attend.

To ensure that activities are linked to instruction delivered during the day, the principal, assistant principal, and reading coach will analyze data along with teachers and determine from performance matters and other resources areas of deficiency for students in these programs. Teachers will work with students using this data as well as provide instruction on the benchmarks from the District Instructional Focus Calendar. The principal and/or assistant principal will conduct fidelity checks.

✓ Gadsden County will continue to utilize the services of its Faith-based Organizations and state-approved SES providers to provide site-based and community-based mentoring and tutoring support to students throughout the district. These faith-based organizations and providers are actively involved before, during, and/or after school with a variety of activities to assist students with becoming proficient readers. They have also planned structured mentoring and/or tutoring activities during the summer under the guidance of the District's Community and Parent Involvement Coordinator.

The District's Exceptional Student Education Department always has an extended school year that allows students with documented Individual Education Plans to attend. The Migrant Education Office provides summer school for our English Speakers of Other Languages, homeless and migrant students. The summer program provides intensive language instruction that targets vocabulary. The main focus during the district summer programs is improving students' reading skills.

All level 1 and low level 2 third graders regardless of lunch status will be invited to participate in the summer reading academy offered by the district. Second grade students who are not reading on grade level at the end of second grade will be provided additional intensive interventions in a summer program. This program will be offered at the same site as the Third Grade Summer Reading Academy.

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12 Please list the qualifications for reading intervention teachers in elementary schools, summer reading camps, and one hour extended day programs.

The following are qualifications for becoming a reading intervention teacher (school, summer camp, extended day) in Gadsden County:

- ✓ (1) Bachelor's Degree from an accredited educational institution,
  - (2) K-5 Certification
  - (3) Data to support success with at-risk students (65% learning gains in grades 4 and above).
- 

13.1 Which assessments are administered to determine reading instructional needs for the following students:

Non-English speaking ELL students?

- ✓ Non-English speaking ELL students are administered the Comprehensive English Language Learning Assessment (CELLA) to determine reading instructional needs and help measure reading growth.
- 

13.2 Students with severe speech/auditory impairments?

Students with the severe speech/auditory impairments are administered the same assessments as "regular education students."

✓

13.3 Students with severe vision impairments?

Students with severe vision impairments are administered the same assessments used with regular education students along with the assistance of ocular instruments.

✓

13.4 Alternate assessment used for promotion of third grade students scoring Level 1 on FCAT Reading?

Students scoring Level 1 on FCAT Reading are administered the Scholastic Aptitude Test (SAT-10) as the alternate assessment for promotion to fourth grade.

✓

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**District: Gadsden**  
**Middle School Student Achievement and Instruction**

Students entering the middle grades who are not reading on grade level have a variety of reading intervention and learning needs. A single program or strategy is not sufficient for remediation, and, likewise, remediation is not sufficient for low-performing middle school students. In addition to focusing on the development of foundational skills, instruction needs to engage students in complex cognitive tasks that challenge students to apply their foundational skills toward high-level thinking while relating to complex text. Such instruction expands literacy development beyond foundational skills to include such capacities as:

- general academic and discipline-specific vocabulary
- high-level comprehension and critical literary analysis
- student question generation, inquiry, and research processes

In order to simultaneously offer reading intervention and cognitive challenges, middle school reading instruction needs to incorporate the use of an integrated and interdisciplinary approach:

1. 1) **Integrated approach to the language arts strands and skills (reading, writing, listening, speaking):** Middle schools will integrate opportunities for students to apply the composite use of these skills they are learning in order to further strengthen their overall literary development.
2. 2) **Interdisciplinary approach:** Middle school literacy instruction needs to attain a balance of literature and informational texts in history, social studies, and science. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to be proficient in reading complex informational text independently in a variety of content areas in order to be college and career ready by the time they graduate.
3. 3) **Simultaneous use of both approaches:** Middle school literacy instruction will incorporate the integration of reading, writing, listening, and discussing as students relate to various increasingly complex interdisciplinary texts throughout the school year.

Using this integrated, interdisciplinary approach requires systematic student engagement in complex cognitive tasks with wide variety of different types of texts. Teachers will also need to incorporate texts of varying levels of complexity into their instruction, providing various instructional opportunities for students to read, write, discuss, and listen to text for different specific purposes. This includes but is not limited to focusing on:

- new and more complex text structures (single or multiple organizational patterns in text)
- vocabulary and concepts on social studies and science topics
- how to extract information from complex informational text
- how to use text evidence to explain and justify an argument in discussion and writing
- how to analyze and critique the effectiveness and quality of an author's writing style, presentation, or argument
- paired use of texts for students to engage in more complex text analyses
- independent reading and writing practice to:
  - relate to increasingly more complex text structures
  - use content-area vocabulary and concepts
  - develop literacy skills with increasingly complex text

The availability and access to texts of various types, topics, and complexity levels is necessary for integrated, interdisciplinary instruction to occur. Consequently, districts and schools will need to consider how they will differentiate instruction to meet the varied learning needs of middle school students while also engaging them in various complex cognitive tasks that develop such capacities as:

- general and discipline-specific academic vocabulary
- high-level comprehension and critical literary analysis skills
- student question generation, inquiry, and research processes

To operate such an integrated and interdisciplinary middle school literacy program, district and school personnel will need to assess the type, amount, and complexity of the texts locally available for differentiated use in literacy instruction and independent student reading practice. School and classroom inventory will need to identify the proportion of literary and informational texts to ensure that students have literacy experiences that align with the ratios from the FCAT 2.0 Item Specifications:

GRADE Literary Text Informational Text

6	50%	50%
7	40%	60%
8	40%	60%

Successful implementation of your K-12 Comprehensive Research-Based Reading Plan will meet the requirements of the Florida Secondary School Redesign Act, which requires each school to use research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

**All information provided in this section should detail how you will meet the reading needs of all student subgroups identified under No Child Left Behind.**

- 1 Each district will be given one school user log-in password so that each school may enter their own information into Chart F by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart F on March 29, 2013. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' **To review and edit all school information for Chart F before submitting, please use the link provided within this section online.**

[Chart F](#)



- 2.1 How will your district assure that the offerings in your SIRP(s), and CIRP(s) introduce and increase the amount of complex text provided for your students in order to learn how to extract and use information from increasingly complex text? If additional exposure to complex text is needed, how will this be addressed?

The district will assure that the offerings in the SIRP (Supplemental Intervention Reading Program)

and the CIRP (Comprehensive Intervention Reading Program) introduce and increase the amount of complex text provided for students in order to learn how to extract and use information from increasingly complex text through the use of Comprehension Instructional Sequence (CIS) lessons, Common Core State Standards (CCSS) units, and text exemplars embedded within their SIRP and their CIRP curriculums. During the summer, academic coaches will prepare a District Focus Calendar with CCSS units, CIS lessons and text exemplars integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all content area teachers. During weekly PLCs, content area teachers will meet to share successes and concerns. This will provide the scaffolded support many teachers will need. Academic coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs, and recommendations from PLCs. Reading coaches and consultants will provide ongoing professional development during and after the school day.

If additional exposure to complex text is needed, the district and/or academic coaches will have the flexibility to make changes to the District Focus Calendar indicating the addition of more complex text for instruction and read alouds. The District Focus Calendar will be kept on file. The District Reading Coach and ETO Reading Specialist will attend PLCs as often as possible.

The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and PLCs.

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- 2.2 The goal of a middle grades reading program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading **for students who are reading on or above grade level and enrolled in reading courses** which may be transferred to content courses across the curriculum. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT).

Is a middle grades reading course required for students scoring Level 3 and above on FCAT Reading? If so, for which students is this required?

Middle grade students in Gadsden County are not required to take a reading course but the district middle schools have the flexibility to use The Daybook of Critical Reading and Writing as a core program. This developmental program will be used with Level 3 students and above. This comprehensive program will offer students high-quality literature selections supported by skills instruction and practices that address the Next Generation Sunshine State Standards.

In addition to the Daybook of Critical Reading and Writing, students will read shorter, challenging complex texts that elicit close reading and the opportunity to reread at each grade level. This will support students at a wide range of reading levels as they participate in the close analysis of more demanding text. High priority will be placed on close, sustained reading of complex text which emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading will most likely require compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and prove the meanings of individual words, the order in which sentences unfold and the development of ideas over the course of the text.

All Language Arts and Reading teachers will be provided on-going training in the use of an integrated and interdisciplinary middle school literacy program. Teachers also have the option of completing NGCAR-PD.

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3 Section 1003.4156, Florida Statutes, requires middle school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course. A middle grades student who scores at Level 1 or Level 2 on FCAT Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills and to apply them as they relate to increasingly complex text.

This intervention course should include on a daily basis:

- whole group explicit and systematic instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.) at a ratio matching FCAT 2.0 Item Specifications.

Districts may serve students scoring at Level 2 on FCAT Reading who are not in need of decoding or text reading efficiency instruction in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) package, the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, or the Reading Endorsement. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.

This intervention course should include on a daily basis:

- whole group explicit and systematic instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area (biology, world history, etc.)

- a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.) at a ratio matching FCAT 2.0 Item Specifications.

Schools must progress monitor students scoring at Level 1 and 2 on FCAT Reading a minimum of three times per year. This should include a Baseline, Midyear, and End of the Year Assessment.

As a reminder, each struggling reader must be provided instruction that best fits his or her needs. Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes to be certain that students are sufficiently challenged but not frustrated in relating to text of varying complexity. It is recommended that districts implement a placement process that includes:

- Consideration of historical data including prior FCAT scores: – Has the student ever scored at Level 3 or above during previous school years?
- Asking students to read: – Does the teacher asks the student to read a grade level passage silently and then read it aloud? – Does the student mispronounce only those words that are unfamiliar and not significant to comprehension of the text?
- Asking questions: – Does the teacher asks the student to answer several comprehension questions? – Does the student answer all or most correctly? If a student has at some time in their school career scored at Level 3 or above, can accurately read a grade level passage, and answers most comprehension questions correctly, the teacher should provide instruction that is sufficiently challenging to this student. If a student has always scored at Level 1 or Level 2, cannot accurately read a grade level passage aloud and/or cannot answer comprehension questions correctly, the teacher should deliver explicit instruction and systematic student practice opportunities in order to accelerate decoding, fluency, vocabulary, and comprehension development.

Data Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation should be considered. New research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Therefore, caution is suggested in using fluency data for placement in reading intervention in the upper grades.

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:

[http://info.fldoe.org/justread/educators/Secondary\\_Reading\\_Placement\\_Chart.pdf](http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf)

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet student needs. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.

**Complete an Assessment/Curriculum Decision Tree (Chart G)** to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level. The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

\* District contacts will create and upload Chart G using the link found within this section online. A sample for Chart G (Assessment/Curriculum Decision Tree) can be found in the [Appendix](#). Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

**You will need to save this section using the button below at the bottom of this section before uploading the chart.**

✓ [Chart G - Middle School Assessment Curriculum Decision Tree](#) Last Uploaded:3/29/2013 2:55:05 PM

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4 How will the district ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the middle school level?

The district will ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the middle school level through the review of schools' master schedules and regularly scheduled school visits by district personnel. The principal and guidance counselor will monitor the master schedule as well as individual student schedules in the computer to ensure that students are enrolled in the appropriate classes as documented in the District's MIS system.

✓ All level 1 students will receive extended time during the day based upon instructional needs. The principal will conduct weekly classroom walkthroughs to ensure that students receive on a daily basis: whole group explicit and systematic instruction, small group differentiated instruction, independent reading practice, and increasingly complex literary and informational texts at a ratio matching FCAT 2.0 Item Specifications. All classes are taught by teachers reading endorsed, reading certified, or working towards that status.

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5 How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program? Include the following: a) how daily independent reading, **monitored by the teacher**, will be incorporated into all reading classrooms; b) how classroom libraries will be utilized; c) the process for leveling books; and d) the process for matching students with the appropriate level of text.

In classrooms where READ 180 and Hampton Brown Edge are being implemented, the accompanying classroom libraries will be utilized. These classroom libraries will provide student access to authentic fiction and non-fiction texts and represent a range of levels, interests, genres, and cultures. In classrooms that are not using READ 180 or Hampton Brown Edge, teachers will work with the reading coach, media specialist, and administrator to establish classroom libraries. In order to address the range of levels, interests, genres, and cultures, additional sets of classroom libraries will be placed in all Intensive Reading and Language Arts classes. Junior Great Books will be implemented in Reading, Language Arts and/or content area classrooms at one middle school. As funding permits, additional titles will be purchased and placed in other content-area classrooms.

a) Observational notes, conference notes, or student portfolios/reading journals will be used by the teacher to monitor and assess student progress in developing comprehension and fluency as well as an appreciation for authentic literature. Additionally, targeted professional development for all teachers in literacy development, particular emphasis on intergrating authentic literature into instruction, will help to effectively promote independent reading practice.

b) Teachers will be encouraged to maintain classroom libraries containing fiction and nonfiction materials at a range of levels appropriate for the students. The libraries will enhance and enrich reading instruction by offering students a variety of open-ended tasks to support reading instruction and may include print resources such as relevant leveled readers, journals, newspapers, magazines, and novels to promote mastery of comprehension and fluency. The libraries will also support students' opportunities for reading independently or participating in a guided reading group.

c) All text and authentic literature will be leveled using the lexile scale and/or Accelerated Reader zones.

d) Lexile levels and Accelerated Reader levels will be used to determine the level of text that will be used by students. Once the level of required instruction is determined, teachers will utilize the appropriate level of text for read-alouds, independent reading, small group, and whole group instruction in an effort to expose students to various forms of literature and to engage them in authentic purposeful reading.

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6 How will all content area and elective teachers teach students to think as they read in subject area classrooms and extend and build discussions of text in order to deepen understanding? Describe how teachers are implementing text based content area instruction in:

- English/Language Arts
- History/Social Studies
- Science
- Technical Subjects

Reading is an essential component that extends across the curriculum. All content area and elective teachers will align reading and literacy instruction into subject areas to extend and build discussions of text beyond minimal understanding. By using effective strategies from the reading coach, Reading and

Language Arts teachers, content area and elective teachers will strive to increase literacy across the curriculum for all students.

The ability for students to read high quality text closely and gain knowledge from the texts is a top priority because:

A) A significant percentage of questions/tasks will be text dependent. Aligned curriculum materials will include rigorous text dependent questions that require students to demonstrate that they are able to follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text. Text dependent questions can only be answered by careful scrutiny of the text, and specifically by referring to evidence from the text itself to support the response.

B) Questions and tasks will require the use of textual evidence, including supporting logical inferences from the text. Students will become more adept at drawing evidence from the text and explaining that evidence orally and in writing. Aligned curriculum materials will include explicit models of high quality evidence-based answers to questions—samples of proficient student responses—about specific texts from each grade. Questions will require students to demonstrate that they follow the details of what is explicitly stated and are able to make non-trivial inferences beyond what is explicitly stated in the text to what logically follows from the evidence in the text. Evidence will play a similarly crucial role in student writing, speaking and listening; an increasing command of evidence in texts is essential to making progress in reading as well as the other literacy strands.

C) Questions and tasks will require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students will need to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations. Aligned instruction should therefore require students to demonstrate that they have followed the details and logic of an author's argument before they are asked to evaluate the thesis or compare the thesis to others. When engaging in critique, instruction will require students to return to the text to check the quality and accuracy of their evaluations and interpretations. Students can and should make connections between texts, but this activity must not supersede the close examination of each specific text. Often curricula surrounding texts leaps too quickly into broad and wide open questions of interpretation before cultivating command of the details and specific ideas in the text.

D) Rather than emphasizing more general strategies and questions, text specific questions and tasks will reinforce focus on the text and cultivate independence. Reading strategies as well as broader questions and themes will be embedded in the actual reading of the text rather than being taught as a separate body of material. A significant portion of the time spent with each text will provide opportunities for student independent work within and outside of class analyzing the text.

Lastly, all content-area teachers will be encouraged to set up a literacy-rich classroom through the use of classroom libraries, periodicals, a variety of appropriate texts, and word walls. All vocabulary used on the word walls will mirror the instruction for that subject area. Content area and elective teachers will incorporate reading and literacy instruction to assist students with achieving academic progress across the curriculum through reading and literacy.

7 How will writing be incorporated across the curriculum to deepen text to comprehension?

Literacy emerges when reading and writing are fully integrated and the knowledge of one process reinforces knowledge and practice of the other. Research has consistency found that writing taught along with reading increases ability in both areas. Reading coaches will work closely with teachers to implement applicable reading and writing strategies across the curriculum. Teachers will provide multiple opportunities (i.e., on-demand prompts, reflection logs, research papers, predictive/final writing, responding to literature, etc.) in the classroom for middle school students to develop appropriate reading and writing strategies and to appreciate the interrelated qualities of both.

All activities will be documented in lesson plans. School administrators and reading coaches will review lesson plans and conduct classroom walk-throughs to ensure the alignment of reading and writing across the curriculum in all classrooms to deepen comprehension. Ongoing professional development that will address all areas of writing and how it applies to all curricular areas will be provided by the reading coach or consultant.

8 What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.

The before, after, and summer school reading activities that will be utilized in Gadsden includes mentoring and tutoring activities. More specifically, school will use district-approved supplementary core and/or non core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enrichment programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year and throughout the summer. Students are prioritized based on FCAT data with students scoring Level 1 having top priority.

Eligibility for before, after, and summer school will be determined by, but not limited to, the most recent FCAT data wherein the students scoring at the lowest levels will have first priority. Results of teacher administered reading assessments and benchmark assessments along with their observations may be used to recommend students for participation. To ensure that activities are linked to reading instruction provided during the day, teachers will communicate and collaborate with program leaders/instructors so that instructional models and practices are seamlessly continued into the extended school day. Intensive instruction in extended day sessions is to be aligned with the CIM recommended focus calendars and will target tier 2 and tier 3 remediation in identified areas.

9.1 Which assessments are administered to determine reading intervention placement for students with the following needs:

Non-English speaking ELL students?

The district coordinator for ELL administers the IDEA Aural-Oral assessment to all students who answer yes on the home language survey to any of the following questions: Is there a language other than English spoken in the home, does the student speak a language other than English, and was the student's first language something other than English? If the test results indicate that the student is non-

English speaking or limited English speaking, the student is placed in a developmental Language Arts class.

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9.2 Students with severe speech/auditory impairments?

- ✓ Students with severe speech/auditory impairments are administered the same assessments as "regular education students."
- 

9.3 Students with severe vision impairments?

- ✓ Students with severe vision impairments are administered the same assessments used with "regular education students" along with the assistance of ocular instruments.
- 

9.4 Students in grades 6 and above with no FCAT scores?

- ✓ The teacher and/or reading coach will administer the Florida Assessment for Instruction in Reading (FAIR) and work together to determine appropriate placement based on those scores. Teachers will use the program assessment test from the core reading program and/or Read 180.
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**District: Gadsden**  
**High School Achievement and Instruction**

Successful implementation of your K-12 Comprehensive Research-Based Reading Plan will meet the requirements of the Florida Secondary School Redesign Act, which requires each school to use research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Students entering the upper grades who are not reading on grade level have a variety of reading intervention and learning needs. A single program or strategy is not sufficient for remediation. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in the remediation of older struggling readers. Likewise, remediation is not sufficient to meet the learning needs of low-performing high school students who are simultaneously preparing for graduation and college/career readiness. In addition to focusing on basic literacy skills, instruction needs to engage students in complex cognitive tasks that challenge them to apply their literacy skills toward high-level thinking while relating to complex text. Such instruction expands literacy development beyond basic skills to include capacities that better prepare them for both graduation and college/career coursework such as:

- general academic and discipline-specific vocabulary, including technical terms
- extracting and using information from informational and technical texts
- high-level comprehension and critical literary analysis
- student question generation, inquiry, and research processes for validation and corroboration of complex information

In order to simultaneously offer reading intervention and cognitive challenges, high school reading instruction needs to incorporate the use of an integrated and interdisciplinary approach:

1. **1) Integrated approach to the language arts strands and skills (reading, writing, listening, speaking):** High schools will integrate opportunities for students to apply the composite use of these skills they are learning in order to further strengthen their overall literary development.
2. **2) Interdisciplinary approach:** High school literacy instruction needs to attain a balance of literature and informational texts in history, social studies, and science. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to be proficient in reading complex informational text independently in a variety of content areas in order to be college and career ready by the time they graduate.
3. **3) Simultaneous use of both approaches:** High school literacy instruction will incorporate the integration of reading, writing, listening, and discussing as students relate to various increasingly complex interdisciplinary texts throughout the school year.

Using this integrated, interdisciplinary approach requires systematic student engagement in complex cognitive tasks with a wide variety of different types of texts. Teachers will also need to incorporate texts of varying levels of complexity into their instruction, providing various instructional opportunities for students to read, write, discuss, and listen to text for different specific purposes. This includes but is not limited to focusing on:

- new and more complex text structures (single or multiple organizational patterns in text)
- vocabulary and concepts on social studies and science topics
- how to extract information from complex informational text
- how to use text evidence to explain and justify an argument in discussion and writing

- how to analyze and critique the effectiveness and quality of an author’s writing style, presentation, or argument
- paired use of texts for students to engage in more complex text analyses
- independent reading and writing practice to:
  - relate to increasingly more complex text structures
  - use content-area vocabulary and concepts
  - develop literacy skills with increasingly complex text

The availability and access to texts of various types, topics, and complexity levels is necessary for integrated, interdisciplinary instruction to occur. Consequently, districts and schools will need to consider how they will differentiate instruction to meet the varied learning needs of high school students while also engaging them in various complex cognitive tasks that develop such capacities as:

- general and discipline-specific academic
- high-level comprehension and critical literary analysis skills
- student question generation, inquiry, and research processes on complex topics

To operate such an integrated and interdisciplinary high school literacy program, district and school personnel will need to assess the type, amount, and complexity of the texts locally available for differentiated use in literacy instruction and independent student reading practice. School and classroom inventory will need to identify the proportion of literary and informational texts to ensure that students have literacy experiences that align with the ratios from the FCAT 2.0 Item Specifications:

GRADE Literary Text Informational Text

9	30%	70%
10	30%	70%

Successful implementation of your K-12 Comprehensive Research-Based Reading Plan will meet the requirements of the Florida Secondary School Redesign Act, which requires each school to use research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

**All information provided in this section should detail how you will meet the reading needs of all student subgroups identified under No Child Left Behind.**

- 1 Each district will be given one school user log-in password so that each school may enter their own information into Chart I by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart I on March 29, 2013. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled ‘Other.’ **To review and edit all school information for Chart I before submitting, please use the link provided within this section online.**

[Chart I](#)

- 2 How will your district assure that the offerings in your SIRP(s), and CIRP(s) introduce and increase the amount of complex text provided for your students? If additional exposure to complex text is needed, how will this be addressed?

The district will assure that the offerings in the SIRP (Supplemental Intervention Reading Program) and the CIRP (Comprehensive Intervention Program) introduce and increase the amount of complex text provided for students in order to learn how to extract and use information from increasingly complex text through the use of text exemplars, Comprehension Instructional Sequence (CIS) lessons, and Common Core State Standards (CCSS) units embedded within their SIRP and CIRP curriculums. During the summer, academic coaches will prepare a District Focus Calendar with text exemplars, CCSS units, and CIS lessons integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all content area teachers. During weekly PLCs, content area teachers will meet to share successes and concerns. This will provide the scaffolded support teachers will need. Academic coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs, and recommendations from PLCs. Reading coaches and consultants will provide ongoing professional development during and after the school day.

If additional exposure to complex text is needed, the district and/or academic coaches will have the flexibility to make changes to the District Focus Calendar to indicate the addition of more complex text. The District Focus Calendar will be kept on file.

The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and PLCs.

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Section 1003.428, Florida Statutes, requires high school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course. A high school student who scores at Level 1 or Level 2 on FCAT Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

Passing scores on FCAT and concordant scores on other assessments may not be used to exempt students from required intervention. Districts may use flexibility to provide intervention to students in grades 11 and 12 who have met the graduation requirement.

High school students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. This teacher should be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or K-12 reading certification) and classroom infrastructure (class size, materials, etc.) should be adequate to

implement the intervention course.

This reading intervention course should include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

Districts may serve students scoring at Level 2 on FCAT Reading who are not in need of decoding or text reading efficiency instruction in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) package, the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, or the Reading Endorsement. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.

This intervention course should include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

Schools must progress monitor students scoring at Level 1 and 2 on FCAT Reading a minimum of three times per year. This should include a Baseline, Midyear, and End of the Year Assessment. As a reminder, each struggling reader must be given the instruction that best fits his or her needs. Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. New research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Therefore, caution is suggested in using fluency data for placement in reading intervention in the upper grades.

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:

[http://info.fldoe.org/justread/educators/Secondary\\_Reading\\_Placement\\_Chart.pdf](http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf)

End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can

provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet student needs. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.

**Complete an Assessment/Curriculum Decision Tree (Chart J)** to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level.

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

\*A sample for the Assessment/Curriculum Decision Tree can be found in the [Appendix](#). Last year's chart is available at your district's [public view page](#). District contacts will create and upload Chart J using the link found in this section online.

Note: Use the Browse button to choose the file that you would like to upload. Press the Upload button after you have selected the file.

**You will need to save this section using the button below at the bottom of this section before uploading the chart.**

✓ [Chart J - High School Assessment Curriculum Decision Tree](#) Last Uploaded: 3/29/2013 2:55:36 PM

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4 Describe the reading intervention that your high schools will be providing for 11th and 12th grade students, including both those students who still need to meet the FCAT Reading graduation requirement and those 12th grade students who have met the graduation requirement through an FCAT Reading score of 1926-2067 (Level 2) or through the use of concordant scores. Keep in mind that districts have great flexibility in how these juniors and seniors who have met the graduation requirement with a Level 2 score on FCAT Reading are served. These students may be served through reading courses, content area courses without a specific professional development requirement, or reading instruction before or after school.

All 11th and 12th grade students with a Level 1 or Level 2 score on FCAT Reading with issues in decoding or text reading efficiency according to Chart J will be scheduled into an Intensive Reading course using Hampton Brown Edge and other supplemental materials to meet their needs in the area(s) of fluency, vocabulary, and/or comprehension. This program provides a research based framework for whole group instruction and differentiated small group instruction that align with the

Florida Sunshine State Standards. Based on Chart J, students will need to meet certain criteria for placement. The goal is to move students as progress is made. This is a key factor in motivating students to work hard, close the gap, and eventually eliminate the need for an intensive class. Each student will have a data folder so that they can progress monitor their data, too.

Students who scored Level 1 on FCAT Reading but have no issues in decoding or text reading efficiency according to Chart J will be scheduled into an ACT Intensive Reading Course in addition to Reading for College Success (one semester course). Students who have met the FCAT Reading graduation requirement through an FCAT Reading score of 1926-2067 (Level 2) or through the use of concordant scores will receive remediation for college readiness in reading. They will be placed in a Reading for College Success (one semester course) or in English 4 College Prep (full year course satisfying the English 4 requirement). Either course will satisfy the FCAT reading intervention requirement.

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- 5 How will the district ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the high school level?

The district will ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the high school level through the review of schools' master schedules and regularly scheduled school visits by district personnel. The principal and guidance counselor will monitor the master schedule as well as individual student schedules in the computer to ensure that students are enrolled in the appropriate classes as documented in the District's MIS system.

All Level 1 students will receive extended time during the day based upon instructional needs. The principal will conduct weekly classroom walkthroughs to ensure that students receive on a daily basis: whole group explicit and systematic instruction, small group differentiated instruction, independent reading practice and increasingly complex literary and informational texts at a ratio matching FCAT 2.0 Item Specifications.

All intensive classes are taught by teachers reading endorsed, reading certified, or working towards that status.

- 
- 6 How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program? Include the following: a) how daily independent reading, monitored by the teacher, will be incorporated into all reading classrooms; b) how classroom libraries will be utilized; c) the process for leveling books; and d) the process for matching students with the appropriate level of text.

In classrooms where Hampton Brown Edge is being implemented, the accompanying classroom libraries will be utilized. These classroom libraries will provide student access to authentic fiction and non-fiction texts and represent a range of levels, interests, genres, and cultures. In classrooms that are not using Hampton Brown Edge, teachers will work with the reading coach, media specialist, and administrator to establish classroom libraries. In order to address the range of levels, interests, genres, and cultures, additional classroom libraries fictional and non-fictional titles are being placed in all Intensive Reading classes, Language Arts classes, and content area classes. Junior Great Books

will be implemented in Reading, Language Arts and/or content area classrooms at one high school. As funding permits, additional titles will be purchased and placed in other content-area classrooms.

a) Observational notes, conference notes, or student portfolios/reading journals will be used by the teacher to monitor and assess student progress in developing comprehension and fluency as well as an appreciation for authentic literature. Additionally, targeted professional development for all teachers in literacy development, particular emphasis on integrating authentic literature into instruction, will help to effectively promote independent reading practice.

b) Teachers will be encouraged to maintain classroom libraries containing fiction and nonfiction materials at a range of levels appropriate for the students. The libraries will enhance and enrich reading instruction by offering students a variety of open-ended tasks to support reading instruction and may include print resources such as relevant leveled readers, journals, newspapers, magazines, and novels to promote mastery of comprehension and fluency. The libraries will also support students' opportunities for reading independently or participating in a guided reading group.

c) All text and authentic literature will be leveled using the lexile scale and/or Accelerated Reader zones.

d) Lexile levels and Accelerated Reader levels will be used to determine the level of text that will be used by the students. Once the level of required instruction is determined, teachers will utilize the appropriate level of text for read-alouds, independent reading, small group and whole group instruction in an effort to expose students to various forms of literature and to engage them in authentic purposeful reading.

---

7 How will all content area and elective teachers (a) teach students to think as they read in subject area classrooms and (b) extend and build discussions of text in order to deepen understanding? Describe how teachers are implementing text based content area instruction in:

- English/Language Arts
- History/Social Studies
- Science
- Technical Subjects

Reading is an essential component that extends across the curriculum. All content area and elective teachers will incorporate reading and literacy instruction into subject areas to extend and build discussions of text beyond minimal understanding. Reading, Language Arts, content area and elective teachers will strive to increase literacy across the curriculum for all students by using effective strategies provided by the reading coach. During the summer, some content area teachers will acquire NGCAR-PD and will deliver content area reading to Level 2 students in their classrooms. They will begin to use high quality text dependent questions and task strategies learned through the training.

The ability for students to read high quality text closely and gain knowledge from text is a top priority

because:

A. A significant percentage of questions/tasks will be text dependent. Aligned curriculum materials will include rigorous text dependent questions that require students to demonstrate that they are able to follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text. Text dependent questions will only be answered by careful scrutiny of the text, and specifically by referring to evidence from the text itself to support the response.

B. Questions and tasks will require the use of textual evidence, including supporting logical inferences from the text. Students will be required to become more adept at drawing evidence from the text and explain that evidence orally and in writing. Aligned curriculum materials will include explicit models of high quality evidence-based answers to questions—samples of proficient student responses—about specific texts from each grade. Questions will require students to demonstrate that they follow the details of what is explicitly stated and are able to make non-trivial inferences beyond what is explicitly stated in the text to what logically follows from the evidence in the text. Evidence will play a similarly crucial role in student writing, speaking and listening; an increasing command of evidence in texts is essential to making progress in reading as well as the other literacy strands.

C. Questions and tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students will need to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations. Aligned instruction should therefore require students to demonstrate that they have followed the details and logic of an author's argument before they are asked to evaluate the thesis or compare the thesis to others. When engaging in critique, instruction should require students to return to the text to check the quality and accuracy of their evaluations and interpretations. Students can and should make connections between texts, but this activity must not supersede the close examination of each specific text.

D. Rather than emphasizing more general strategies and questions, text specific questions and tasks that reinforce focus on the text and cultivate independence will be used. Recommended reading strategies as well as broader questions and themes will be embedded in the actual reading of the text rather than being taught as a separate body of material. A significant portion of the time spent with each text will provide opportunities for student independent work within and outside of class analyzing the text.

Lastly, all content-area teachers will be encouraged to set up a literacy-rich classroom, through the use of classroom libraries, periodicals, a variety of appropriate texts, and word walls. All vocabulary used on the word walls will mirror the instruction for that subject area. Content area and elective teachers will incorporate reading and literacy instruction to assist students with achieving academic progress across the curriculum through reading and literacy.

---

## 8 How will writing be incorporated across the curriculum to deepen text comprehension?

Literacy emerges when reading and writing are fully integrated and the knowledge of one process reinforces knowledge and practice of the other. Research has consistency found that writing taught along with reading increases ability in both areas. Reading coaches will work closely with teachers to implement applicable reading and writing strategies across the curriculum. Teachers will provide

✓ multiple opportunities (i.e., on-demand prompts, reflection logs, research papers, predictive/final writing, responding to literature, etc.) in the classroom for middle school students to develop appropriate reading and writing strategies and to appreciate the interrelated qualities of both.

All activities will be documented in lesson plans. School administrators and reading coaches will review lesson plans and conduct classroom walk-throughs to ensure the alignment of reading and writing across the curriculum in all classrooms to deepen comprehension. Ongoing professional development that will address all areas of writing and how it applies to all curricular areas will be provided by the reading coach or consultant.

---

9 What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.

The before, after, and summer school reading activities that will be utilized in Gadsden includes mentoring and tutoring activities. More specifically, school will use district-approved supplementary core and/or non core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enrichment programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year and throughout the summer. Students are prioritized based on FCAT data with students scoring Level 1 having top priority.

✓ Eligibility for before, after, and summer school will be determined by, but not limited to, the most recent FCAT data wherein the students scoring at the lowest levels will have first priority. Results of teacher administered reading assessments and benchmark assessments along with their observations may be used to recommend students for participation. To ensure that activities are linked to reading instruction provided during the day, teachers will communicate and collaborate with program leaders/instructors so that instructional models and practices are seamlessly continued into the extended school day. Intensive instruction in extended day sessions is to be aligned with the CIM recommended focus calendars and will target tier 2 and tier 3 remediation in identified areas.

---

10.1 Which assessments are administered to determine reading intervention placement for students with the following needs:

Non-English speaking ELL students?

The district coordinator for ELL administers the IDEA Aural-Oral assessment to all students who answer yes on the home language survey to any of the following questions: Is there a language other than English spoken in the home, does the student speak a language other than English, and was the student's first language something other than English? If the test results indicate that the student is non-English speaking or limited English speaking, the student is placed in a developmental Language Arts class.

---

10.2 Students with severe speech/auditory impairments?

Students with severe speech/auditory impairments are administered the same assessments as "regular

✓ education students."

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10.3 Students with severe vision impairments?

Students with severe vision impairments are administered the same assessments used with "regular education students" along with the assistance of ocular instruments. If a student with severe vision

✓ impairments cannot be administered the FAIR assessment, the K-12 Department will conference with the Exceptional Education Department for recommendation of a standardized test that could be purchased (e.g., Stanford 10).

---

10.4 Students in grades 9 and above with no FCAT scores?

The teacher and/or reading coach will administer the Florida Assessment for Instruction in Reading (FAIR) and work together to determine appropriate placement based on these scores. Teachers will

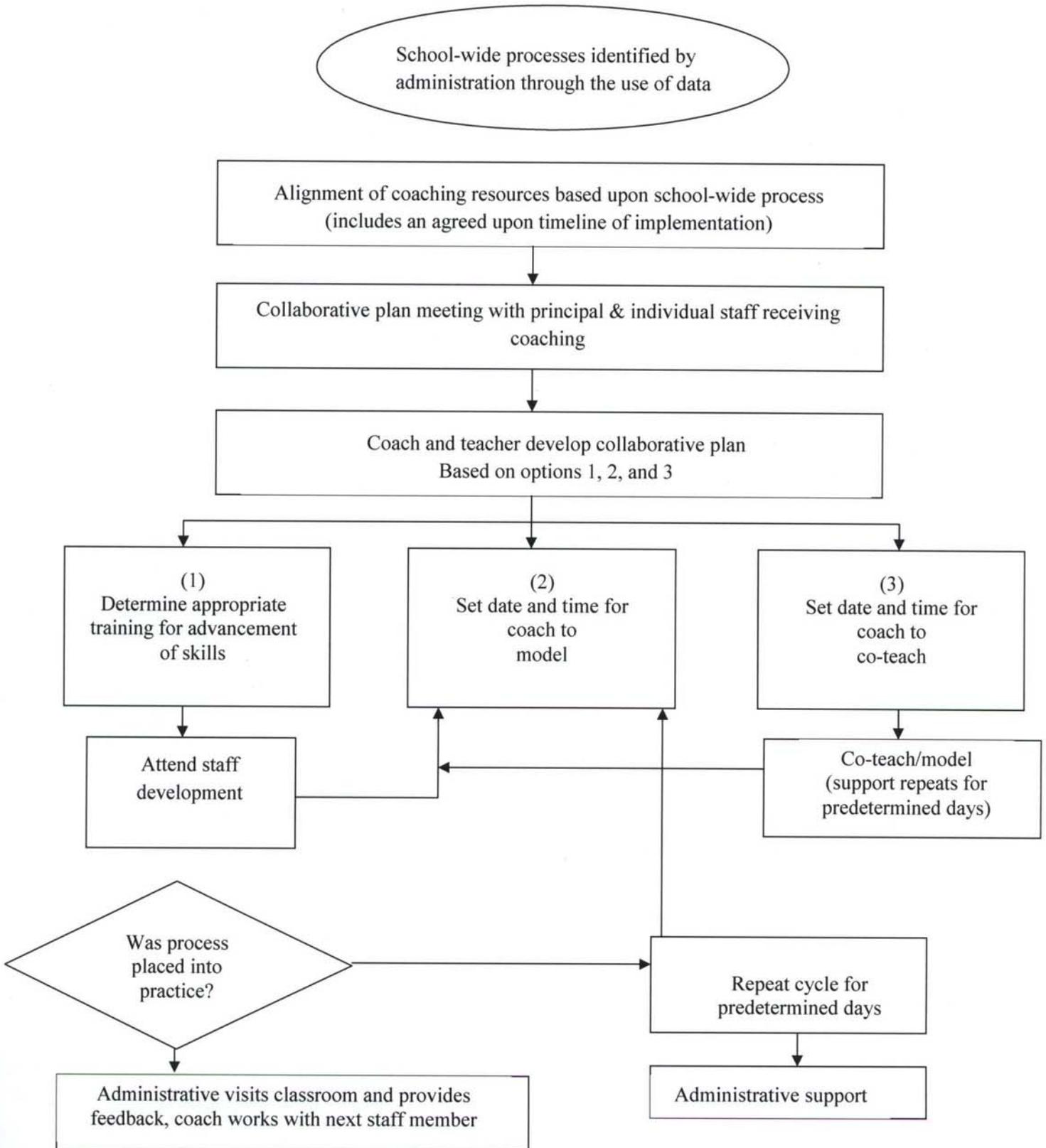
✓ use the program assessment test from Hampton Brown Edge and progress monitor for fluent students.

---

**Data Driven**  
**Reading Coach Process Chart**

# Gadsden District Data Driven Reading Coach Process Chart

## Data Driven Coaching A Process for Teaching Coaching to Increase Student Achievement



# Professional Development

Monday, July 15, 2013 11:50 AM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 1 - Foundations of Language Cognition

**Information about the delivery model:**

**Who will provide the professional development?**

NEFEC (FOLAC)

**Who is the targeted audience for the professional development?**

All 6-8 teachers who teach Intensive Reading to level one students, instructional leaders, and elementary teachers (by request)

**How will the professional development be delivered?**

Online

**What is the length of the professional development?**

60 hours

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment

Other

Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans. \_\_\_\_\_

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models. \_\_\_\_\_

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 11:51 AM

District : Gadsden

Professional Development in Reading

Chart is Identical to Previous Approved Version  New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Reading Endorsement Competency 1 - Foundations in Language Cognition (Beacon)

Information about the delivery model:

Who will provide the professional development?

Beacon Learning

Who is the targeted audience for the professional development?

All 6-8 teachers who teach Intensive Reading to level one students, instructional leaders, and elementary teachers (by request)

How will the professional development be delivered?

Online

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

Beacon Learning

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)

- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

Follow-up provided by:

Follow-up provided by.

<input checked="" type="checkbox"/> Reading Coach
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. _____
<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans. _____
<input checked="" type="checkbox"/> Assistant Principal
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models. _____
<input checked="" type="checkbox"/> District Staff
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. _____
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

Monday, July 15, 2013 1:29 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 1 - Foundations of Language and Cognition \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

District Reading Specialists trained by Performance Learning Consultants \_\_\_\_\_

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request) \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-Face \_\_\_\_\_

**What is the length of the professional development?**

60 hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal

Principal will follow up by conducting frequent classroom walk-throughs for formal and/or informal observations. \_\_\_\_\_

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructions. \_\_\_\_\_

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 12:06 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Competency 1 - District Approved College Course \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

College Instructor \_\_\_\_\_

**Who is the targeted audience for the professional development?**

K-12 teachers seeking the reading endorsement \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-face or on-line \_\_\_\_\_

**What is the length of the professional development?**

3 semester hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach
- Mentor Teacher

INTERVIEW FACILITY

<input type="checkbox"/> Principal
<input type="checkbox"/> Assistant Principal
<input checked="" type="checkbox"/> District Staff
District staff will review official transcript to assure competency content and specific indicators have been met. _____
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

Monday, July 15, 2013 11:51 AM

District : Gadsden

Professional Development in Reading

Chart is Identical to Previous Approved Version  New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Reading Endorsement Competency 2 - Foundations in Research-Based Practices

Information about the delivery model:

Who will provide the professional development?

FOR-PD - University of Central Florida

Who is the targeted audience for the professional development?

Secondary teachers of level one students and elementary teachers (by request)

How will the professional development be delivered?

Online

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

Evidence of Scientific Basis

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

University of Central Florida

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First

- Other
- Other
- Other

Follow-up provided by:

- Reading Coach

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans. \_\_\_\_\_

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models. \_\_\_\_\_

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLARE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 11:51 AM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 2 - Foundations in Research-Based Practices (Beacon) \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

Beacon Learning \_\_\_\_\_

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request) \_\_\_\_\_

**How will the professional development be delivered?**

Online \_\_\_\_\_

**What is the length of the professional development?**

60 hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

Beacon Learning \_\_\_\_\_

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First

- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans. \_\_\_\_\_

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models. \_\_\_\_\_

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLARE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 1:29 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 2 - Application of Research-Based Instructional Practices \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

District Reading Specialists trained by Performance Learning Consultants \_\_\_\_\_

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request) \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-Face \_\_\_\_\_

**What is the length of the professional development?**

60 hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal

Principal will follow up by conducting frequent classroom walk-throughs for formal and/or informal observations. \_\_\_\_\_

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructions. \_\_\_\_\_

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 12:07 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Competency 2 - District Approved College Course \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

College instructor \_\_\_\_\_

**Who is the targeted audience for the professional development?**

K-12 teachers seeking the reading endorsement \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-face or on-line \_\_\_\_\_

**What is the length of the professional development?**

3 semester hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach
- Mentor Teacher

APPLICANT TYPE

<input type="checkbox"/> Principal
<input type="checkbox"/> Assistant Principal
<input checked="" type="checkbox"/> District Staff
District staff will review official transcript to assure competency content and specific indicators have been met. _____
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

Monday, July 15, 2013 11:56 AM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 3 - Foundations of Assessment (Beacon) \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

Beacon Learning \_\_\_\_\_

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request) \_\_\_\_\_

**How will the professional development be delivered?**

Online \_\_\_\_\_

**What is the length of the professional development?**

60 hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

Beacon Learning \_\_\_\_\_

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans. \_\_\_\_\_

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models. \_\_\_\_\_

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 11:56 AM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 3 - Foundations of Assessment (NEFEC) \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

NEFEC (ADAPT) \_\_\_\_\_

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students and elementary teachers (by request) \_\_\_\_\_

**How will the professional development be delivered?**

Online \_\_\_\_\_

**What is the length of the professional development?**

60 hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

Reading Coach  
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level

67

<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.
<input checked="" type="checkbox"/> Assistant Principal Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

Monday, July 15, 2013 1:29 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 3 - Foundations of Assessment \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

District Reading Specialists trained by Performance Learning Consultants \_\_\_\_\_

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request) \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-Face \_\_\_\_\_

**What is the length of the professional development?**

60 hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal Principal will follow up by conducting frequent classroom walk-throughs for formal and/or informal observations.
<input checked="" type="checkbox"/> Assistant Principal Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructions.
<input checked="" type="checkbox"/> District Staff District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

Monday, July 15, 2013 12:07 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Competency 3 - District Approved College Course \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

College Instructor \_\_\_\_\_

**Who is the targeted audience for the professional development?**

K-12 teachers seeking the reading endorsement \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-face or on-line \_\_\_\_\_

**What is the length of the professional development?**

3 semester hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

- Reading Coach
- Mentor Teacher

WICHERT TEACHER

<input type="checkbox"/> Principal
<input type="checkbox"/> Assistant Principal
<input checked="" type="checkbox"/> District Staff
District staff will review official transcript to assure competency content and specific indicators have been met. _____
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

Monday, July 15, 2013 12:01 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competencies 4 and 5 - Foundations of Differentiation (Beacon) \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

Beacon Learning \_\_\_\_\_

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request) \_\_\_\_\_

**How will the professional development be delivered?**

Online \_\_\_\_\_

**What is the length of the professional development?**

60 hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

Beacon Learning \_\_\_\_\_

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First

- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach

READING COACH

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans. \_\_\_\_\_

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models. \_\_\_\_\_

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 12:08 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Competency 4 and 5 - District Approved College Course \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

College Instructor \_\_\_\_\_

**Who is the targeted audience for the professional development?**

K-12 teachers seeking the reading endorsement \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-face or online \_\_\_\_\_

**What is the length of the professional development?**

3 semester hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study \_\_\_\_\_
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach
- Mentor Teacher

WICHITA TEACHER

<input type="checkbox"/> Principal
<input type="checkbox"/> Assistant Principal
<input checked="" type="checkbox"/> District Staff
District staff will review official transcript to assure competency content and specific indicators have been met. _____
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

Monday, July 15, 2013 1:29 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 4 - Foundations and Applications of Differentiated Instruction \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

District Reading Specialists trained by Performance Learning Consultants \_\_\_\_\_

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request) \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-Face \_\_\_\_\_

**What is the length of the professional development?**

60 hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal Principal will follow up by conducting frequent classroom walk-throughs for formal and/or informal observations.
<input checked="" type="checkbox"/> Assistant Principal Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructions.
<input checked="" type="checkbox"/> District Staff District Staff will follow up by assistng as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

Monday, July 15, 2013 1:30 PM

District : Gadsden

Professional Development in Reading

Chart is Identical to Previous Approved Version  New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Reading Endorsement Competency 5 - Demonstration of Accomplishment \_\_\_\_\_

Information about the delivery model:

Who will provide the professional development?

District Reading Specialists trained by Performance Learning Consultants \_\_\_\_\_

Who is the targeted audience for the professional development?

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request) \_\_\_\_\_

How will the professional development be delivered?

Face-to-Face \_\_\_\_\_

What is the length of the professional development?

60 hours \_\_\_\_\_

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study \_\_\_\_\_
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

Follow-up provided by:

Reading Coach  
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal

Principal will follow up by conducting frequent classroom walk-throughs for formal and/or informal observations. \_\_\_\_\_

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructions. \_\_\_\_\_

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 12:02 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 6 - Practicum (Practical Experience) - PAEC \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

Train the Trainer Model \_\_\_\_\_

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request) \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-Face \_\_\_\_\_

**What is the length of the professional development?**

60 hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal  
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans. \_\_\_\_\_

Assistant Principal  
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models. \_\_\_\_\_

District Staff  
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 12:02 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 6 - Practicum (Practical Experience) - Beacon \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

Beacon Learning \_\_\_\_\_

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request) \_\_\_\_\_

**How will the professional development be delivered?**

Online \_\_\_\_\_

**What is the length of the professional development?**

60 hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

Beacon Learning \_\_\_\_\_

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_

**Follow-up provided by:**

- Reading Coach

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans. \_\_\_\_\_

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models. \_\_\_\_\_

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 12:02 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

NGCAR-PD Bundle \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

Florida Department of Education and Gadsden Reading Coaches \_\_\_\_\_

**Who is the targeted audience for the professional development?**

Content Area Teachers \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-Face \_\_\_\_\_

**What is the length of the professional development?**

90 hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal  
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans. \_\_\_\_\_

Assistant Principal  
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models. \_\_\_\_\_

District Staff  
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other  
A representative from the Florida Department of Education will provide site-based follow-up as requested. \_\_\_\_\_

Other

Other

Monday, July 15, 2013 12:03 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Overview of District K-12 Comprehensive Reading Plan Update \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

The District Reading Contact and Gadsden Reading Coaches \_\_\_\_\_

**Who is the targeted audience for the professional development?**

K-5th grade teachers of reading, ESE/ESOL teachers, and secondary teachers of reading and English \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-Face Workshops \_\_\_\_\_

**What is the length of the professional development?**

One hour minimum per session \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Increasing and/or solidifying program knowledge to ensure implementing the instructional program with fidelity. \_\_\_\_\_

Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study \_\_\_\_\_

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach

Reading Coach will followup by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans. \_\_\_\_\_

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models. \_\_\_\_\_

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 12:04 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

K-5 Screening/Diagnostic Assessment and Data Analysis (i.e. Florida Assessment for Instruction in Reading) \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

Trained Facilitators \_\_\_\_\_

**Who is the targeted audience for the professional development?**

K-5th grade reading teachers, secondary reading and English teachers, ESE/ESOL teachers, elementary and secondary administrators, elementary and secondary reading coaches, Reading Assessment Teams, and Reading Leadership Teams \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-Face Workshop(s) \_\_\_\_\_

**What is the length of the professional development?**

Four days \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Learn how to administer and/or interpret results from the Florida Assessments for Instruction in Reading and to make data-driven decisions that guide instruction in reading. \_\_\_\_\_

Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study \_\_\_\_\_

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans. \_\_\_\_\_

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models. \_\_\_\_\_

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 12:05 PM

District : Gadsden

Professional Development in Reading

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Just Read, Florida! Summer Professional Development Institute \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

Just Read, Florida! along with PAEC \_\_\_\_\_

**Who is the targeted audience for the professional development?**

All teachers of reading \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-Face \_\_\_\_\_

**What is the length of the professional development?**

3 days \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.
<input checked="" type="checkbox"/> Assistant Principal Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff District Staff will follow up by assisting as needed to facilitate problem solving and helping to create and effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

Monday, July 15, 2013 12:06 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Read 180 Training

**Information about the delivery model:**

**Who will provide the professional development?**

Consultant(s) - Scholastic Read 180

**Who is the targeted audience for the professional development?**

All secondary teachers who teach level one students - Intensive Reading Course

**How will the professional development be delivered?**

Face-to-Face

**What is the length of the professional development?**

Full day

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal  
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans. \_\_\_\_\_

Assistant Principal  
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models. \_\_\_\_\_

District Staff  
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher  
Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation. \_\_\_\_\_

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 12:09 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Florida Assessment for Instruction in Reading (FAIR) Training for Master Trainers (K-5)

**Information about the delivery model:**

**Who will provide the professional development?**

District Advanced FAIR Master Trainers and Just Read, Florida! Consultants

**Who is the targeted audience for the professional development?**

All teachers and reading coaches that will be training teachers to administer the FAIR assessment.

**How will the professional development be delivered?**

Face-to-face

**What is the length of the professional development?**

Four days Day 1 - Grades K-2 - How to Administer the Assessments Day 2 - Grades K-2 - Instructional Implications Day 3 - Grades K-2 - PMRN Reports Day 4 - Grades 3-5 - How to Administer Assessments, Instructional Implications and PMRN

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

Follow-up provided by:

Follow-up provided by:

<input checked="" type="checkbox"/> Reading Coach
The reading coach will follow up by assisting teachers in the proper implementation of administering the assessment. _____
<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal
Principal will conduct frequent Classroom Walk-throughs to observe proper administration of the FAIR assessment. _____
<input checked="" type="checkbox"/> Assistant Principal
Assistant principal will follow up by assisting teachers in the proper implementation of administering the FAIR assessment. _____
<input checked="" type="checkbox"/> District Staff
District staff will conduct walk-throughs to observe proper administration of the FAIR assessment. _____
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

Monday, July 15, 2013 12:09 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Florida Assessment for Instruction in Reading (FAIR) Training for Master Trainers (6-12) \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

District Advanced Master Trainers and Just Read, Florida! Consultants \_\_\_\_\_

**Who is the targeted audience for the professional development?**

All teachers and reading coaches that will be training teachers to administer the FAIR Assessment \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-Face \_\_\_\_\_

**What is the length of the professional development?**

1. day Day 1. - All components - How to Administer Assessments, Instructional Implications & PMRN \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

- Reading Coach

The reading coach will follow up by assisting teachers in the proper implementation of administering the assessment.

The reading coach will follow up by assisting teachers in the proper implementation of administering the assessment. \_\_\_\_\_

Mentor Teacher

Principal

Principal will conduct frequent Classroom Walk-throughs to observe proper administration of the FAIR assessment. \_\_\_\_\_

Assistant Principal

Assistant principal will follow up by assisting teachers in the proper implementation of administering the FAIR assessment. \_\_\_\_\_

District Staff

District staff will conduct walk-throughs to observe proper administration of the FAIR assessment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 12:09 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Florida Assessment for Instruction in Reading (FAIR) Training for Elementary Reading Teachers (K-5) \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

Teachers that have been trained as master trainers in FAIR \_\_\_\_\_

**Who is the targeted audience for the professional development?**

All elementary reading teachers that will be administering the FAIR assessment \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-face \_\_\_\_\_

**What is the length of the professional development?**

K and 1st Grade - 12.5 hours (spread out over a period of time) How to administer assessment - 6 hours; K-2 Data Entry - 1 1/2 hours; K-2 Electronic Scoring Tool - 1 hour; K-2 Instructional Implications - 4 hours 2nd Grade - 10.5 hours (spread out over a period of time) How to administer assessment - 4 hours; K-2 Data Entry - 1 1/2 hours; K-2 Electronic Scoring Tool - 1 hour; K-2 Instructional Implications - 4 hours 3rd-5th Grade - 5.5 hours (spread out over a period of time) How to administer assessment - 1 1/2 hours; 3-12 Web-Based Assessment Module (WAM) - 1 hour; 3-5 Instructional Implications - 3 hours \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study \_\_\_\_\_

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other \_\_\_\_\_

Other

Other

**Follow-up provided by:**

Reading Coach

The reading coach will follow up by assisting teachers in the proper implementation of administering the FAIR assessment. \_\_\_\_\_

Mentor Teacher

The master trainer will follow up by assisting teachers in the proper implementation of administering the FAIR assessment. \_\_\_\_\_

Principal

Principal will conduct frequent Classroom Walk-throughs to observe proper administration of the FAIR assessment. \_\_\_\_\_

Assistant Principal

Assistant Principal will follow up by assisting teachers in the proper implementation of administering the FAIR assessment. \_\_\_\_\_

District Staff

District staff will conduct walk-throughs to observe proper administration of the FAIR assessment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 12:10 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Florida Assessment for Instruction in Reading (FAIR) Training for Secondary Teachers (6-12) \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

Teachers that have been trained as master trainers in FAIR \_\_\_\_\_

**Who is the targeted audience for the professional development?**

All secondary reading, intensive reading and content area teachers that will be administering the FAIR assessment \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-face \_\_\_\_\_

**What is the length of the professional development?**

5 hours for reading/intervention teachers and 3.5 hours for content area teachers (spread out over a period of time)  
Reading/Intervention Teachers - How to administer assessment - 1 1/2 hours; 3-12 Web-Based Assessment Module (WAM) - 1 hour; 6-12 Instructional Implications - 2 1/2 hours  
Content Area Teachers - How to administer - 1 1/2 hours; 3-12 Web-Based Assessment Module (WAM) - 1 hour; 6-12 Instructional Implications - 1 hour \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

Reading Coach

The reading coach will follow up by assisting teachers in the proper implementation of administering the FAIR assessment. \_\_\_\_\_

Mentor Teacher

The master trainer will follow up by assisting teachers in the proper implementation of administering the FAIR assessment. \_\_\_\_\_

Principal

Principal will conduct frequent Classroom Walk-throughs to observe proper administration of the FAIR assessment. \_\_\_\_\_

Assistant Principal

Assistant Principal will follow up by assisting teachers in the proper implementation of administering the FAIR assessment. \_\_\_\_\_

District Staff

District staff will conduct walk-throughs to observe proper administration of the FAIR assessment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 1:26 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Achieve 3000 Training

**Information about the delivery model:**

**Who will provide the professional development?**

Consultant(s) - Achieve 3000

**Who is the targeted audience for the professional development?**

All secondary teachers

**How will the professional development be delivered?**

Face-to-Face

**What is the length of the professional development?**

One-half day minimum

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

103

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal  
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans. \_\_\_\_\_

Assistant Principal  
Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models. \_\_\_\_\_

District Staff  
District staff will follow up by assisting as needed to facilitate problem-solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher  
Publisher will follow-up by assigning highly experienced consultants to provide guidance and support with program implementation. \_\_\_\_\_

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 1:27 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Hampton-Brown Edge \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

Consultant(s) - Hampton-Brown Edge \_\_\_\_\_

**Who is the targeted audience for the professional development?**

Reading teachers working with Level 1 and Level 2 students \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-Face Workshop(s) \_\_\_\_\_

**What is the length of the professional development?**

Full-day \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.
<input checked="" type="checkbox"/> Assistant Principal Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff District staff will follow up by assisting as needed to facilitate problem-solving and helping to create an effective instructional literacy environment.
<input checked="" type="checkbox"/> Publisher Publisher will follow-up by assigning highly experienced consultants to provide guidance and support with program implementation.
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

Monday, July 15, 2013 1:27 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Early Interventions in Reading

**Information about the delivery model:**

**Who will provide the professional development?**

SRA Consultant(s)/Reading Coaches

**Who is the targeted audience for the professional development?**

K-3 Teachers

**How will the professional development be delivered?**

Face-to-face

**What is the length of the professional development?**

All day

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level

<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.
<input checked="" type="checkbox"/> Assistant Principal Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff District staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input checked="" type="checkbox"/> Publisher Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation.
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

Monday, July 15, 2013 1:27 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Elements of Reading Vocabulary \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

Consultant(s)/ Reading Coaches \_\_\_\_\_

**Who is the targeted audience for the professional development?**

K-5 Teachers \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-face \_\_\_\_\_

**What is the length of the professional development?**

All day \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal  
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations and by evaluating instructional plans. \_\_\_\_\_

Assistant Principal  
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models. \_\_\_\_\_

District Staff  
District staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher  
Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation. \_\_\_\_\_

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 1:28 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Text Complexity \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

DOE, Reading Coaches \_\_\_\_\_

**Who is the targeted audience for the professional development?**

K-12 Teachers, Administrators, Reading Coaches \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-face, workshops \_\_\_\_\_

**What is the length of the professional development?**

All day \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.
<input checked="" type="checkbox"/> Assistant Principal Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff District staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

Monday, July 15, 2013 1:28 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Common Core State Standards \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

DOE, Reding Coaches \_\_\_\_\_

**Who is the targeted audience for the professional development?**

K-12 Teachers, Administrators, Reading Coaches \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-face \_\_\_\_\_

**What is the length of the professional development?**

All day \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other
- Other
- Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans. \_\_\_\_\_

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models. \_\_\_\_\_

District Staff

District staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

Monday, July 15, 2013 1:28 PM

District : Gadsden

**Professional Development in Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Comprehension Instructional Sequence (CIS) \_\_\_\_\_

**Information about the delivery model:**

**Who will provide the professional development?**

DOE personnel, Consultant(s), Reading Coaches \_\_\_\_\_

**Who is the targeted audience for the professional development?**

K-12 Teachers, Administrators, Reading Coaches \_\_\_\_\_

**How will the professional development be delivered?**

Face-to-face \_\_\_\_\_

**What is the length of the professional development?**

All day \_\_\_\_\_

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other
- Other
- Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study \_\_\_\_\_
- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level. \_\_\_\_\_

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans. \_\_\_\_\_

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing and/or maximizing instructional delivery models.

District Staff

District staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment. \_\_\_\_\_

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

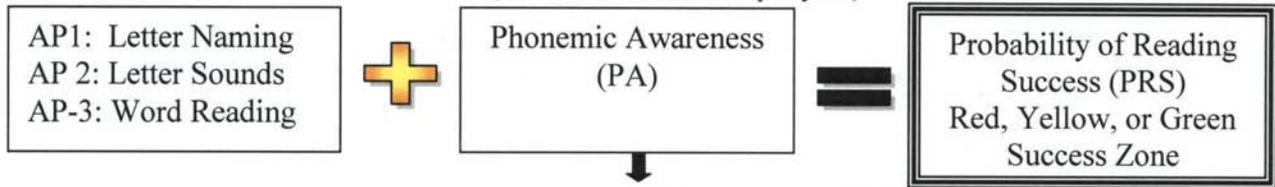
Other

**Elementary School  
Student Achievement and Instruction  
Charts**

Kindergarten Curriculum and Assessment Decision Tree

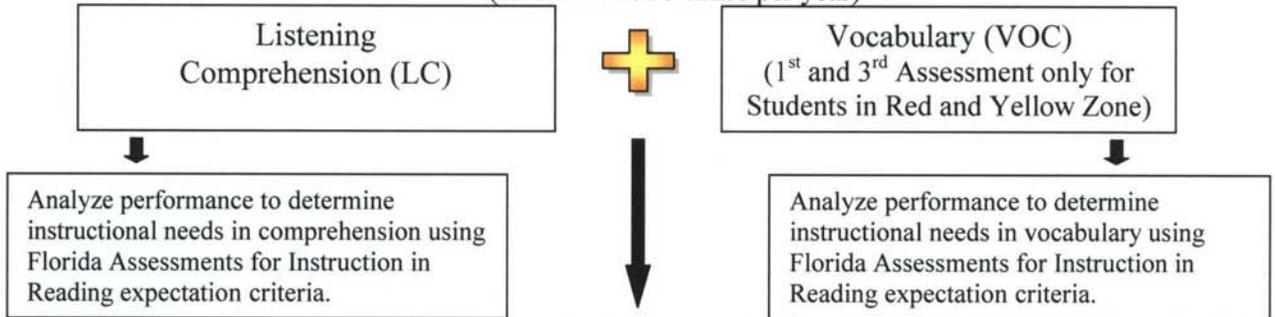
**Broad Screen/Progress Monitoring Tool (BS/PMT)**

(Administered 3 times per year)



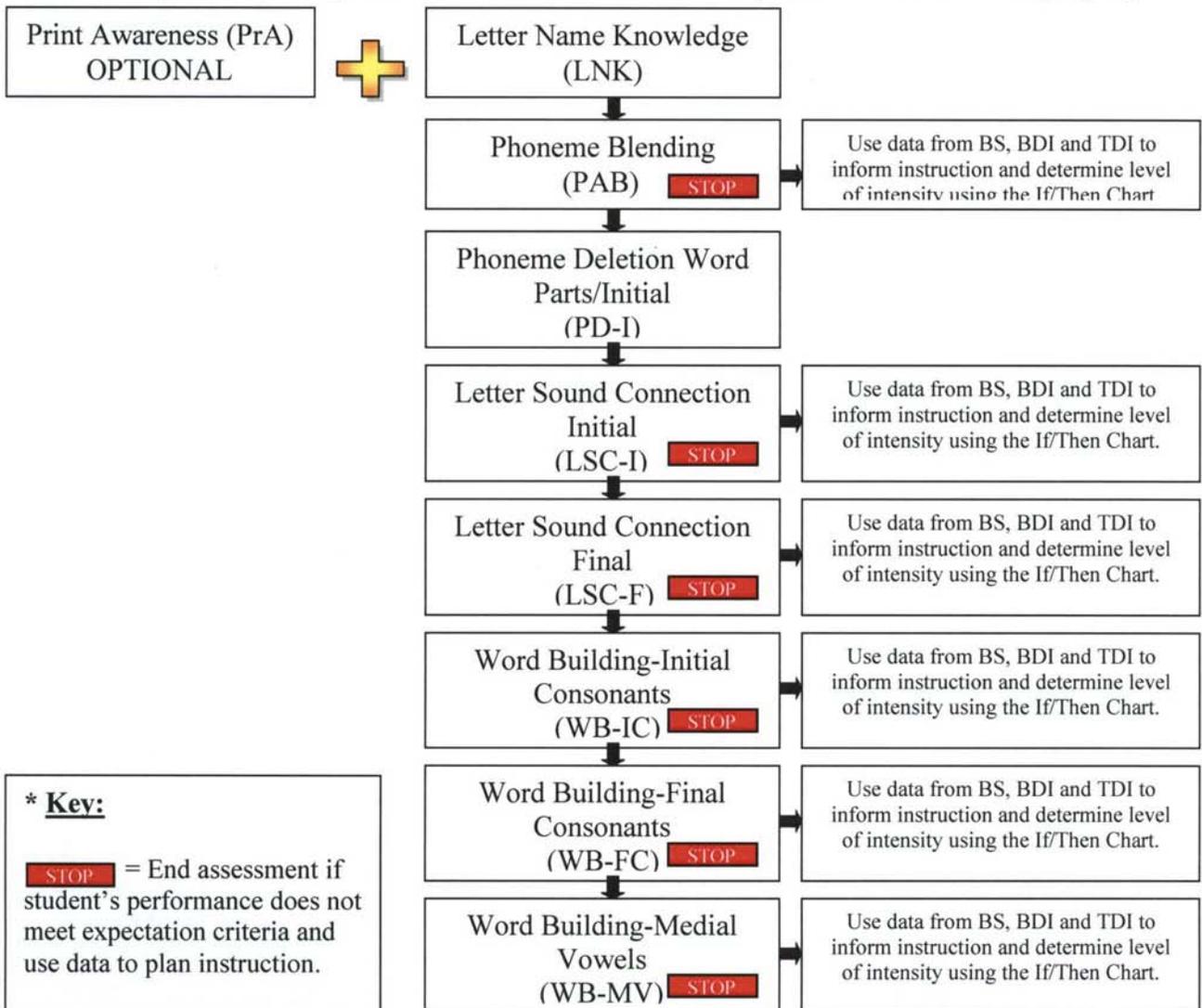
**Broad Diagnostic Inventory (BDI)**

(Administered 3 times per year)



**\* Targeted Diagnostic Inventory (TDI)**

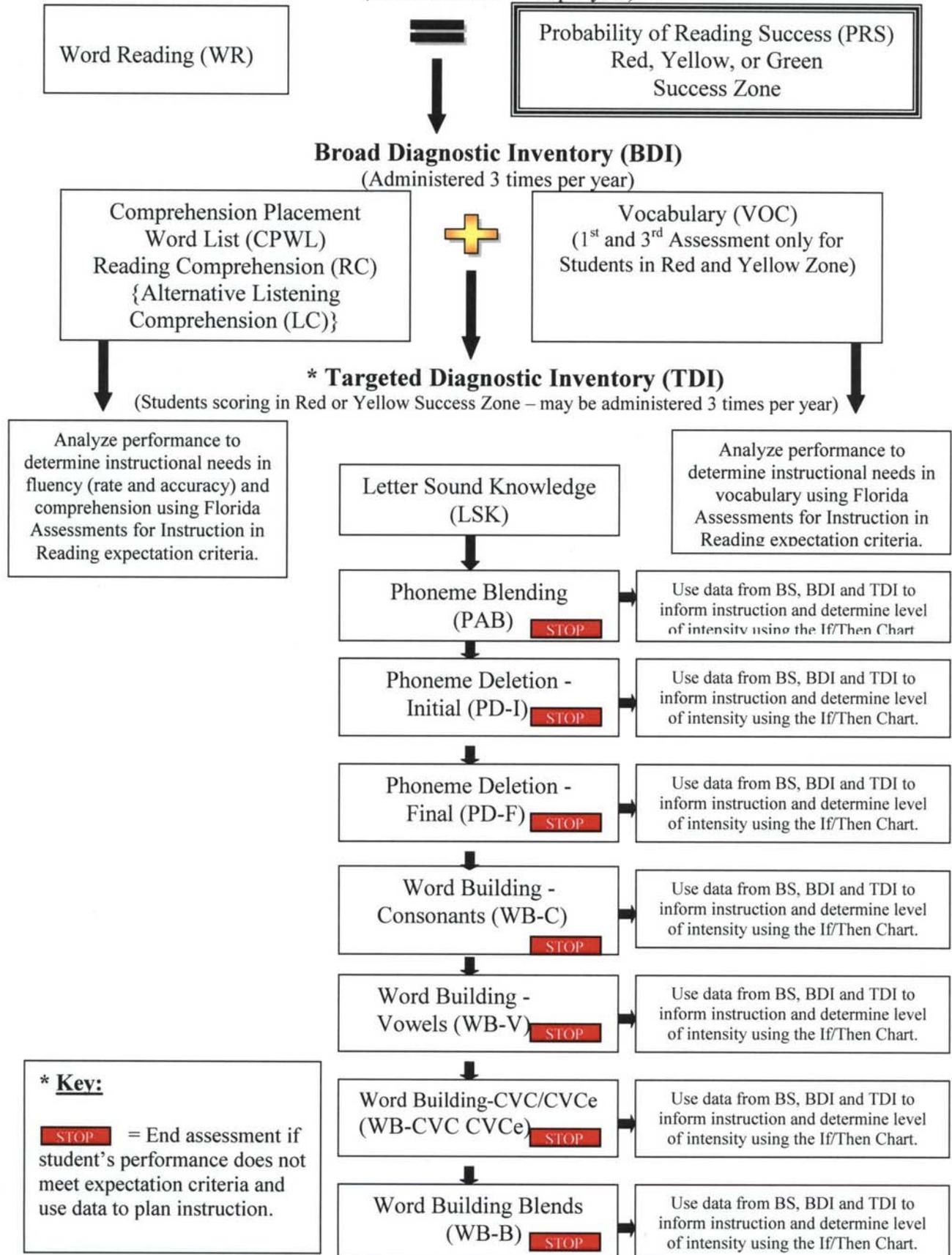
(Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)



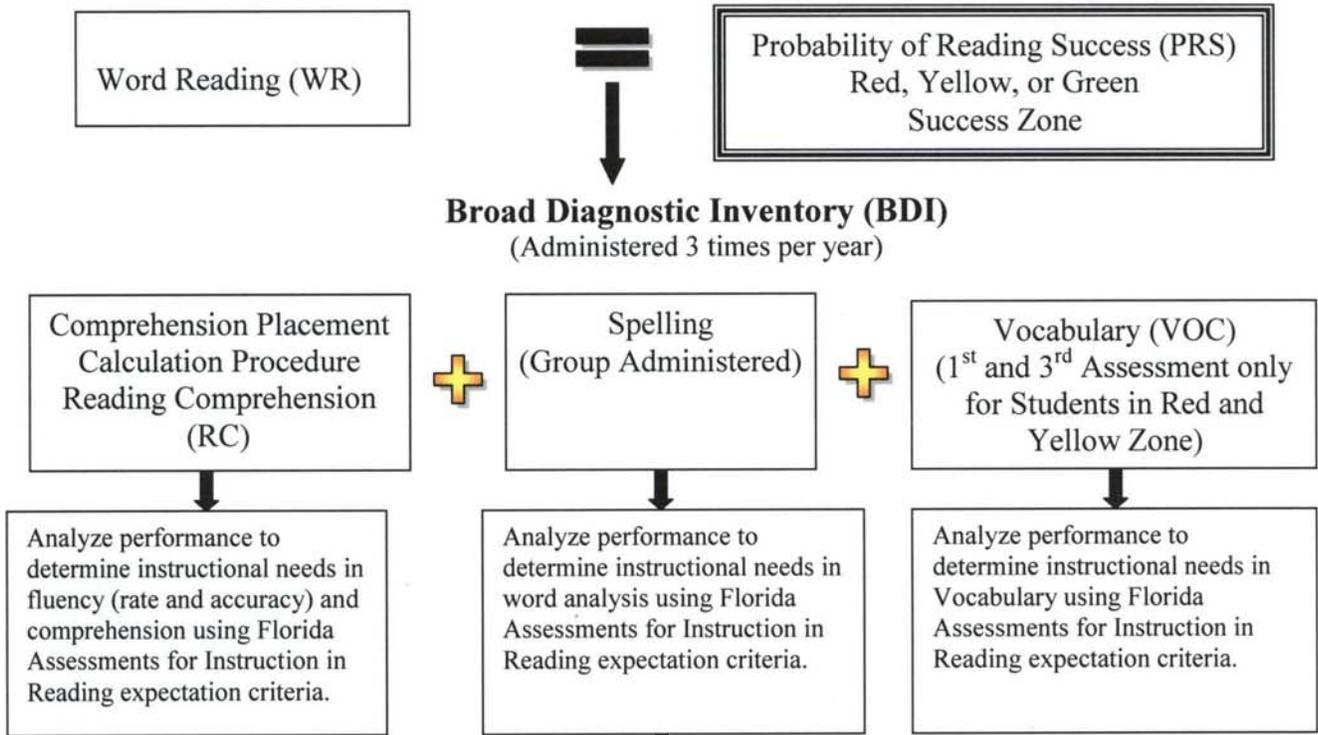
**\* Key:**

**STOP** = End assessment if student's performance does not meet expectation criteria and use data to plan instruction.

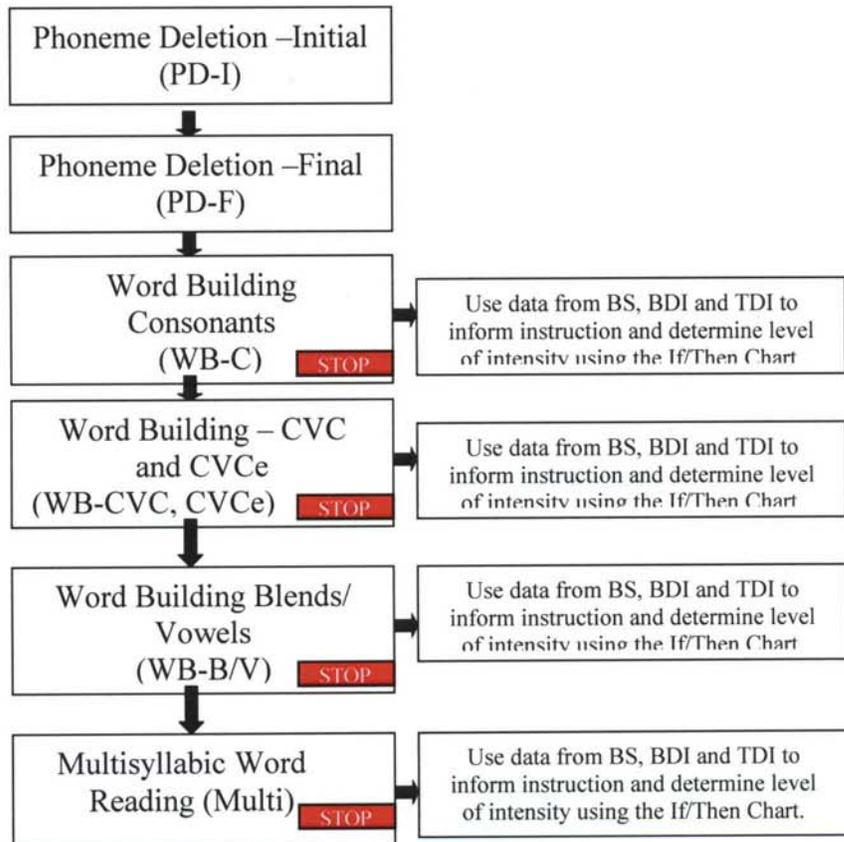
1<sup>st</sup> Grade Curriculum and Assessment Decision Tree  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
 (Administered 3 times per year)



2nd Grade Curriculum and Assessment Decision Tree  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
 (Administered 3 times per year)



**\* Targeted Diagnostic Inventory (TDI)**  
 (Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)



**\* Key:**  
 = End assessment if student's performance does not meet expectation criteria and use data to plan instruction.

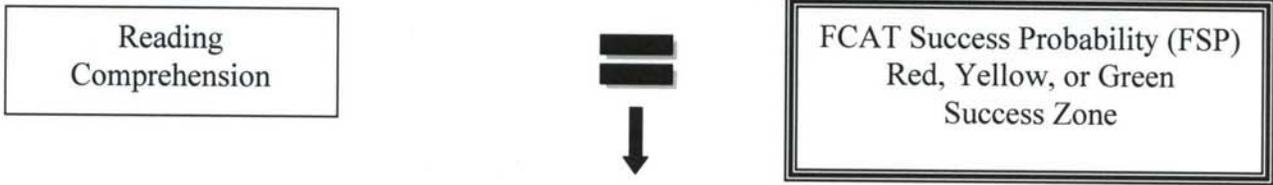
Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<b>Kindergarten – 2<sup>nd</sup> Grade</b>  Administer FAIR	Assessment Period 1: August/ September 2013  Assessment Period 2: December 2013  Assessment Period 3: March 2014	Student’s Probability of Reading Success (PRS) score is at or above 85% (Green Success Zone) and Listening/Reading Comprehension score is 4 or above	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher-level comprehension, vocabulary, phonics and fluency at the word and/or connected text level.	<ul style="list-style-type: none"> <li>• SRA Imagine It! Reading Program</li> </ul>
	Student’s Probability of Reading Success (PRS) score is at or above 85% (Green Success Zone) and Listening Comprehension/Reading score is 3 or below	<ul style="list-style-type: none"> <li>• Determine the breakdown of explicit and implicit questions.</li> <li>• Provide comprehension instruction, focusing on strategic listening/reading that includes explicit instruction in using before, during, and after comprehension strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• SRA Imagine It! Reading Program</li> <li>• Small group differentiated instruction that focuses on before, during, and after reading strategies.</li> </ul>	
	Student’s Probability of Reading Success (PRS) score is 16- 84% (Yellow Success Zone)	Administer Vocabulary task and Targeted Diagnostic Inventory (TDI). Because there is a wide discrepancy between students scoring in the yellow success zone, use the Listening Comprehension, Vocabulary and TDI scores to determine the level of daily differentiated intervention required for students.  <b>Note: Students scoring in the Yellow Success Zone will need to receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</b>	<ul style="list-style-type: none"> <li>• SRA Imagine It! Reading Program</li> <li>• Early Interventions in Reading</li> <li>• Phonemic Awareness</li> <li>• Early Reading Tutor</li> <li>• Supplemental Intervention Reading Program(s)</li> <li>• Daily small group differentiated intervention targeted to meet student’s instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block.)</li> </ul>	

**District: Gadsden**

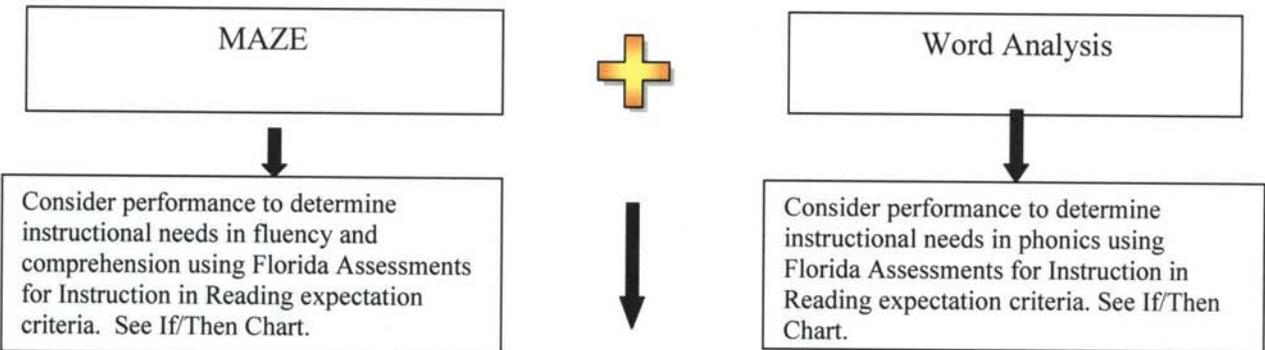
**Chart D1**

		Student's Probability of Reading Success (PRS) score is below 16% (Red Success Zone)	Administer Vocabulary task and Targeted Diagnostic Inventory (TDI). Use the Listening Comprehension, Vocabulary and TDI scores to determine the level of daily differentiated intervention required for students. Provide more intensity through additional time, smaller group size, and more targeted instruction.	<ul style="list-style-type: none"><li>• SRA Imagine It! Reading Program</li><li>• Early Interventions in Reading</li><li>• Phonemic Awareness</li><li>• Early Reading Tutor</li><li>• Supplemental Intervention Reading Program(s)</li><li>• Daily small group or individualized intervention in addition to an extension of the 90-minute reading block targeted to meet student's instructional needs.</li></ul>
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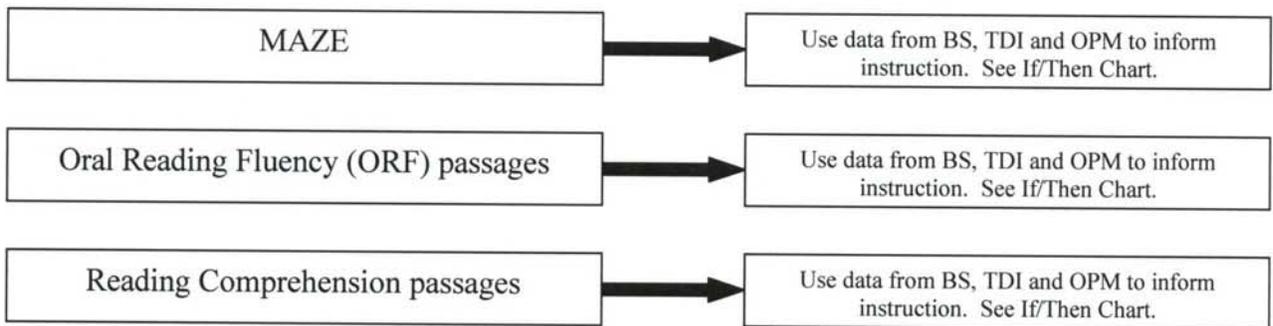
Grades 3-5 Curriculum and Assessment Decision Tree  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
 (Administered 3 times per year)



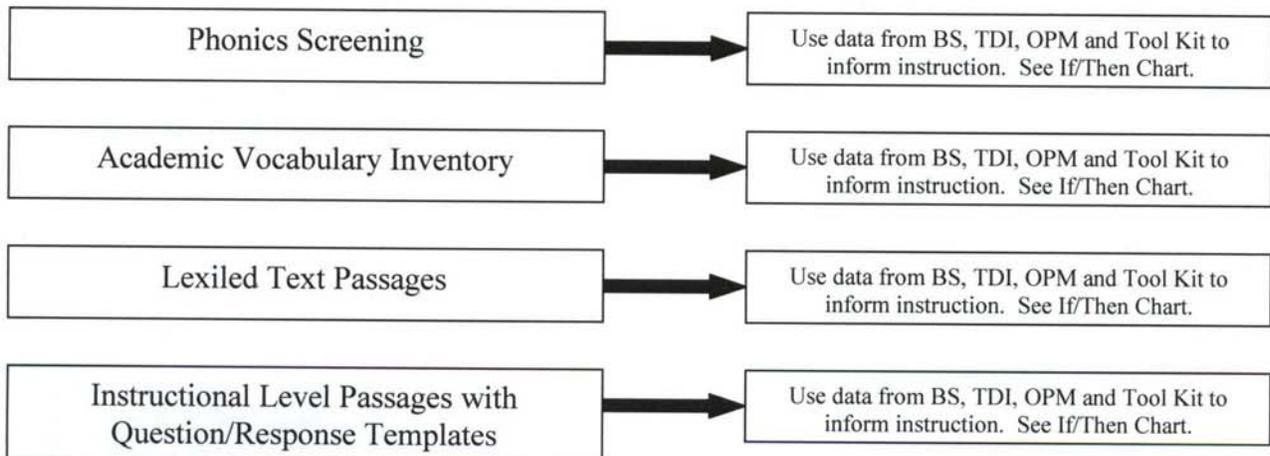
**Targeted Diagnostic Inventory (TDI)**  
 (Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)



**Ongoing Progress Monitoring (OPM)**  
 (Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



**Informal Diagnostic Tool Kit**  
 (Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



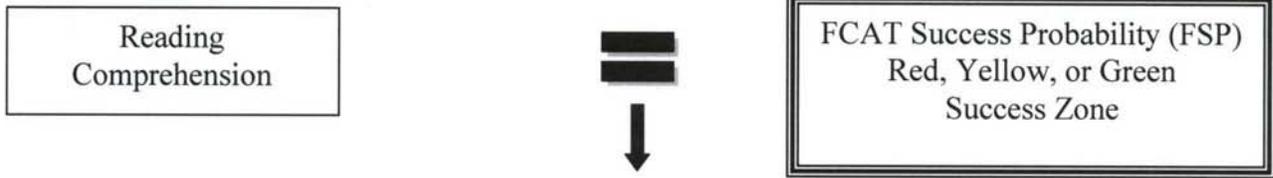
Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p><b>Grade 3</b> Administer FAIR to students who have been identified with a reading deficiency as determined by district selected assessment criteria</p> <p><b>Grades 4-5</b> Administer FAIR for students in grades 4 and 5 scoring at Level 1 or Level 2 on FCAT 2.0</p>	<p>Assessment Period 1: August/September 2013</p> <p>Assessment Period 2: December 2013</p> <p>Assessment Period 3: March 2014</p>	<p>Student's FCAT Success Probability (FSP) score is at or above 85% (Green Success Zone)</p> <p>Student's FCAT Success Probability (FSP) score is 85% or less (Yellow or Red Success Zone)</p>	<p><b><u>Green Success Zone (Box 1) *</u></b></p> <ul style="list-style-type: none"> <li>Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards</li> </ul> <p>* Consider the use of MAZE, Word Analysis, Ongoing Progress Monitoring (OPM) tasks and the Informal Diagnostic Toolkit to further assist in determining instructional needs.</p> <p><b>Students receive both MAZE and Word Analysis score. Use the appropriate rules below for each score to determine the appropriate programs/materials/strategies to meet student needs.</b></p> <p><b><u>Maze score is above 30<sup>th</sup> percentile (Box 2)</u></b> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b><u>Maze score is below 30<sup>th</sup> percentile (Box 3)</u></b></p> <ul style="list-style-type: none"> <li>Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies.</li> <li>If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy).</li> </ul> <p><b><u>Word Analysis Score is above 30<sup>th</sup> percentile (Box 4)</u></b> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<p><b><u>Green Success Zone (Box 1)</u></b> SRA Imagine It! Reading Program Strategies, Classroom Libraries, Leveled Books, Word Walls, Picture Dictionaries/Flashcards, Accelerated Reader and/or other district approved SRPs/IRPs to increase student vocabulary</p> <p><b><u>If a student's scores fall in Box 2+4</u></b> SRA Imagine It! Reading Program Strategies, KWL Charts, Fluency and Accuracy Probes/Checks, Kaleidoscope, FAIR Toolkit and/or other district approved SRPs/IRPs to strengthen comprehension</p> <p><b><u>If a student's scores fall in Box 2+5</u></b> SRA Imagine It! Reading Program Strategies, Fluency and Accuracy Probes/Checks, Kaleidoscope, FAIR Toolkit, Accelerated Reader, Early Reading Tutor, and/or district approved SRPs/IRPs to build fluency</p> <p><b><u>If a student's scores fall in Box 3+4</u></b> SRA Imagine It! Reading Program Strategies, KWL Charts, Fluency and Accuracy Probes/Checks, Kaleidoscope, FAIR Toolkit, Early Interventions in Reading and/or other district approved SRPs/IRPs to strengthen comprehension</p>

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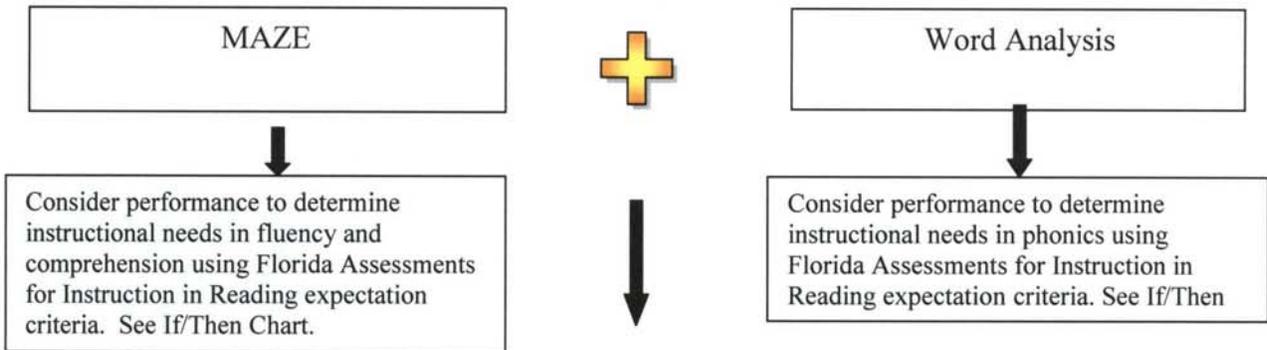
			<p><b><u>Word Analysis Score is above 30<sup>th</sup> percentile (Box 5)</u></b>                  Use Informal Diagnostic Tool Kit-Phonics Inventory to help identify specific areas of need.</p> <ul style="list-style-type: none"> <li>• If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.).</li> <li>• If the student struggles with morphological errors provide instruction in base/root words and prefixed/suffixes.</li> </ul>	<p><b><u>If a student's scores fall in Box 3+5</u></b>                  SRA Imagine It! Reading Program, Strategies: Fluency and Accuracy Probes/Checks, Kaleidoscope, Early Interventions in Reading, Leveled Libraries, Decodables, FAIR Toolkit, FCRR materials and/or district approved SRPs/IRPs</p>
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**Middle School**  
**Student Achievement and Instruction**  
**Charts**

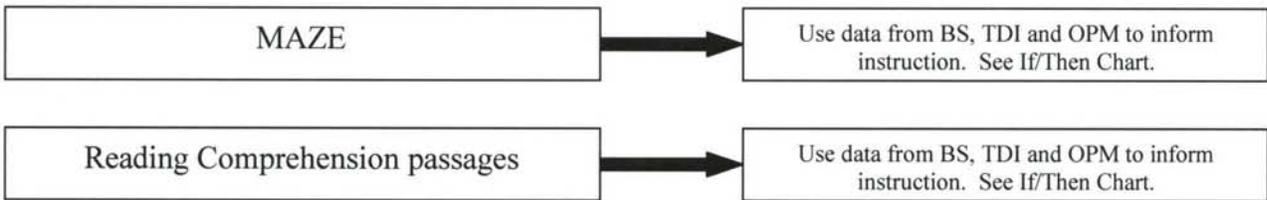
Grades (6) 7-8 Curriculum and Assessment Decision Tree  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
 (Administered 3 times per year)



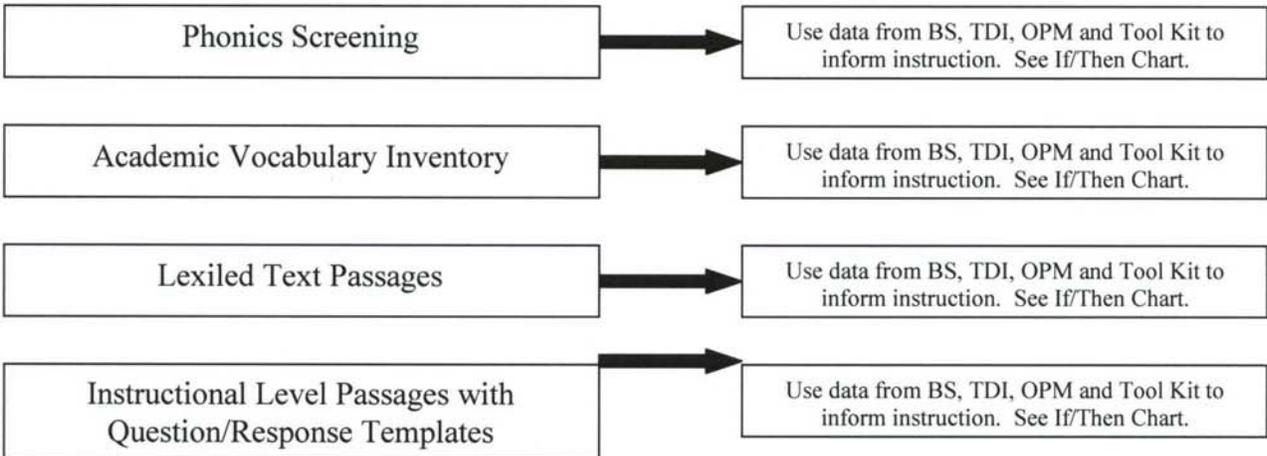
**Targeted Diagnostic Inventory (TDI)**  
 (Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)



**Ongoing Progress Monitoring (OPM)**  
 (Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



**Tool Kit**  
 (Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



Screening Assessments	Dates	IF	THEN	Interventions and Materials									
FCAT 2.0 and FAIR  Only FAIR for students without FCAT 2.0 Scores	Spring 2013	Student scores Level 1 or Level 2	Use FAIR reading comprehension, maze, and word analysis results from Spring 2011 administration to assess student need in fluency and decoding. Place into the appropriate reading intervention using placement guidelines and FCAT and FAIR data.  Student scoring at Level 2 on FCAT reading and deemed fluent based on FAIR scores will be eligible for content area reading intervention where available.	Intensive Reading Courses <b>Middle School</b> (key below for levels)									
		Student scores 16-84%		<table border="1"> <thead> <tr> <th>A*</th> <th>B*</th> <th>C*</th> <th>D</th> </tr> </thead> <tbody> <tr> <td>Issues with decoding/text reading efficiency</td> <td>Intensive Reading</td> <td>Intensive Reading</td> <td>Reading</td> </tr> <tr> <td>READ 180 Level A</td> <td>Read 180 Level B 6<sup>th</sup> grade Red Flex 7<sup>th</sup> grade Purple Flex 8<sup>th</sup> grade</td> <td>Read 180 and/or Literature Circles</td> <td>Content-Area Reading or Hampton Brown Edge Level A</td> </tr> </tbody> </table> <p><b>Match letters to intervention column:</b></p> <p>A. FCAT Level 1: Maze score: &lt; 15<sup>th</sup> percentile or Word Analysis score: &lt; 15<sup>th</sup> percentile Reading Comprehension: &lt; 20<sup>th</sup> percentile</p> <p>B. FCAT Level 1: Maze score: &lt; 20<sup>th</sup> percentile or Word Analysis score: &lt; 20<sup>th</sup> percentile Reading Comprehension: &lt; 39<sup>th</sup> percentile</p> <p>C. FCAT Level 1 or 2: Maze Score: &lt; 30<sup>th</sup> percentile or Word Analysis score: &lt; 30<sup>th</sup> percentile Reading Comprehension: &lt; or = 39<sup>th</sup> percentile</p> <p>D. FCAT Level 2 Maze Score: &gt; 30<sup>th</sup> percentile or Word Analysis score: &gt; 30<sup>th</sup> percentile Reading Comprehension: &gt; 39<sup>th</sup> percentile</p> <p>*Teacher recommendation</p> <p>*A, B, and C require additional instructional time</p>	A*	B*	C*	D	Issues with decoding/text reading efficiency	Intensive Reading	Intensive Reading	Reading	READ 180 Level A
A*	B*	C*	D										
Issues with decoding/text reading efficiency	Intensive Reading	Intensive Reading	Reading										
READ 180 Level A	Read 180 Level B 6 <sup>th</sup> grade Red Flex 7 <sup>th</sup> grade Purple Flex 8 <sup>th</sup> grade	Read 180 and/or Literature Circles	Content-Area Reading or Hampton Brown Edge Level A										

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Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
FAIR 1 <sup>st</sup> assessment  FAIR 2 <sup>nd</sup> assessment  FAIR 3 <sup>rd</sup> assessment  Administer FAIR to students scoring at Level 1 or Level 2 on FCAT 2.0	Assessment Period 1: August/ September 2013	Student's scores high FCAT Success Probability (Green Success Zone – 85% and above)	Continue to serve student in reading intervention <u><b>Green Success Zone (Box 1) *</b></u> <ul style="list-style-type: none"> <li>Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards</li> </ul> * Consider the use of MAZE, Word Analysis, Ongoing Progress Monitoring (OPM) tasks and the Informal Diagnostic Toolkit to further assist in determining instructional needs.	<u><b>Green Success Zone (Box 1)</b></u> Glencoe Literature Florida Treasures Classroom Libraries Accelerated Reader Kagan Strategies Junior Great Book Daybook of Critical Reading & Writing FAIR Toolkit Other district approved SRPs/IRPs to increase student vocabulary
	Assessment Period 2: December 2013	Student's FCAT Success Probability (FSP) score is 84% or less (Yellow or Red Success Zone)	Continue to serve student in reading intervention; determine if student is properly placed by monitoring fluency status through the use of Maze and Word Analysis scores. Use ongoing progress monitoring tools between assessment windows to ascertain progress.  Use the appropriate rules below for each score. <u><b>Maze score is above 30<sup>th</sup> percentile (Box 2)</b></u> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.	<u><b>If a student's scores fall in Box 2+4</b></u> Glencoe Literature Florida Treasures Read 180 Hampton Brown Edge Kagan Strategies Classroom Libraries Daybook of Critical Reading & Writing FAIR Toolkit Other district approved SRPs/IRPs to strengthen comprehension
	Assessment Period 3: March 2014		<u><b>Maze score is below 30<sup>th</sup> percentile (Box 3)</b></u> Have student orally read a passage monitoring fluency rate, accuracy, expression) <ul style="list-style-type: none"> <li>If the student reads fluently, then work on comprehension strategies.</li> <li>If the student struggles with reading fluently, then work on strategies, addressing fluency (rate and accuracy)</li> </ul>	<u><b>If a student's scores fall in Box 2+5</b></u> Glencoe Literature Florida Treasures Read 180 Hampton Brown Edge Word Skills Kagan Strategies Classroom Libraries Accelerated Reader FAIR Toolkit Other district approved SRPs/IRPs to build fluency

Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
			<p><b><u>Word Analysis score is above 30<sup>th</sup> percentile (Box 4)</u></b>                      Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b><u>Word Analysis score is below 30<sup>th</sup> percentile (Box 5)</u></b>                      Use Informal Diagnostic Tool Kit – Phonics Inventory to help identify specific areas of need.</p> <ul style="list-style-type: none"> <li>• If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.). If student struggles with morphological errors provide instruction in base/root words and prefixes, suffixes and consider the diagnostic toolkit.</li> </ul>	<p><b><u>If a student’s scores fall in Box 3+4</u></b>                      Glencoe Literature Florida Treasures                      Read 180                      Hampton Brown Edge                      Kagan Strategies                      Accelerated Reader                      FAIR Toolkit                      Classroom Libraries                      Other district approved SRPs/IRPs to increase vocabulary and strengthen comprehension</p> <p><b><u>If a student’s scores fall in Box 3+5</u></b>                      Glencoe Literature Florida Treasures                      SRA Corrective Reading - Decoding                      Word Skills                      Kagan Strategies                      Read 180                      FAIR Toolkit                      Other district approved SRPs/IRPs</p>

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**High School  
Student Achievement and Instruction  
Charts**

Grades 9-12 Curriculum and Assessment Decision Tree  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
 (Administered 3 times per year)

Reading  
Comprehension



**FCAT Success Probability (FSP)**  
 Red, Yellow, or Green  
 Success Zone

**Targeted Diagnostic Inventory (TDI)**

(Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)

MAZE



Word Analysis

Consider performance to determine instructional needs in fluency and comprehension using Florida Assessments for Instruction in Reading expectation criteria. See If/Then Chart.



Consider performance to determine instructional needs in phonics using Florida Assessments for Instruction in Reading expectation criteria. See If/Then Chart.

**Ongoing Progress Monitoring (OPM)**

(Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)

MAZE



Use data from BS, TDI and OPM to inform instruction. See If/Then Chart.

Reading Comprehension passages



Use data from BS, TDI and OPM to inform instruction. See If/Then Chart.



**Tool Kit**

(Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)

Phonics Screening



Use data from BS, TDI, OPM and Tool Kit to inform instruction. See If/Then Chart.

Academic Vocabulary Inventory



Use data from BS, TDI, OPM and Tool Kit to inform instruction. See If/Then Chart.

Lexiled Text Passages



Use data from BS, TDI, OPM and Tool Kit to inform instruction. See If/Then Chart.

Instructional Level Passages with  
Question/Response Templates



Use data from BS, TDI, OPM and Tool Kit to inform instruction. See If/Then Chart.

Screening Assessments	Dates	IF	THEN	Interventions and Materials					
FCAT 2.0 and FAIR  Only FAIR for students without FCAT 2.0 scores	Spring 2013	Student scores Level 1 or Level 2	Use FAIR reading comprehension, maze and word analysis results from Spring 2011 administration to assess student need in fluency and decoding. Place into the appropriate reading intervention using placement guidelines and FCAT and FAIR data.  Student scoring at Level 2 on FCAT reading and deemed fluent based on FAIR scores will be eligible for content area reading intervention where available.	Reading Courses <b>High School</b> (key below for levels)					
		Student scores 16-84%		<table border="1"> <thead> <tr> <th>A*</th> <th>B</th> <th>C</th> <th>D</th> </tr> </thead> <tbody> <tr> <td>                             Issues with decoding/ text reading efficiency                               Hampton Brown Edge Level A or B (placement test) or SRA Corrective Reading Decoding                         </td> <td>                             Intensive Reading                               Hampton Brown Edge Level C                         </td> <td>                             Intensive Reading                               Hampton Brown Edge Level C and/or Literature Circles                         </td> <td>                             Reading                               Content -Area Reading or Hampton Brown Edge Level C                         </td> </tr> </tbody> </table> <p><b>Match letters to intervention column:</b></p> <p>A. FCAT Level 1:                      Maze score: &lt; 15<sup>th</sup> percentile or                      Word Analysis score: &lt; 15<sup>th</sup> percentile                      Reading Comprehension: &lt; 20<sup>th</sup> percentile</p> <p>B. FCAT Level 1:                      Maze score: &lt; 20<sup>th</sup> percentile or                      Word Analysis score: &lt; 20<sup>th</sup> percentile                      Reading Comprehension: &lt; 39<sup>th</sup> percentile</p> <p>C. FCAT Level 1 or 2:                      Maze Score: &lt; 30<sup>th</sup> percentile or                      Word Analysis score: &lt; 30<sup>th</sup> percentile                      Reading Comprehension: &lt; or = 39<sup>th</sup> percentile</p> <p>D. FCAT Level 2                      Maze Score: &gt; 30<sup>th</sup> percentile or                      Word Analysis score: &gt; 30<sup>th</sup> percentile                      Reading Comprehension: &gt; 39<sup>th</sup> percentile</p> <p>*Teacher recommendation</p> <ul style="list-style-type: none"> <li>• Only A requires additional instructional time</li> </ul>	A*	B	C	D	Issues with decoding/ text reading efficiency  Hampton Brown Edge Level A or B (placement test) or SRA Corrective Reading Decoding
A*	B	C	D						
Issues with decoding/ text reading efficiency  Hampton Brown Edge Level A or B (placement test) or SRA Corrective Reading Decoding	Intensive Reading  Hampton Brown Edge Level C	Intensive Reading  Hampton Brown Edge Level C and/or Literature Circles	Reading  Content -Area Reading or Hampton Brown Edge Level C						

Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>FAIR 1<sup>st</sup> assessment</p> <p>FAIR 2<sup>nd</sup> assessment</p> <p>FAIR 3<sup>rd</sup> assessment</p> <p>Administer FAIR to students scoring at Level 1 or Level 2 on FCAT 2.0</p>	<p>Assessment Period 1: August/September 2013</p> <p>Assessment Period 2: December 2013</p> <p>Assessment Period 3: March 2014</p>	<p>Student's scores high FCAT Success Probability (Green Success Zone – 85% and above)</p> <p>Student's FCAT Success Probability (FSP) score is 84% or less (Yellow or Red Success Zone)</p>	<p>Continue to serve student in reading intervention</p> <p><b><u>Green Success Zone (Box 1) *</u></b></p> <ul style="list-style-type: none"> <li>• Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards</li> </ul> <p>* Consider the use of MAZE, Word Analysis, Ongoing Progress Monitoring (OPM) tasks and the Informal Diagnostic Toolkit to further assist in determining instructional needs.</p> <p>Continue to serve student in reading intervention; determine if student is properly placed by monitoring fluency status through the use of Maze and Word Analysis scores. Use ongoing progress monitoring tools between assessment windows to ascertain progress.</p> <p>Use the appropriate rules below for each score.</p> <p><b><u>Maze score is above 30<sup>th</sup> percentile (Box 2)</u></b> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b><u>Maze score is below 30<sup>th</sup> percentile (Box 3)</u></b> Have student orally read a passage monitoring fluency rate, accuracy, expression)</p> <ul style="list-style-type: none"> <li>• If the student reads fluently, then work on comprehension strategies.</li> <li>• If the student struggles with reading fluently, then work on strategies, addressing fluency (rate and accuracy)</li> </ul>	<p><b><u>Green Success Zone (Box 1)</u></b> Glencoe Literature Florida Treasures Hampton Brown Edge Classroom Libraries Accelerated Reader FAIR Toolkit</p> <p><b><u>If a student's scores fall in Box 2+4</u></b> Glencoe Literature Florida Treasures Hampton Brown Edge Accelerated Reader Classroom Libraries FAIR Toolkit</p> <p><b><u>If a student's scores fall in Box 2+5</u></b> Glencoe Literature Florida Treasures Hampton Brown Edge Accelerated Reader Classroom Libraries FAIR Toolkit</p>

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Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
			<p><b><u>Word Analysis score is above 30<sup>th</sup> percentile (Box 4)</u></b>                      Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b><u>Word Analysis score is below 30<sup>th</sup> percentile (Box 5)</u></b>                      Use Informal Diagnostic Tool Kit – Phonics Inventory to help identify specific areas of need.</p> <ul style="list-style-type: none"> <li>• If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.). If student struggles with morphological errors provide instruction in base/root words and prefixes, suffixes and consider the diagnostic toolkit.</li> </ul>	<p><b><u>If a student’s scores fall in Box 3+4</u></b>                      Glencoe Literature Florida Treasures                      Hampton Brown Edge                      Classroom Libraries                      Accelerated Reader                      FAIR Toolkit</p> <p><b><u>If a student’s scores fall in Box 3+5</u></b>                      Glencoe Literature Florida Treasures                      Hampton Brown Edge                      Accelerated Reader                      Classroom Libraries                      SRA Corrective Reading – Decoding                      FAIR Toolkit</p>

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided or have shown significant growth based on student data and teacher recommendation, reading intervention instruction and/or materials will be changed based on student data.

**District: Gadsden  
Leadership: Budget**

**Research-Based Reading Instruction Allocation 2013-2014**

✓ **Approved Section**

(percentage)  
Percentage of Total:  
(rounded to the nearest  
percent)

(dollar total)

Estimated Expenditures -  
FEFP Reading Earmark \$   
Fund Source:

Salaries and Benefits \$

%

Full time Elementary  
Reading Coach Positions  
funded by FEFP

Full time Middle School  
Reading Coach Positions  
funded by FEFP

Full time High School  
Reading Coach Positions  
funded by FEFP

Elementary Reading  
Intervention Teacher  
Positions funded by FEFP

Middle School Reading  
Intervention Teacher  
Positions funded by FEFP

High School Reading  
Intervention Teacher  
Positions funded by FEFP

**Detailed breakdown of  
other salaries**

Salary and benefits for the District Reading Resource Specialist. Salaries and benefits for twelve reading coaches/reading teachers are being paid from other funding sources.

Professional Development \$

%

Grades K-3 Amount \$

Grades K-3 Detail

	Common Core training and professional development on the core reading program and intervention programs.	
Grades 4-5 Amount	\$ 17500	
Grades 4-5 Detail	Common Core training and professional development on the core reading program and intervention programs.	
Grades 6-8 Intensive Reading Amount	\$ 9000	
Grades 6-8 Intensive Reading Detail	Common Core training and professional development on the intensive reading programs (i.e., Read 180). Training in the use of classroom libraries.	
Grades 6-8 Content Area Amount	\$ 6000	
Grades 6-8 Content Area Detail	Common Core Training. NGCAR-PD Training. Training in the use of classroom libraries.	
Grades 9-12 Intensive Reading Amount	\$ 9000	
Grades 9-12 Intensive Reading Detail	Common Core training and professional development on the intensive reading programs (i.e., Hampton Brown Edge ). Training in the use of classroom libraries.	
Grades 9-12 Content Area Amount	\$ 6000	
Grades 9-12 Content Area Detail	Common Core Training. NGCAR-PD Training. Training in the use of classroom libraries.	
Assessment Costs	\$ 10000	3%
Detailed breakdown of Elementary Assessment category	Formal/informal assessments (i.e., FAIR, Iowa Assessments) - \$5,000	
Detailed breakdown of Middle School Assessment category	Formal/informal assessments (i.e., FAIR) - \$2,500	
Detailed breakdown of High School Assessment		

category	Formal/informal assessments (i.e., FAIR) - \$2,500	
Programs/Materials	\$ 139917	41%
Detailed breakdown of Elementary Programs/Materials category (breakdown by CCRP, CIRP, SIRP, Ed Tech)	Core supplementary programs/materials, intervention reading programs/materials, Consumable reading-related supplies and materials, Accelerated Reader Enterprise - \$60,291	
Detailed breakdown of Middle School Programs/Materials category (breakdown by CCRP, CIRP, SIRP, Ed Tech)	Core supplementary programs/materials, intervention reading programs/materials, Consumable reading-related supplies and materials, Accelerated Reader Enterprise - \$41,268	
Detailed breakdown of High School Programs/Materials category (breakdown by CCRP, CIRP, SIRP, Ed Tech)	Core supplementary programs/materials, intervention reading programs/materials, Consumable reading-related supplies and materials - \$38,358	
Summer Reading Camps	\$ 70500	21%
<b>Detailed breakdown of Summer Reading Camps Category</b>	Salaries and benefits for ten instructional and two non-instructional employees working in the third grade summer reading camp (\$50,000), Transportation for third grade summer reading camp (\$19,000), and reading materials and supplies for third grade summer reading camp (\$1,500)	
Total Estimated Expenditures - FEFP Reading Earmark Fund Source	\$ 341417	



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 10b

**DATE OF SCHOOL BOARD MEETING:** July 23, 2013

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

**DIVISION:**

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

**PURPOSE AND SUMMARY OF ITEM:**

Approval of the Revised Master Inservice Plan.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Dr. Pink Hightower

**POSITION:** Director, Human Resources and Staff Development

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**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

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2013 JUL 16 AM 10:16  
GADSDEN COUNTY BOARD  
OF EDUCATION ASSISTANT  
SUPERINTENDENT

MASTER INSERVICE PLAN  
APPROVAL VERIFICATION

Person Responsible for District Inservice Plan

Dr. Pink Hightower

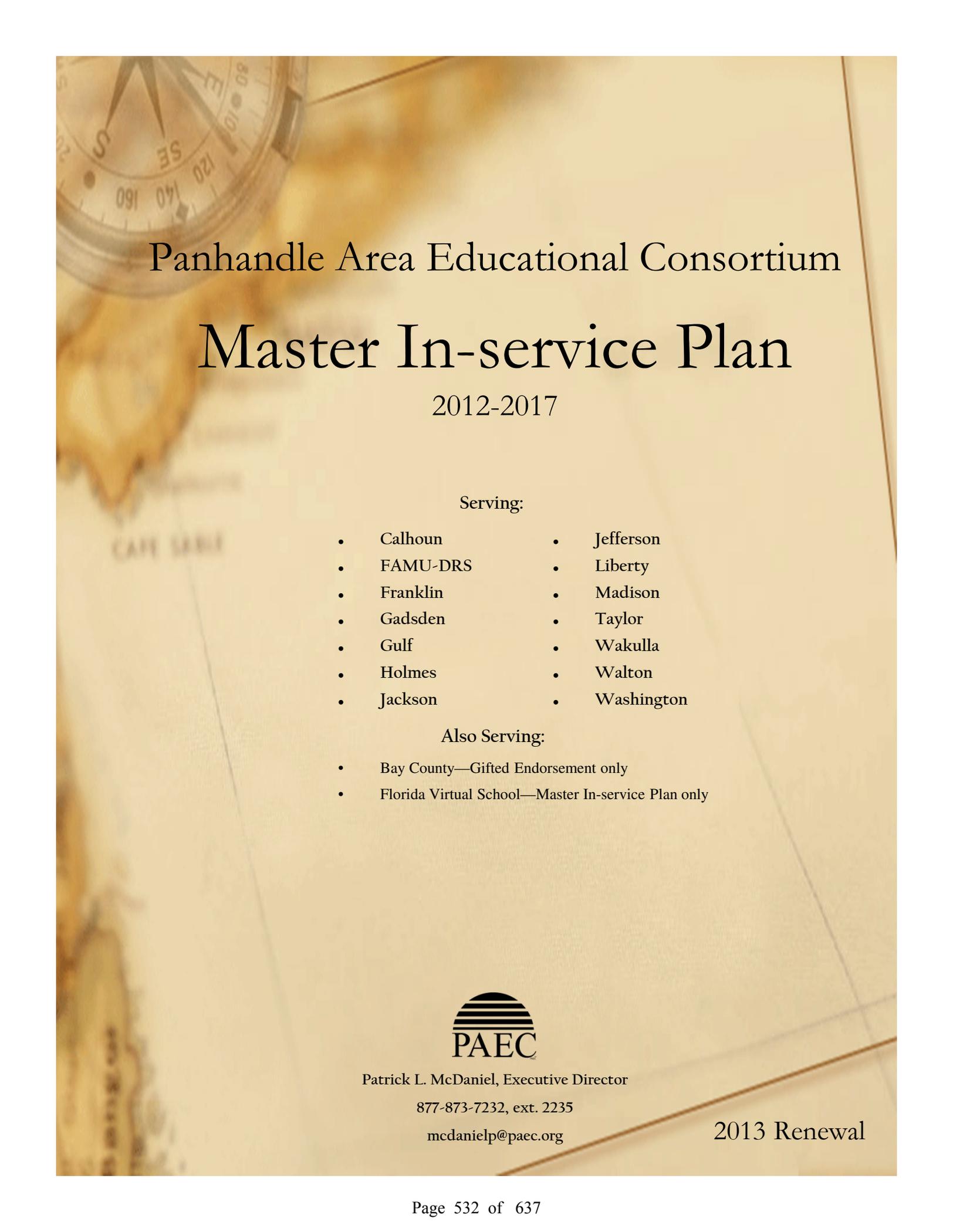
**District Professional Development Director**

VERIFICATION

This verifies that the PAEC 2012-2017 Master In-service Plan has been approved by  
the Gadsden County School Board on \_\_\_\_\_, 2013.

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
School Board Chairman



# Panhandle Area Educational Consortium

## Master In-service Plan

2012-2017

### Serving:

- Calhoun
- FAMU-DRS
- Franklin
- Gadsden
- Gulf
- Holmes
- Jackson
- Jefferson
- Liberty
- Madison
- Taylor
- Wakulla
- Walton
- Washington

### Also Serving:

- Bay County—Gifted Endorsement only
- Florida Virtual School—Master In-service Plan only



Patrick L. McDaniel, Executive Director

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2013 Renewal

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## **MISSION**

The mission of the Panhandle Area Educational Consortium (PAEC) is to enable all member and participating school districts to attain their goals by providing leadership and support services, maximizing the use of resources, linking schools, and facilitating communication across the consortium. One program provided as a service to maximize resources is the PAEC Professional Development Center (PDC). Through the PDC a comprehensive program of professional learning is coordinated and implemented in accordance with Florida's Professional Development Protocol Standards for member and participating districts.

## **RATIONALE**

Professional learning is changing, and small districts benefit from their collaboration in the Master Inservice Plan developed by PAEC. The plan serves as the foundation upon which each member and participating district builds their professional development system to enable staff to reach their full potential and maximize their effectiveness as teachers, leaders and facilitators of learning. To meet this goal the MIP is aligned with the standards contained in Florida's Professional Development Protocol, and the PAEC Professional Development Center incorporates research from the National Staff Development Council (now Learning Forward) to guide professional learning opportunities provided within the districts.

## **MASTER INSERVICE PLAN ADVISORY COMMITTEE**

Sara Joe Wooten, Gulf County	Debbie Kerr, Walton County
Cheryl McDaniel, Jackson County	Bill Lee, Washington County
Beth Mims, Wakulla County	Rusty Holmes, PAEC
Kay Dailey, Walton County	Sharon Mitchell, PAEC
	Faye Yongue, PAEC

## **MANAGEMENT**

One of the major impediments to authentic change is “the presence of too many disconnected, episodic, piecemeal and superficially adorned projects” according to Michael Fullan (2001.p. 109). As the professional learning facilitator for multiple districts and many school communities it would be easy for the consortium to become fractured in its focus, however the PAEC Professional Development Center (PDC) management system allows the implementation of focused, data-driven professional learning activities based upon the school improvement needs of each school and district. Staff from each member district serves on the PDC Advisory Council. The Master Inservice Plan is reviewed by the Council and subsequently presented to their respective school board for approval.

## **ONLINE MANAGEMENT THROUGH THE ELECTRONIC PROFESSIONAL DEVELOPMENT CONNECTION (EPDC)**

The electronic Professional Development Connections (ePDC) at PAEC is an online professional development management system available to the member districts. This electronic system allows teachers to register for staff development activities, report impact of participation in staff development activities, track their inservice points, complete a needs assessment and complete their Individual Professional Learning Plan effectively and efficiently. The system also permits school and district administrators to create and retrieve courses; manage attendance, follow-up and course completion; email participants; align course offerings with teacher needs and document implementation and impact of training in classrooms. Districts also utilize the system to generate report data for submission to the Florida Department of Education as per F.S. 6A-5.071.

## **ORGANIZATION**

National Staff Development Standards and the Florida Professional Development Evaluation System Protocol serve as the guide for the design of the Master Inservice Plan. There are four major areas implemented at the teacher, school and district level – Planning, Learning, Implementing, and Evaluating.

**Planning** occurs at the individual/faculty, school and district levels. Teachers review previous and current student data, school improvement goals and initiatives and complete a personal needs assessment. Then each educator identifies personal learning goals and develops an Individual Professional Learning Plan (IPLP) which is discussed with their administrator and adjusted based upon performance appraisal data and other grade level or school priorities. Specific learning goals for student achievement and professional practice are clearly defined with an evaluation plan to determine the effectiveness of professional learning activities. The final IPLP is signed by both the educator and the

administrator with a timeline for review. School Improvement Plans and goals are developed after review of student data. Teacher data in conjunction with the school improvement plan goals and objectives guides the completion of a school level professional development plan. District administrators utilize the school plans for setting district priorities for professional development learning opportunities. District data is used in planning the PAEC Master Inservice Plan.

Pursuant to State Board Rule 6A-5.071, Master In-service Plan Requirements, and on behalf of the PAEC member and participating districts, PAEC has developed and maintains an assessment of training needs. The PAEC Professional Development Needs Assessment is made available to school and district instructional and administrative staff members in an electronic format. The Needs Assessment is based on the twelve Educator Accomplished Practices and is designed to yield result and data reports for the Professional Development System Evaluation Protocol at each level- Faculty, School, and District in the areas of planning, delivery, follow-up and evaluation.

District personnel may generate customized reports or they may request copies of customized Professional Development Needs Assessment Reports from PAEC. Results of the assessment are used by PAEC staff to plan professional learning programs for districts and schools. Also, districts and schools consider the assessment results, along with student performance data, school improvement goals, personal growth objectives, as the professional learning is planned at those levels.

A copy of the electronic Professional Development Needs Assessment may be found on the following pages or by searching for “Needs Assessment” at [www.paec.org](http://www.paec.org).

**Learning** opportunities are provided to meet the needs at the faculty, school and district levels. To be most effective the learning activities will follow a collaborative approach that is sustained over an extended period of time with opportunities to implement and measure the impact on student learning in a collegial atmosphere. For instructional personnel learning opportunities focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, or school safety.

**Implementing** newly acquired skills and knowledge in a sustained and supported effort is necessary for changes in practice. Implementation is the very heart of professional learning. Applying new knowledge and techniques and observing the impact on student behavior and learning is the primary purpose of professional learning. Processes for follow-up and support for implementation of the professional learning are included with all learning components in the ePDC. These may include classroom based feedback, observation, reflection and collegial dialogue, coaching, mentoring or other supports.

**Evaluating** the effectiveness of the professional learning is multifaceted. First, the professional learning component activity is evaluated by the participants to determine the appropriateness of the design and delivery of the component. This is done electronically through the ePDC and the results are available to school, district staff and consultants. Next is the evaluation of the participant implementation of knowledge and skills gained through participation in the professional learning activity. The participant must provide evidence of implementation through one of the following: student test results, student portfolio, observation of student performance, changes in classroom practice, or other processes. Once evaluation is completed by all participants, data is reviewed to determine if revision of the component is needed.

Annually, professional learning activity reports are provided to each district. These reports provide data on component registration, follow-up, and completion to each district for evaluation of their specific learning activities. Additionally, analysis of this data is used along with student and school data to evaluate the effectiveness of the Master Inservice Plan.

## **ALIGNMENT WITH THE FLORIDA EDUCATOR ACCOMPLISHED PRACTICES**

The Florida Educator Accomplished Practices serve as the state's standards for effective instructional practice and are used to define and identify effective teaching.

The State Board of Education approved on December 17, 2010, a substantial revision of Rule 6A-5.065, redefining the Florida Accomplished Educator Practices (FEAPs). The revised rule, which replaces the original FEAPs approved in 1998, will serve as the state's new standards for effective instructional practice.

The new FEAPs are fewer in number and are based on essential foundational principles. In addition, the six (6) FEAPs are organized around the instructional process and professional expectations, with each FEAP clearly defined by a series of descriptors which constitute the full definition for that FEAP.

Individual school districts will use the FEAPS as the basis to craft or select more specific observable performance indicators and/or performance tasks for their evaluation systems.

Excerpt from 6A-5.065-The Educator Accomplished Practices as approved by the State Board of Education on December 17 2010:

## A. Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
  - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
  - b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
  - c. Designs instruction for students to achieve mastery;
  - d. Selects appropriate formative assessments to monitor learning;
  - e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
  - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
  
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
  - a. Organizes, allocates, and manages the resources of time, space, and attention;
  - b. Manages individual and class behaviors through a well-planned management system;
  - c. Conveys high expectations to all students;
  - d. Respects students' cultural, linguistic and family background;
  - e. Models clear, acceptable oral and written communication skills;
  - f. Maintains a climate of openness, inquiry, fairness and support;
  - g. Integrates current information and communication technologies;
  - h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
  - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
  
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
  - a. Deliver engaging and challenging lessons;
  - b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
  - c. Identify gaps in students' subject matter knowledge;
  - d. Modify instruction to respond to preconceptions or misconceptions;
  - e. Relate and integrate the subject matter with other disciplines and life experiences;
  - f. Employ higher-order questioning techniques;
  - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
  - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

**B. Continuous Improvement, Responsibility and Ethics**

1. Continuous Professional Improvement. The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct.

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

## ALIGNMENT WITH THE FLORIDA PRINCIPAL LEADERSHIP STANDARDS

The Florida Principal Leadership Standards (FPLS) serve as the state's standards for effective school leadership and are used to define the knowledge and skill sets needed in effective schools. The FPLS are:

### **Domain 1: Student Achievement:**

#### Standard 1: Student Learning Results.

Effective school leaders achieve results on the school's student learning goals.

- a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
- b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

#### Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

- a. Enables faculty and staff to work as a system focused on student learning;
- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

### **Domain 2: Instructional Leadership:**

#### Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
- e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:

- a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
- f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

### **Domain 3: Organizational Leadership**

#### Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

- a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
- b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
- d. Empowers others and distributes leadership when appropriate; and
- e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

#### Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

The leader:

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

#### Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

#### Standard 9: Communication.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;

- b. Recognizes individuals for effective performance;
- c. Communicates student expectations and performance information to students, parents, and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- f. Utilizes appropriate technologies for communication and collaboration; and
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

**Domain 4: Professional and Ethical Behavior:**

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
- e. Demonstrates willingness to admit error and learn from it;
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

## MASTER INSERVICE PLAN COMPONENTS 2013-2014 -- ALPHABETICAL

**Component Number:** A seven digit code which identifies each component in the district Master Inservice Plan. The table below is a numerical listing of the professional learning components designed for implementation under this Master Inservice Plan.

Component Name	Component #	Component # for ESE Teachers	Page #
Action Research	4-400-000		16
Assessment	4-401-000	4-102-000	19
Assistive Technology in the Classroom		3-100-000	21
Career and Technical Education	1-211-000	1-105-000	22
Child Abuse Prevention	6-511-000		24
Classroom Management	5-404-000	5-101-000	25
Clinical Education	7-501-000		26
Code of Ethics	8-416-000		28
Communication	2-406-000		29
Data Analysis	4-408-000		31
Educational Leadership	7-507-000		32
ESE Procedures and Practices		8-103-000	34
ESOL for Administrators	7-704-500		36
ESOL for Category III Teachers	2-704-528		39
ESOL for Guidance Counselors	2-704-525		40
Hearing Impaired		1-105-000	46
Instructional Methodology	2-408-000	2-100-000	48
Lesson Study	2-400-001		51
Mental Health Services	5-414-000		54
Multicultural Sensitivity	2-412-000		55
New Teacher Induction	2-404-000		57
NGSSS/Common Core	2-007-000		58
Non-Instructional			
Custodian/Maintenance	8-510-000		30
Educational Paraprofessionals/Aides	8-506-000		33
Food Service Training	8-505-000		44
Office/Clerical Support	8-509-000		59
Transportation Service Training	6-515-000		82
Parent Involvement and Communication	8-413-000		61
Policies and Procedures	8-410-000		63
Preschool/Child Care	2-012-000		64
Professional Learning Communities	2-400-000		65

School Improvement	7-512-000		68
School Principal	7-507-001		70
School Safety	6-511-000		72
Section 504 Compliance	8-419-100		74
Student Support Services:			
Assessment/Student Appraisal	8-401-000		
Behavioral Interventions (crisis, abuse, etc.)	8-403-000		
Human Relations/Communication Skills	8-406-000		
Laws, Rules, Policies, Procedures	8-410-000		
Parent Involvement, Parent Support	8-413-000		
Problem-solving Teams	8-415-000		
Program Administration, Evaluation, Accountability	8-417-000		
Scholarships, Financial Aid, Education Transitions	8-418-000		
Section 504/Americans w/Disabilities Act	8-419-000		
Service Coordination, Collaboration, Integration	8-420-000		
Student Motivation	8-421-000		
Students Records	8-422-000		
Subject Content:			
Adult Education Subject Content	1-301-000		17
Fine Arts Subject Content	1-000-000	1-105-002	43
Health and Safety Subject Content	1-005-000	1-105-000	45
English/Language Arts Subject Content	1-008-000	1-105-001	50
Mathematics Subject Content	1-009-000	1-105-013	52
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Physical Education Subject Content	1-011-000	1-105-008	62
Reading Subject Content	1-013-000	1-105-009	67
Science Subject Content	1-015-000	1-105-010	73
Social Studies Subject Content	1-016-000	1-105-011	75
Foreign (World) Language Subject Content	1-004-000		85
Substance Abuse Prevention	6-403-000		76
Substitute Teacher	8-506-000		77
Technology Applications Strategies	3-003-000		78
Technology In the Classroom	3-408-000	3-100-000	80
Visually Impaired		1-105-000	83

**MASTER INSERVICE PLAN COMPONENTS 2013-2014 -- NUMERICAL**

<b>Component Name</b>	<b>Component #</b>	<b>Component # for ESE Teachers</b>
Hearing Impaired		1-105-000
Visually Impaired		1-105-000
Assistive Technology in the Classroom		3-100-000
ESE Procedures and Practices		8-103-000
Subject Content: Fine Arts Subject Content	1-000-000	1-105-002
Subject Content: Foreign (World) Language Subject Content	1-004-000	
Subject Content: Health and Safety Subject Content	1-005-000	1-105-000
Subject Content: Other Content Areas	1-007-000	1-105-005
Subject Content: English/Language Arts Subject Content	1-008-000	1-105-001
Subject Content: Mathematics Subject Content	1-009-000	1-105-013
Subject Content: Physical Education Subject Content	1-011-000	1-105-008
Subject Content: Reading Subject Content	1-013-000	1-105-009
Subject Content: Science Subject Content	1-015-000	1-105-010
Subject Content: Social Studies Subject Content	1-016-000	1-105-011
Career and Technical Education	1-211-000	1-105-000
Subject Content: Adult Education Subject Content	1-301-000	
Subject Content: Media Content	1-407-000	
NGSSS/Common Core	2-007-000	
Preschool/Child Care	2-012-000	
Professional Learning Communities	2-400-000	
Lesson Study	2-400-001	
New Teacher Induction	2-404-000	
Communication	2-406-000	
Instructional Methodology	2-408-000	2-100-000
Multicultural Sensitivity	2-412-000	
ESOL for Guidance Counselors	2-704-525	
ESOL for Category III Teachers	2-704-528	
Technology Applications Strategies	3-003-000	
Technology In the Classroom	3-408-000	3-100-000
Action Research	4-400-000	
Assessment	4-401-000	4-102-000
Data Analysis	4-408-000	
Classroom Management	5-404-000	5-101-000
Mental Health Services	5-414-000	
Substance Abuse Prevention	6-403-000	

Child Abuse Prevention	6-511-000	
School Safety	6-511-000	
Non-Instructional: Transportation Service Training	6-515-000	
Clinical Education	7-501-000	
Educational Leadership	7-507-000	
School Principal	7-507-001	
School Improvement	7-512-000	
ESOL for Administrators	7-704-500	
Student Support Services: Assessment/Student Appraisal	8-401-000	
Student Support Services: Behavioral Interventions (crisis, abuse, etc.)	8-403-000	
Student Support Services: Human Relations/Communication Skills	8-406-000	
Policies and Procedures	8-410-000	
Student Support Services: Laws, Rules, Policies, Procedures	8-410-000	
Parent Involvement and Communication	8-413-000	
Student Support Services: Parent Involvement, Parent Support	8-413-000	
Student Support Services: Problem-solving Teams	8-415-000	
Code of Ethics	8-416-000	
Student Support Services: Program Administration, Evaluation, Accountability	8-417-000	
Student Support Services: Scholarships, Financial Aid, Education Transitions	8-418-000	
Student Support Services: Section 504/Americans w/Disabilities Act	8-419-000	
Section 504 Compliance	8-419-100	
Student Support Services: Service Coordination, Collaboration, Integration	8-420-000	
Student Support Services: Student Motivation	8-421-000	
Student Support Services: Students Records	8-422-000	
Non-Instructional: Food Service Training	8-505-000	
Non-Instructional: Educational Paraprofessionals/Aides	8-506-000	
Substitute Teacher	8-506-000	
Non-Instructional: Office/Clerical Support	8-509-000	
Non-Instructional: Custodian/Maintenance	8-510-000	

**PROFESSIONAL LEARNING COMPONENTS**  
 Endorsements or Alternative Certification Activities  
 Add-On Certification and Endorsement Program Components

**ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT PROGRAM**

Title Of Component	Component Number	# Inservice Points Required
Care and Prevention of Athletic Injuries	1-011-540	60
Coaching Theory	1-011-541	60
Theory and Practice of Coaching a Specific Sport	1-011-542	60

**AUTISM ENDORSEMENT PROGRAM**

Title Of Component	Component Number	# Inservice Points Required
Nature and Needs, Assessment and Diagnosis	2-103-540	60
Applied Behavior Analysis and Positive Behavior Supports	5-101-516	60
Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems	3-100-502	60
Field-Based Experience with Students with Autism Spectrum Disorder (ASD)	2-100-541	60

**DRIVERS EDUCATION/TRAFFIC SAFETY ENDORSEMENT PROGRAM**

Title Of Component	Component Number	# Inservice Points Required
Basic Driver Education/Traffic Safety	1-014-537	60
Advanced Driver Education/Traffic Safety	1-014-538	60
Administration and Supervision Driver Traffic Safety	1-014-539	60

**ESE – SEVERE AND PROFOUND DISABILITIES ENDORSEMENT PROGRAM**

Title Of Component	Component Number	# Inservice Points Required
Nature and Needs, Assessment and Diagnosis	4-102-501	60
Applied Behavior Analysis and Positive Behavior Supports for Students with Severe and Profound Disabilities	5-101-515	60
Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems	3-100-501	60
Field-Based Experience with Students with Severe and Profound Disabilities	2-100-540	60

### ESOL ENDORSEMENT PROGRAM

Title Of Components	Component Number	# Inservice Points Required
Methods of Teaching ESOL	2-700-520	60
Applied Linguistics	2-702-521	60
Cross-Cultural Communication and Understanding	2-705-522	60
Testing and Evaluation of ESOL Students	2-701-523	60
Curriculum and Materials Development	2-703-524	60
E-R-T Practicum	2-705-527	60

### ESOL - OTHER COMPONENTS—Non-Endorsement

Title Of Components	Component Number	# Inservice Points Required
ESOL for Administrators	7-704-500	60
ESOL for Category III Teachers	2-704-528	18
ESOL for Guidance Counselors	2-704-525	60

### GIFTED ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Nature and Needs of the Gifted	2-100-511	60
Educating Special Populations of Gifted Students	2-100-512	60
Curriculum Development for the Gifted	2-100-540	60
Guidance Counseling of the Gifted Student	2-100-542	60
Theory and Development of Creativity	2-100-543	60

### READING ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Competency #1: Foundations of Reading Instruction	1-013-501	60
Competency #2: Application of Research-based Instructional Practices	1-013-502	60
Competency #3: Foundations of Assessment	1-013-503	60
Competency #4: Foundations & Applications of Differentiated Instruction	1-013-504	60
Competency #5: Demonstration of Accomplishment	1-013-505	60

## SPECIAL PROGRAMS

### PROFESSIONAL DEVELOPMENT ALTERNATIVES (PDA)

Title Of Component	Component Number	# of Inservice Points Required
PDA Module #1: Foundation of ESE	2-100-000	60
PDA Module #2: Assessment & Evaluation	4-401-000 4-102-000	60
PDA Module #3: Instructional Practices	2-408-000 2-100-000	60
PDA Module #4: Positive Behavior Support	5-101-000	60
PDA Module #5: Language Development & Communication	2-100-001	60
PDA Module #6: Interpersonal Interactions & Participation	2-101-000	60
PDA Module #7: Transition	2-100-002	60
PDA Module #8: Differentiating Reading Instruction for Students: Making It Explicit	1-013-504*	60
PDA Module #9: Introduction to Differentiating Instruction: Responding to All Learners	2-101-000	15
PDA Differentiating Math Instruction	1-009-000 1-105-000	30
PDA Differentiating Science Instruction	1-015-000 1-105-000	30
PDA Formative Assessment Process for Differentiating Instruction	4-401-000	15
PDA Technology for Student Success: An Introduction	3-100-000	15
PDA Technology for Student Success: Assistive Technology	3-100-000	15

\*This component may be used to satisfy Reading Endorsement Competency 4.

**COMPONENT DETAILED INFORMATION**

## **ACTION RESEARCH**

**Component Identifier Number:** 4-400-000

**Maximum Inservice Points:** 120

**General Objective(s):**

Participants will learn how to conduct Action Research for classroom and school improvement.

**Specific Objective(s):**

Upon completion of one or more of the professional learning activities, participant:

1. Describe and discuss Action Research Framework and evaluation models appropriate to evaluate school-based projects/programs.
2. Identify research and evaluation questions and indicators appropriate for school-based evaluation.
3. Identify specific data collection techniques including qualitative and quantitative methods.
4. Identify and conduct appropriate descriptive and statistical analysis to answer specified research and evaluation questions.
5. Prepare an action research plan and evaluation plan.
6. Describe and discuss action research presentation and reporting methods.
7. Understanding methods and materials of differentiation to meet the learning needs of students.

**Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A4, B1
<b>FPLS:</b>	S4, S7

## ADULT EDUCATION SUBJECT CONTENT

**Component Identifier Number:** 1-301-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

To provide participants with opportunities to obtain or advance knowledge, and competencies to enhance the quality of adult education and adult preparatory programs in Florida by enabling persons to earn a high school diploma and/or improve basic academic skills.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the characteristics of an adult learner.
2. Recognize the teaching and learning styles that are effective with adult learners.
3. Develop lesson plans that incorporate higher-order thinking and problem-solving skills appropriate to adult learners.
4. Practice using real-life materials and creative simulations to make the learning relevant to participants' prior experiences and background knowledge.
5. Integrate technology into the classroom.
6. Increase content and context knowledge in selected areas in order to create a curriculum that meets the specific needs of each adult learner enrolled in one or more of the following programs:
  - Adult Basic Education (ABE)
  - Adult ESOL or Adult ESL
  - Adult general education
  - Adult high school credit program
  - Basic literacy; beginning literacy
  - Family literacy; functional literacy
  - Continuing workforce education
  - GED preparation
  - Non-credit/lifelong learning courses of an educational nature

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A2, A3, B1  
**FPLS:** S3

## ASSESSMENT

**Component Identifier Number:** 4-401-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. Use multiple perspectives to diagnose student behavior problems and devise solutions.
3. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
5. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
6. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modify instruction based upon assessed student performance.
8. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
9. Maintain observational and anecdotal records to monitor students' development.
10. Prepare and uses reports of students' assessment results.
11. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A4  
**FPLS:** S1

## ASSISTIVE TECHNOLOGY IN THE CLASSROOM

**Component Identifier Number:** 3-100-000 (ESE Only)

**Maximum Inservice Points:** 120

### **General Objective(s):**

This professional learning will enable instructional personnel to obtain and improve professional knowledge and competencies in using assistive technology in the classroom successfully.

### **Specific Objective(s):**

Upon successful completion of one or more professional learning inservice activities, participants:

1. Use technology to promote and enhance the student's learning, communication, real-life problem solving skills, and professional research.
2. Determine the most appropriate assistive technology device to use in meeting individual student needs.
3. Use assistive technology devices, teach students to use the devices, and monitor the effectiveness or use with both verbal and written communication.
4. Use assistive technology within the curriculum to augment students' verbal and written communication.
5. Use universal design to enable all students to access the curriculum.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A3  
**FPLS:** S5

## CAREER AND TECHNICAL EDUCATION

**Component Identifier Number:** 1-211-000 / 1-105-000 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide participants with updated knowledge and skills in the specified Career and Technical Education areas in order to improve student achievement.

### **Specific Objective(s):**

Professional learning registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate knowledge of the philosophy of Career and Technical Education which includes its history, significant legislation, and State and local policies and procedures.
2. Demonstrate knowledge of the organization, operation and maintenance of Career and Technical Education, student organizations and program advisory committee.
3. Demonstrate knowledge of employment opportunities or further educational opportunities for students and the impact of this training on the economic development of the community.
4. Update knowledge and skills, trends, issues and research about specific Career and Technical Education areas in order to develop a quality program.
5. Determine the sequence of concepts, prerequisite knowledge, skills and appropriate time frame to be included in the curriculum and/or units of instruction.
6. Develop lesson plans and field and career shadowing experiences based on program standards, curriculum frameworks, student performance standards, employer occupational requirements, student needs, student abilities, and student interests.
7. Identify and set criteria to be used in selecting text, software, and instructional materials.
8. Demonstrate teaching techniques which include introducing and summarizing lessons, demonstrating occupational skills, teaching concepts and principles, using oral questioning techniques, using the cooperative learning strategies, and directing student laboratory experience.
9. Identify special needs of students and implement teaching and counseling strategies to promote their learning.
10. Determine the techniques and skills necessary for effective classroom management.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A3, B1  
**FPLS:** S1

## CHILD ABUSE PREVENTION

**Component Identifier Number:** 6-511-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

Participants will become familiar with signs and symptoms of child abuse and the requirements for reporting suspected cases to authorities for investigation.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the signs and symptoms associated with the identification of suspected child abuse.
2. Acquire knowledge of the laws and regulations applicable to the requirements and legal responsibilities of reporting suspected cases of child abuse.
3. Demonstrate understanding of the application of the laws and regulations for reporting of suspected child abuse.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A2
<b>FPLS:</b>	S5, S8, S10

## CLASSROOM MANAGEMENT

**Component Identifier Number:** 5-404-000 / 5-101-000 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to manage the classroom.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify proactive strategies to build and maintain effective classroom management.
2. Identify characteristics of effective classroom rules and procedures.
3. Identify characteristics of an effective classroom environment.
4. Identify problem areas within classroom management techniques and physical arrangement through case study reactions.
5. Identify the appropriate consequence for misbehavior according to a hierarchy of consequences.
6. Integrate effective classroom management techniques into his/her teaching style.
7. Identify strategies to implement both control and caring within classroom management.
8. Determine the correlation between effective classroom management and student achievement.
9. Utilize reflective practice through descriptive and analytical journal writing.
10. Implement effective research-based classroom management strategies within the learning environment.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A2
<b>FPLS:</b>	S5, S8

## CLINICAL EDUCATION

**Component Identifier Number:** 7-501-000

**Maximum Inservice Points:** 40

### **General Objective(s):**

To develop the participants' knowledge and skills and attitudes necessary to function as an effective Peer Teacher or other support team member and demonstrate skills of observation and conferencing within the context of a clinical supervision model.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of requirements for serving as a Peer Teacher as stated in Chapter 231, Florida Statutes and State Board of Education Rule 6A-5.75.
2. Demonstrate awareness of the district approved New Teacher Orientation program and requirement of the program.
3. Demonstrate awareness of the generic teaching competencies and their application to the observation and support of new teachers.
4. Identify standard and alternative means for documenting competencies and providing support as needed.
5. Demonstrate knowledge and skill in the research and observation techniques of the Florida Performance Measurement System as it applies to the role of a support team member.
  - a. The participant will acquire skills in using the Florida Performance Measurement System (FPMS) formative instruments
  - b. The participant will acquire a working knowledge of the six (6) domains of effective teaching as defined by the Florida Performance Measurement System
  - c. The participant will identify behaviors that are indicators of generic teaching competencies
6. Demonstrate knowledge and skill in the clinical supervision process as it applies to the role of a support team member.
  - a. The participant will acquire knowledge, skills, and attitudes in effective pre-observation conference techniques
  - b. The participant will acquire skills in systematic observation of teacher behavior in six domains of effective teacher performance
  - c. The participant will demonstrate knowledge and skills in the formal and informal section, design and use of observation tools and systems
  - d. The participant will demonstrate skill in analysis of data on teacher performance to identify areas of strength, weakness, and needs for continued development
  - e. The participant will demonstrate skill in planning and conducting post-observation conferences

- f. The participant will demonstrate the use and the value of reflection in self-assessment in teacher training and professional learning

**Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	B1
<b>FPLS:</b>	S4

## CODE OF ETHICS

**Component Identifier Number:** 8-416-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
2. Encourage a student's independent action in pursuit of learning.
3. Provide for a student access to diverse points of view.
4. Take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
5. Not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
6. Not use institutional privileges for personal gain or advantage.
7. Maintain honesty in all professional dealings.
8. Not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
9. Support a colleague's right to exercise political or civil rights and responsibilities.
10. Maintain confidentiality of student information as prescribed by law.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B2  
**FPLS:** S10

## COMMUNICATION

**Component Identifier Number:** 2-406-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use effective communication techniques with students and all other stakeholders within the school community.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Establish positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
3. Communicate effectively, in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage student's desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents' consistently and appropriately.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** A2

**FPLS:** S9

## CUSTODIAN/MAINTENANCE

**Component Identifier Number:** 8-510-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

To upgrade and update the quality of custodial/maintenance services provided.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the professional custodian/maintenance qualities, characteristics and their role and importance in a school's plant operations.
2. Acquire knowledge of and demonstrate safety procedures in school operations.
3. Demonstrate knowledge of sanitation and school housekeeping.
4. Demonstrate knowledge of floor and carpet care.
5. Gain a working knowledge of broad areas within the custodial field.
6. Demonstrate knowledge of minor and preventive maintenance including climate support and structure and energy conservation.
7. Demonstrate knowledge of grounds care for school.
8. Demonstrate knowledge of the custodial essentials.
9. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district
10. Demonstrate knowledge and skills related to routine maintenance of district facilities and hardware.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FPLS:** S8

## DATA ANALYSIS

**Component Identifier Number:** 4-408-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Prepare and use reports of students' assessment results.
2. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
3. Use multiple perspectives to diagnose student behavior problems and devise solutions.
4. Analyze data and recognizes patterns in data of students assessment results to determine students' performance strengths and needs.
5. Assess individual and group performance data to better design instruction that meets students' current curriculum and content needs.
6. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
7. Communicate group and individual student progress knowledgeably and responsibly based upon appropriate data to the student, parents, and colleagues using terms that students and parents understand.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A4
<b>FPLS:</b>	S2, S5, S6

## EDUCATIONAL LEADERSHIP

**Component Identifier Number:** 7-507-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

To expand and maintain the high level of knowledge, skill and competency needed to provide quality administrative and managerial support services to students, teachers and other members of the school, district, state, and federal educational community.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the concepts and content of administrative and management services.
2. Demonstrate skill in applying knowledge to provide high quality administration and management services to educational personnel at all levels of the educational community.
3. Demonstrate competency in the delivery of administrative and managerial support services related to the participant's work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the process of school improvement.
5. Demonstrate awareness of the Florida Leadership Standards.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** B1

**FPLS:** S1, S2, S3, S4, S5, S6, S7, S8, S9, S10

## EDUCATIONAL PARAPROFESSIONAL/AIDES

**Component Identifier Number:** 8-506-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

Participants will develop and/or update attitudes, skills, and knowledge that will enable them to function effectively and efficiently as an educational aids or assistant.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of local student education programs, state and district policies, rules, responsibilities and legal guidelines and instructional practices relevant to the role of paraprofessionals.
2. Demonstrate skills in utilization of behavior management and instructional techniques.
3. Demonstrate skill in recording student behavior and student progress, marking student papers, and other clerical duties associated with classroom, campus and/or school bus.
4. Demonstrate knowledge of emergency first aid procedures to be followed.
5. Demonstrate knowledge of child/adolescent growth and development.
6. Demonstrate skills in assisting in the planning and delivery of effective lessons and instruction.
7. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FPLS:</b>	S8
<b>FPLS:</b>	S4, S5

## **ESE PROCEDURES AND PRACTICES**

**Component Identifier Number:** 8-103-100

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide educators and staff with the opportunity to develop and/or update knowledge and skills necessary to provide programs and services and to effectively instruct exceptional education students.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the student characteristics and criteria for eligibility in ESE special programs.
2. Describe the models of support and placement options for students with disabilities.
3. Identify and demonstrate research-based strategies/techniques for teaching students with disabilities.
4. Identify and demonstrate research-based materials, technology, programs, and resources for teaching students with disabilities.
5. Demonstrate skill in the appropriate use of academic accommodations and modifications for students with disabilities.
6. Demonstrate skill in the appropriate use of assistive and adaptive technology for students with disabilities.
7. Demonstrate skill in the appropriate use of behavior and classroom management techniques for students with disabilities.
8. Develop appropriate Individual Educational Plan (IEP) goals and objectives for students with disabilities.
9. Develop appropriate Transition IEP goals and objectives students with disabilities.
10. Recognize the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A2, A3  
**FPLS:** S2, S3, S5

## ESOL FOR ADMINISTRATORS

**Component Identifier Number:** 7-704-500

**Maximum Inservice Points:** 60

### **General Objective(s):**

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

### **Specific Objectives:**

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

assessment/evaluation of ELL, including measurement of language, literacy and academic content metacognition.

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

**Activities:**

The ESOL for Administrators Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

**Evaluation for In-Service Credit:**

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre-

- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

**Component Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A3
<b>FPLS:</b>	S4, S5

## ESOL FOR CATEGORY III TEACHERS

**Component Identifier Number:** 2-704-528

**Maximum Inservice Points:** 18

### **General Objective(s):**

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

### **Specific Objectives:**

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

### **Activities:**

The *ESOL for Category III Teachers Online Course* requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

### **Evaluation for In-Service Credit:**

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

### **Component Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A3  
**FPLS:** S4, S5

## ESOL FOR GUIDANCE COUNSELORS

**Component Identifier Number:** 2-704-525

**Maximum Inservice Points:** 60

### **General Objective:**

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

### **Specific Objectives:**

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

administrators, and parents. These assessments should include, but not be limited to the following: English language proficiency assessments; annual assessment of English language development; diagnostic assessments; and state-wide assessments of academic content.

12. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELLs, including measurement of language, literacy, and academic content metacognition.
13. Demonstrate knowledge and understanding of how individual and group data and statistics are used in building student, course/class and school profiles, constructing student transcripts, and preparing reports.
14. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper & equitable credit accrual, and appropriate grade/course placement of ELLs.
15. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
16. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
17. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process. ELLs, their families, and the community to assess the relevance of the curriculum and adequacy of student progress towards standards established by the Florida Department of Education and the curriculum established by the school district.
18. Demonstrate the ability to provide information appropriate to the particular educational transition: from middle school to high ELLs in understanding the relationship that their curricular experiences and academic achievement have on their future educational and employment opportunities.
19. Possess and demonstrate an understanding of the current admission requirements, admission options, and application procedures of colleges, universities, and career/vocational institutions, & the ability to effectively counsel ELLs in the pursuit of their post-secondary desires.
20. Demonstrate ability to assist ELLs in evaluating and interpreting information about postsecondary educational and career alternatives so appropriate options are considered & included in the decision-making process.
21. Demonstrate knowledge & ability to understand and interpret forms and data-driven documents that are a part of the post-secondary admission and financial aid processes, including: admission applications; student questionnaires; letters of recommendation, and acceptance; and other needs assessment documents.
22. Demonstrate a familiarity with available technology & the ways in which it may support the post-secondary guidance and counseling process, including: guidance information systems; financial aid information and eligibility; relevant record-keeping and follow-up, and internet services.
23. Demonstrate ability to use historical admission patterns & trends to assist ELLs in measuring the appropriateness of their applications to particular colleges, universities or career/vocational institutions.

### **Activities:**

The ESOL for Guidance Counselors Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In

addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

**Evaluation for In-Service Credit:**

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

**Component Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A3
<b>FPLS:</b>	S4, S5

## FINE ARTS SUBJECT CONTENT

**Component Identifier Number:** 1-000-000 / 1-105-002 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively teach the appropriate fine arts content standards.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A3
<b>FPLS:</b>	S4, S5

## **FOOD SERVICE TRAINING**

**Component Identifier Number:** 8-505-000

**Maximum Inservice Points:** 120

**General Objective(s):**

The purpose of this component is to provide all categories of School Food Service personnel the skills necessary to perform and complete the duties described by their particular job description in order to successfully implement a cost effective School Food Service program that meets the current local, state and federal guidelines and procedures.

**Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of current federal, state and local program guidelines and implement these guidelines in the operation of the program.
2. Demonstrate knowledge and skills in quantity food preparation utilizing quality control standards and meal pattern requirements.
3. Demonstrate knowledge and skills in work simplification techniques and time management and apply these skills to the specific tasks defined in their job.
4. Demonstrate knowledge of appropriate sanitation and safety skills in the workplace.
5. Demonstrate knowledge and skills in the appropriate procedures for the care of equipment and energy conservation techniques.
6. Demonstrate knowledge of and implement appropriate cost control and program accountability procedures.
7. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

**Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FPLS:** S8

## HEALTH AND SAFETY SUBJECT CONTENT

**Component Identifier Number:** 1-005-000 / 1-105-000 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

To provide teachers and staff with the content knowledge necessary to effectively teach health education content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities in this component, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on the curriculum frameworks, student performance standards, and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5, S8

## **HEARING IMPAIRED**

**Component Identifier Number:** 1-105-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct deaf/hard of hearing students.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. List and describe common etiologies/syndromes associated with hearing impairment.
2. Demonstrate increased vocabulary, speed, accuracy, and fluency in using American Sign Language expressively and receptively.
3. Interpret the results of an audiological evaluation and list instructional implications based on these results.
4. Demonstrate skill in the appropriate use and care of individual and classroom amplification equipment.
5. Demonstrate skill in the appropriate use of assistive and adaptive technology for hearing impaired students.
6. Identify and demonstrate instruments and use of cochlear implants.
7. Identify and demonstrate research-based techniques/strategies for teaching hearing impaired students.
8. Identify and demonstrate research-based materials/programs for teaching hearing impaired students.
9. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and section 504 as they relate to hearing impaired students.
10. Describe aspects of deaf culture and etiquette to utilize when working or socializing with the hearing impaired.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A2, A3  
**FPLS:** S2, S3, S5

## INSTRUCTIONAL METHODOLOGY

**Component Identifier Number:** 2-408-000 / 2-100-000 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use an understanding of teaching and learning to provide a learning environment which supports intellectual development and critical, creative, and evaluative thinking capabilities of students.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Recognize the developmental level of each student as indicated by behaviors, writings, drawings, etc., and other responses.
2. Stimulate student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas.
3. Draw upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.
4. Develop instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development.
5. Present concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.
6. Analyze student performance standards to identify associated higher-order thinking skills, and designs learning and performance strategies to evoke these higher-order skills.
7. Choose varied teaching strategies, materials, and technologies to expand students' thinking.
8. Assist students in selecting projects and assignments that involve the need to gather information and solve problems.
9. Pose problems, dilemmas, questions, and situations in lessons that involve value knowledge and that require evaluative thinking.
10. Assist students in applying the rules of evidence that govern the acceptability of judgments and conclusions.
11. Guide students in evaluating the plausibility of claims or interpretations in the field of study.
12. Create approaches to learning that are interdisciplinary and that integrate multiple subject areas.
13. Represent concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.
14. Vary his/her role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs.
15. Monitor student's work and adjusts strategies in response to learner's needs and successes in creative thinking activities.

16. Propose open-ended projects and other activities in which creative products and innovative solutions are the ultimate objective.
17. Use technology and other appropriate tools to extend the learning environment for students.
18. Understand methods and materials to differentiate instruction.

**Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S8

## ENGLISH/LANGUAGE ARTS SUBJECT CONTENT

**Component Identifier Number:** 1-008-000 / 1-105-001 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards and Common Core Literacy Standards.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental state of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S3, S4

## LESSON STUDY

**Component Identifier Number:** 2-400-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to learn the elements and processes involved in collegial learning through Lesson Study.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Describe and discuss the elements of a lesson study group
2. Identify the steps for setting up a lesson study group
3. Establish a lesson study group and identify the goals of the group
4. Develop and participate in a lesson study and demonstrate the following tasks:
  - a. Identify the research theme for the group study
  - b. Demonstrate facilitation skills to ensure input from all team members
  - c. Identify the lesson or unit for study
  - d. Describe the desired learning outcomes for students at the conclusion of the lesson implementation
  - e. Demonstrate effective group interactions in review and design of lesson
  - f. Document student response to lesson implementation
  - g. Describe intended and non-intended outcomes and re-design of lesson as appropriate
  - h. Reteach as appropriate and document student responses
5. Reflect on process and submit report of process and results.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3, A5
<b>FPLS:</b>	S4

## MATHEMATICS SUBJECT CONTENT

**Component Identifier Number:** 1-009-000 / 1-105-013 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards and/or Common Core Math Standards into mathematics content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students' to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S3, S4

## MEDIA CONTENT

**Component Identifier Number:** 1-407-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively access rich media materials in a variety of formats.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate assistance to students in developing habits of independent reference work and accessing references through technology.
2. Demonstrate ability to organize library material, equipment and facilities.
3. Maintain a process for sorting, weeding and purchasing up to date collections.
4. Communicate accurate knowledge of books and authors in the collection and assist students with reading selections.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	B1
<b>FPLS:</b>	S4, S5

## MENTAL HEALTH SERVICES

**Component Identifier Number:** 5-414-000

**Maximum Inservice Points:** 120

**General Objective(s):**

The purpose of this component is for staff to gain new information, strategies, and resources appropriate for providing mental health services to students.

**Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify new strategies and techniques to be used when providing mental health services to students.
2. Identify resource materials, including commercially prepared materials, which can be used when providing mental health services.
3. Identify materials which can be produced to assist students who are deficient in a given skill area.
4. List and describe strategies and techniques which can be used.
5. Incorporate new strategies and techniques into the counseling objectives.
6. Interpret information gained, strategies and techniques used.
7. Evaluate student progress when utilizing the new strategies and techniques.

**Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A4
<b>FPLS:</b>	S5

## MULTICULTURAL SENSITIVITY

**Component Identifier Number:** 2-412-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Accept and value students from diverse cultures, and treat all students equitably.
2. Create a learning environment in which all students are treated equitably.
3. Utilize the cultural diversity and experiences of individual students to enrich instruction for the whole group.
4. Provide a wide range of activities to meet the various students' learning styles.
5. Use appropriate teaching techniques to effectively instruct all students.
6. Use appropriate materials, technology, and resources to assist all students to learn.
7. Use appropriate school, family, and community resources to help meet all students' learning needs.
8. Help students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.
9. Select and use appropriate materials and resources that reflect contributors that are multicultural.
10. Recognize the importance of family situations to support individual learning.
11. Recognize the importance of family and family structure and use this knowledge to support independent learning.
12. Foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.
13. Provide learning situations that enable the student to practice skills and knowledge of English needed for success in school and as an adult.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A2, A3  
**FPLS:** S5

## NEW TEACHER INDUCTION

**Component Identifier Number:** 2-404-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

Participants will be oriented to their school district to foster a successful teaching and learning experience.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the school district, policies and procedures of state law and DOE rules.
2. Understand the role of the Peer/Mentor Teacher, and learn about other requirements of a teacher new to the district.
3. Demonstrate knowledge and skill in registering in and using the electronic Professional Development Connection (ePDC).
4. Participate in the district induction program.
5. Demonstrate effective classroom management strategies.
6. Demonstrate ability to analyze student assessment data to differentiate instruction.
7. Demonstrate effective communication skills with students, peers and parents.
8. Demonstrate knowledge of subject area standards.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4

## NEXT GENERATION SUNSHINE STATE STANDARDS and/or COMMON CORE

**Component Identifier Number:** 2-007-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Next Generation Sunshine State Standards and/or Common Core Standards.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge and understanding of the organization, structure, terminology, and contents of the Next Generation Sunshine State Standards and/or Common Core Standards.
2. Demonstrate ability to locate, interpret, explain and apply specific information on strands, standards, and benchmarks contained within one of more of the Next Generation Sunshine State Standards and/or Common Core Standards to their specific teaching situation(s) and assignment(s).
3. Demonstrate ability to plan, coordinate, manage and assess instruction based on the purpose and content of the benchmarks and sample performance indicators identified in the Next Generation Sunshine State Standards and/or Common Core Standards, appropriate to their specific teaching situation(s) and assignment(s).
4. Demonstrate the ability to use knowledge of the Next Generation Sunshine State Standards and/or Common Core Standards to interpret student tests and other performance data and reports to accurately assess progress, program effectiveness, student learning and needs and plan/modify instructional planning and delivery to maximize student success in meeting the performance expectations of the Next Generation Sunshine State Standards and/or Common Core Standards.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3, A4
<b>FPLS:</b>	S3, S4

## OFFICE/CLERICAL SUPPORT

**Component Identifier Number:** 8-509-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

To expand and maintain the high level of knowledge, skill and competency needed to provide quality office/clerical services to students, teachers, administrators and support staff and other members of the school and district educational community.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the laws, rules, policies and procedures to govern the operation of the schools and district departments within the scope of the participant's assignment.
2. Demonstrate skill in applying knowledge to provide high quality office/clerical support services.
3. Demonstrate competency in the delivery of office/clerical support services related to the participant's work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the school and district.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FPLS:** S8

## OTHER CONTENT AREAS

**Component Identifier Number:** 1-007-000 / 1-105-005 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively integrate curriculum into the Next Generation Sunshine State Standards.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject filed in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4

## PARENT INVOLVEMENT & COMMUNICATION

**Component Identifier Number:** 8-413-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively involve parents as active partners in school improvement and student achievement.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Utilize effective methods when communicating with parents verbally and in written form.
2. Demonstrate awareness of school and district policies and plans regarding parent involvement.
3. Demonstrate strategies that engage parents in their child's education.
4. Demonstrate awareness of research-based programs and services to assist families in becoming more involved in their child's education.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S9

## PHYSICAL EDUCATION SUBJECT CONTENT

**Component Identifier Number:** 1-011-000 / 1-105-008

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into physical education content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Understand and communicate the knowledge that physical activity promotes health and that students must be given opportunities to gain the knowledge and skills needed to adopt active lifestyles.
2. Demonstrate knowledge of the National Standards for Physical Education.
3. Understand and demonstrate understanding and respect for differences among people in physical activity settings.
4. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5

## PRESCHOOL/CHILD CARE

**Component Identifier Number:** 2-012-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

All Child Care center personnel, except those specifically exempted, must complete and approved introductory child care training course. The purpose of this component is to provide the opportunity for those day care workers, who otherwise lack appropriate training and credentials, to obtain training in prescribed areas to meet state and local requirements.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of state and local rules that govern childcare, health, safety, and nutrition.
2. Demonstrate knowledge of requirements and resources for identification and report of child abuse and neglect.
3. Demonstrate knowledge of child growth and development.
4. Use developmentally appropriate early childhood curricula.
5. Avoid income-based, race-based, and gender-based stereotyping.
6. Demonstrate knowledge of strategies to involve parents in the program, which may include parenting education, home visitor activities, family support services, coordination, and other activities.
7. Demonstrate knowledge of strategies for interagency coordination.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A2, A3, A4, B1
<b>FPLS:</b>	S4, S5

## **POLICIES AND PROCEDURES**

**Component Identifier Number:** 8-410-000

**Maximum Inservice Points:** 120

**General Objective(s):**

Provide participants the opportunity to participate in activities to increase their knowledge and understanding of their job responsibilities and/or area of interest.

**Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate awareness and knowledge of one or more of the following related to their job responsibility and/or other area of interest.
  - Programs
  - Policies
  - Procedures
  - Resources
  - Strategies
  - Other appropriate topics
  
2. Stay abreast of new laws and rules appropriate to the job responsibility.

**Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	B1
<b>FPLS:</b>	S8

## PROFESSIONAL LEARNING COMMUNITIES

**Component Identifier Number:** 2-400-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

Participants will learn the strategies that can be used to create and work with Professional Learning Communities within the school or district setting and participate in a Professional Learning Community.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities, participants:

1. Describe and discuss professional learning community models appropriate to district and/or school-based projects/programs
2. Identify the different ways that a professional learning community can be developed: school-wide, grade-levels or departments, book studies, other
3. Identify the steps for setting up a professional learning community
4. Contribute to development of an action plan for setting up a professional learning community
5. Critique the action plan to ensure necessary characteristics for having an effective Learning Community within the school or district are included
6. Learn to develop and implement the following tasks within a professional learning community:
  - ensure that every staff member contributes and works interdependently to achieve a goal
  - clarify intended outcomes within the teams
  - demonstrate facilitation skills that provide support during team meetings
  - recognize collaborative efforts that result in student gains and accomplishments of school goals
  - acknowledge and examine collective individual goals related to the alignment between school and district goals
  - apply the skill of reflective practice
  - recognize/celebrate the accomplishments of individuals and groups
7. Participate as a member of a professional learning community

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S4, S5

## READING SUBJECT CONTENT

**Component Identifier Number:** 1-013-000/1-105-009 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards and Common Core Standards into reading content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field to a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5

## SCHOOL IMPROVEMENT TRAINING

**Component Identifier Number:** 7-512-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to implement a program of inservice training and professional learning to provide members of the school community with the knowledge and skills necessary to participate in learning and implementation of the participants' school improvement plan.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate a clear understanding of the relationship between the specific training(s) and/or professional learning activities they are engaged in and the goal(s) and objectives of their school improvement plan by stating in observable/measurable terms how successful completion of this training and/or professional learning activity is intended to result in changes in teacher/staff behavior and in student performance.\*
2. Demonstrate knowledge and skill in the school improvement process by evidence of active participation in the development and implementation of the school improvement plan.
3. Demonstrate familiarity with and a working knowledge of their school improvement plan, as evidenced by an ability to accurately express orally or in writing the substance of the goal(s) and objectives stated in their plan.
4. Demonstrate knowledge and ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
5. Demonstrate knowledge and ability to use assessment strategies (traditional and alternate) to assist the continuous development of the learner.
6. Demonstrate knowledge and ability to plan, implement and evaluate effective instruction in a variety of learning environments.
7. Demonstrate knowledge and ability to use an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.
8. Demonstrate knowledge and ability to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.
9. Demonstrate knowledge and ability to use effective communication techniques with students and all other stakeholders.
10. Demonstrate knowledge and ability to use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students.
11. Demonstrate knowledge and ability to use appropriate technology in teaching and learning

processes.

12. Demonstrate knowledge and ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the education of students.
13. Demonstrate knowledge and ability to engage in continuous professional quality improvement for self and school.
14. Demonstrate knowledge and ability to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

\* Objective #1 must be met for each training and/or professional learning activity conducted under this component.

**Professional Development Delivery, Follow-Up and Evaluation:**

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

- |                                |   |
|--------------------------------|---|
| <b>Delivery Methods:</b>       | A, B, C, D, F, G                                    |
| <b>Implementation Methods:</b> | M, N, O, P, Q, R, S                                 |
| <b>Evaluation Methods:</b>     | A, B, C, D, E, F (Student)<br>A, B, C, D, Z (Staff) |
| <b>FEAP:</b>                   | A1, A2, A3, A4, B1                                  |
| <b>FPLS:</b>                   | S1, S2, S3, S6                                      |

## SCHOOL PRINCIPAL (Level II)

**Component Identifier Number:** 7-507-001

**Maximum Inservice Points:** 120 (240 - Maximum of 3 years)

### **General Objective(s):**

This is an in-depth, two to three year program of professional learning based on the Florida Principals Leadership Standards. The primary purpose is to provide in-depth instruction and guidance in achieving Level II Principal Certification through demonstration of the Florida Principal Leadership Standards in order to provide quality leadership for our schools now and in the future. The vision is to produce leaders who have the knowledge and skills to lead quality schools which continually improve our schools increasing student achievement.

Skills developed in the program will be documented by the compilation of a portfolio, self-assessments, meetings with the assigned mentor, meetings with the assigned team and satisfactory completion of a self-directed program of study.

### **Specific Objective(s):**

Upon completion of the agreed Individual Professional Leadership Plan activities through documented on-the-job training, professional development, independent learning, assessments and job shadowing experience, participants:

1. Demonstrate knowledge of research-based concepts and content of instructional leadership and organizational leadership.
2. Develop the instructional staff and connect with the community for the improvement of student achievement.
3. Demonstrate proficiency with data driven processes which emphasize student achievement, teacher and personal development.
4. Demonstrate building effective and academically productive learning environments.
5. Demonstrate skill in applying knowledge and decision making to provide strategies for improving student achievement.
6. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the process of school improvement.
7. Demonstrate proficiency of the Florida Principal Leadership Standards.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by the professional learning leader. To the satisfaction of the professional

developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, 2, 3, 4, B1, 2
<b>FPLS:</b>	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10

## SCHOOL SAFETY

**Component Identifier Number:** 6-511-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively maintain a safe and orderly school environment.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate ability to effectively establish and maintain discipline and order in the classroom and throughout all areas of the school campus while under their supervision.
2. Demonstrate knowledge of the overall issue of school safety and violence prevention from a national, statewide, regional and local perspective.
3. Demonstrate awareness of the signs of trouble, abuse and unrest in students.
4. Demonstrate knowledge of procedures for notification of appropriate personnel within the school system of potential problems of violence, threats other type of information that may pose a threat to the overall safety of the school, personnel or students.
5. Demonstrate knowledge of procedures for referral of students who may need help or interventions to the proper personnel or agencies within the community.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A2
<b>FPLS:</b>	S6, S8

## SCIENCE SUBJECT CONTENT

**Component Identifier Number:** 1-015-000 / 1-105-010 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into Science Content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5

## SOCIAL STUDIES SUBJECT CONTENT

**Component Identifier Number:** 1-016-001/1-105-011 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into Social Studies content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5

## STUDENT SUPPORT SERVICES – ASSESSMENT/STUDENT APPRAISAL

**Component Identifier Number:** 8-401-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. Use multiple perspectives to diagnose student behavior problems and devise solutions.
3. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
5. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
6. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modify instruction based upon assessed student performance.
8. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
9. Maintain observational and anecdotal records to monitor students' development.
10. Prepare and uses reports of students' assessment results.
11. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A4  
**FPLS:** S1

## STUDENT SUPPORT SERVICES – BEHAVIORAL INTERVENTIONS

**Component Identifier Number: 8-403-000**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional personnel to develop, increase and demonstrate knowledge and skills in assessing and designing behavioral supports; identifying the legal and ethical issues pertaining to behavioral strategies; identifying data collection strategies; identifying and interpreting elements of a functional behavior assessment and functional behavioral plan; and to recognize and use various concepts and models of positive behavior management.

### **Specific Objectives:**

Upon completion of this component, participants will be able to:

1. Describe the legal responsibilities one must address when developing and implementing behavioral programs in Florida.
2. Identify the essential ethical principles to be followed in establishing positive behavior supports and specific laws pertaining to conducting functional assessments.
3. Identify the critical themes of Positive Behavior Support.
4. Identify and describe the components of the Positive Behavior Support System.
5. Describe the historical perspectives of the field of applied behavior analysis.
6. Analyze the basic principles of behavior and discuss the importance of appropriate reinforcements and consequences.
7. Identify the concept of the “function of behavior” and apply this concept to behaviors observed in classroom settings.
8. Identify the five-step process for providing positive behavior supports.
9. Identify and define target/problem behaviors.
10. Determine appropriate goals of intervention, strengths and needs, and specific settings for intervention.
11. Identify the essential team members for creating effective plans.
12. Describe the essential components for effective collaboration between families and schools.
13. Demonstrate how to use the person-centered planning process to identify meaningful goals.
14. To examine, utilize and interpret data collection methods for information gathering from both home and school.
15. Demonstrate the five functional assessment methods in the functional behavioral assessment process.
16. Describe the important role of the family in the development of an effective positive behavior support plan.
17. Using observational and interview data, identify patterns or trends surrounding a targeted behavior.
18. Using observational and interview data, describe the relationship between antecedents, behaviors and consequences.
19. Develop a hypothesis based on data collection.
20. Using observational and interview data, identify correlations between curriculum and behavior.

21. Identify guidelines for selecting appropriate for curriculum models for an individual student.
22. Use an instructional checklist to determine the appropriateness of instructional strategies.
23. Using observational data and interview data, develop proactive strategies for developing replacement behaviors in the classroom.
24. Identify lifestyle issues that impact target/problem behaviors.
25. Identify the need for and develop a crisis plan.
26. Identify objective measures for documenting progress.
27. Identify changes in target behaviors and determine appropriate interventions.
28. Utilize a self-check process to determine thoroughness of plans.
29. Identify types of evaluation approaches most appropriate for individual case studies.
30. Identify scientifically based effective classroom management strategies.
31. Select effective instructional techniques that support successful classroom management programs.
32. Establish reward system guidelines and plans for implementing a classroom-wide system.

**Professional Development Delivery, Follow-up and Evaluation:**

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of 80% of the objectives, by the module facilitator.

A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

Participants will demonstrate implementation of knowledge learned from this module via e-mail with facilitator on a periodic basis. E-mails will be designed to gather data regarding the level of knowledge acquired and the skills gained, as well as the application of relevant content by the participant in his or her work setting and the effect on job performance.

**Learning Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** C  
**FEAP:** A1, A2, A3, A4, B1, B2  
**FPLS:** S1, S2, S3, S4, S5

## STUDENT SUPPORT SERVICES – HUMAN RELATIONS/COMMUNICATION SKILLS

**Component Identifier Number:** 8-406-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use effective communication techniques with students and all other stakeholders within the school community.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Establish positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
3. Communicate effectively, in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage student's desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents' consistently and appropriately.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A2  
**FPLS:** S9

## STUDENT SUPPORT SERVICES: PROBLEM SOLVING TEAMS

**Component Identifier Number: 8-415-000**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of problem solving teams; leading and developing problem solving teams; identifying data collection methods; the use and interpretation of student data; identification of learning interventions; effectiveness of intervention strategies; and the use of step by step problem solving processes.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Describe research based solving process and strategies.
2. Identify situations where the application of a problem solving process would be appropriate.
3. Identify the essential members of a problem solving team.
4. Identify targeted behaviors/targeted needs.
5. Describe academic and behavioral interventions that can be used as part of problem solving process.
6. Identify the skills needed by each team member.
7. Describe the leadership skills needed to lead a problem solving team.
8. Identify data gathering tools needed to carry out the problem solving process.
9. Analyze examples of student data and match possible interventions to the situation.
10. Describe the essential components for effective collaboration between families and schools.
11. Demonstrate how to use the person-centered planning process to identify meaningful goals.
12. Identify guidelines for selecting appropriate for curriculum models for an individual student.
13. Using observational data and interview data, develop proactive strategies for developing replacement behaviors in the classroom.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	B1
<b>FPLS:</b>	S8

## **STUDENT SUPPORT SERVICES: PROGRAM ADMINISTRATION, EVALUATION, AND ACCOUNTABILITY**

**Component Identifier Number: 8-417-000**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in program administration, evaluation, and accountability; the use and interpretation of student and program data to determine effectiveness; identification of and use of appropriate organizational methods; and the problem solving processes.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Demonstrate understanding of legal and ethical standards
2. Identify and use appropriate organizational techniques
3. Identify and demonstrate appropriate collaboration skills
4. Demonstration of the use of the problem solving process
5. Identify the responsibilities of program oversight
6. Identify the procedures involved in program administration and evaluation

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S8

## **STUDENT SUPPORT SERVICES: SCHOLARSHIPS, FINANCIAL AID, AND EDUCATIONAL TRANSITIONS**

**Component Identifier Number: 8-418-000**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components in Educational Planning and Post-Secondary Transition; identifying the developmental stages of career and post-secondary educational planning; identifying useful tools and strategies to aid in post-secondary planning; the use and interpretation of student records and data; educational transitional issues and requirements for students with disabilities; identification of scholarship and financial aid opportunities; navigation of post-secondary admissions; identification of important family issues during educational transitions and the identification of effective strategies to improve student post-secondary outcomes.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Identify the components involved with Educational Planning and Post-Secondary Transition
2. Identify the appropriate strategies for the different stages of Post-Secondary planning
3. Identify the appropriate legal issues that are involved in seeking admission into Post-Secondary educational institutions
4. Demonstrate knowledge of the scholarship and financial aid processes
5. Identify appropriate skills needed to navigate the post-secondary admissions process
6. Demonstrate knowledge of the role and rights of student's families in the post-secondary educational system
7. Identify self-determination skills that help students become successful post-secondary students.
8. Identify post-secondary options for students wishing to move directly into the workforce

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

Delivery Methods: A, B, C, D, F, G

Follow-up Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: B1

FPLS: S8

## STUDENT SUPPORT SERVICES: SECTION 504 COMPLIANCE

**Component Identifier Number:** 8-419-100

**Maximum Inservice Points:** 120

### **General Objective(s):**

To provide educators and staff with opportunities to develop and/or update knowledge necessary to maximize the equity of educational services to students with disabilities

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with this component, participants:

1. Demonstrate knowledge of requirements of Section 504 of the Rehabilitation Act as amended.
2. Identify the student characteristics and criteria for review in regards to implementation of Section 504 nondiscrimination requirements.
3. Demonstrate knowledge of legal obligations of the school and district as defined in section 504.
4. Understand how to make a determination as to whether a 504 Plan should be developed for students and the protections afforded to 504 students.
5. Communicate effectively to parents and the school community the determination and compliance with section 504.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** A1, A3

**FPLS:** S6, S8

**STUDENT SUPPORT SERVICES:  
SERVICE COORDINATION, COLLABORATION, INTEGRATION**

**Component Identifier Number: 8-420-000**  
**Maximum Inservice Points: 120**

**General Objective(s):**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of Service Coordination, Collaboration, Integration; leading and developing collaborative teams; identifying agencies and professional services required to insure student integration; identifying methods of student and instructional integration into the educational environment; identifying data collection methods; the use and interpretation of student data; identification of learning interventions; effectiveness of intervention strategies; and the use of coordinated intervention processes.

**Specific Objectives:**

Upon completion of this component, participants:

1. Identify situations requiring collaboration and coordination
2. Identify required members of collaborative teams
3. Develop effective collaborative teams of professionals
4. Use the collaborative process to design effective student service plans
5. Interpretation and use of relevant student data
6. Make instructional and program adjustments as a result of student data results
7. Identify the skills required to lead effective collaborative teams.

**Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S8

## STUDENT SUPPORT SERVICES: STUDENT MOTIVATION

**Component Identifier Number: 8-421-000**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of student motivation and student involvement; identifying the legal and ethical issues pertaining to student motivation; research based school wide and classroom structures and strategies; identifying data collection strategies and how design group and individualized motivational process.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Identify appropriate motivational techniques
2. Identify legal and ethical issues that pertain to student motivation
3. Identify essential components of effective student motivational techniques
4. Describe the elements of effective student engagement
5. Identify data collection strategies
6. Describe the process of designing group and individualized motivation
7. Describe the data based decision based instructional as it applies to student motivation

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

Delivery Methods: A, B, C, D, F, G

Follow-up Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: B1

FPLS: S8

## STUDENT SUPPORT SERVICES: STUDENT RECORDS

**Component Identifier Number: 8-422-000**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of effective student and school record development and maintenance; identifying data collection methods; confidentiality issues involved with record keeping and sharing; state and federal regulations that must be followed; and the use and interpretation of student data contained in student records.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Demonstrate knowledge of the state and federal rules involved in the process of building and maintaining student records.
2. Identify data that should be part of a student record and the proper procedures for gathering that data
3. Demonstrate knowledge of legal issues in the proper use of student record information.
4. Identify sources of information collected in student records.
5. Identify the proper process for storage of student records.
6. Identify how the data collected in student records could be used to aid in the educational process.
7. Demonstrate knowledge of proper methods of record transfer and sharing.
8. Identify the different types of student information included in student records.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

Delivery Methods: A, B, C, D, F, G

Follow-up Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: B1

FPLS: S8

## **SUBSTANCE ABUSE PREVENTION**

**Component Identifier Number:** 6-403-000

**Maximum Inservice Points:** 120

**General Objective(s):**

Participants will become familiar with signs and symptoms of substance abuse and the strategies and approach that can be used for prevention.

**Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the signs and symptoms associated with the identification of suspected substance abuse in school age children.
2. Acquire knowledge of the skills and strategies for educating students about the dangers of substance abuse.
3. Demonstrate skills and strategies for educating students about the dangers of substance abuse in school age children.

**Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1
<b>FPLS:</b>	S8

## **SUBSTITUTE TEACHER**

**Component Identifier Number:** 8-506-000

**Maximum Inservice Points:** 120

**General Objective(s):**

Substitute teachers will acquire the knowledge, skills, and attitudes necessary for effectively carrying out their job responsibilities.

**Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of school system's philosophy and goals, and the regulations concerning substitute teachers.
2. Demonstrate effective classroom management techniques.
3. Prepare and/or carry out lesson plans.
4. Perform appropriate school procedures, i.e., attendance, schedules, and emergencies.
5. Demonstrate effective teaching/learning and instructional management practices.
6. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.
7. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools and district.

**Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAPS:</b>	B1
<b>FPLS:</b>	S8

## TECHNOLOGY APPLICATIONS STRATEGIES

**Component Identifier Number:** 3-003-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the knowledge and skills needed to increase productivity, maintain appropriate records and stay abreast of emerging technologies.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
2. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
3. Use technology resources to engage in ongoing professional learning and lifelong learning.
4. Apply technology to increase productivity.
5. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
6. Use a wide variety of instructional technologies including hardware and software such as CD-ROM, interactive video, digital cameras, scanners, electronic libraries and web-based resources.
7. Continually review and evaluate educational software to determine its appropriateness for instruction and management and share findings with others.
8. Teach students to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest.
9. Use appropriate technology to construct teacher materials, e.g. construct assessment exercises, prepares programmed instruction, uses work processing, produces graphic materials, etc.
10. Recognize the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A3, B1  
**FPLS:** S8

## TECHNOLOGY IN THE CLASSROOM

**Component Identifier Number:** 3-408-000 / 3-100-000 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use appropriate technology in teaching and learning process.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Utilize appropriate learning media, computer applications, and other technology to address students' needs and learning objectives.
2. Utilize instruction and other electronic networks to provide students with opportunities to gather and share information with others.
3. Use a wide variety of instructional technologies including hardware and software such as CD-ROM, interactive video, digital cameras, scanners, electronic libraries and web-based resources to enhance instruction.
4. Work with technical and instructional specialists available to each school, teacher and students to collaborate on instructional design and delivery.
5. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
6. Use technology resources to collect and analyze data, interpret results, and communicate finds to improve instructional practice and maximize student learning.
7. Understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.
8. Model and teach legal, ethical and safe practice related to technology use.
9. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities while ensuring equitable access to technology resources for all students.
10. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
11. Apply current research on teaching and learning with technology when planning learning environments and experiences.
12. Plan strategies to manage students learning in a technology-enhanced environment.
13. Facilitate technology-enhanced experiences that address Next Generation Sunshine State Standards and higher order skills and creativity.

**Professional Development Delivery, Follow-Up and Evaluation:**

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

- Delivery Methods:** A, B, C, D, F, G
- Implementation Methods:** M, N, O, P, Q, R, S
- Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)
- FEAP:** A1, A3, A4
- FPLS:** S5, S6, S8

## **TRANSPORTATION SERVICE TRAINING**

**Component Identifier Number:** 6-515-000

**Maximum Inservice Points:** 120

### **General Objective(s):**

1. Participants will develop awareness in the requirements of school bus drivers and/or Bus Attendants that are statutorily mandated.
2. Participants will gain insight into new and innovative techniques available to enhance their performance as Bus Drivers and/or Bus Attendants.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the role of the bus driver or attendant in a public school transportation setting.
2. Demonstrate knowledge of the various types of buses or other vehicles used in pupil transportation.
3. Demonstrate knowledge of the proper techniques and requirements for vehicle and/or equipment inspections.
4. Demonstrate knowledge of bus operational procedures.
5. Demonstrate improved knowledge of traffic laws and traffic control devices.
6. Demonstrate knowledge of how to properly respond to critical or emergency situations that may occur on a bus (i.e., bus accident, bus fire, etc).
7. Demonstrate knowledge of student loading and unloading procedures.
8. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FPLS:</b>	S8

## VISUALLY IMPAIRED

**Component Identifier Number:** 1-105-000 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct blind/low vision students.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. List and describe common etiologies/syndromes associated with visual impairments.
2. Demonstrate increased knowledge of Braille contractions, rules, formats, and tactile graphics in reading and writing Braille.
3. Interpret the results of a functional vision evaluation and list instructional implications based on these results.
4. Demonstrate skill in the appropriate use and care of low vision aids and equipment.
5. Demonstrate skills in the appropriate use of assistive and adaptive technology for impaired students.
6. Identify and demonstrate basic orientation and mobility skills for visually impaired students.
7. Identify and demonstrate research-based techniques/strategies for teaching visually impaired students.
8. Identify and demonstrate research-based materials/programs for teaching visually impaired students.
9. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADC), and Section 504 as they relate to visually impaired students.
10. Describe aspects of blind culture and etiquette to utilize when working or socializing with the visually impaired.
11. Foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A2, A3  
**FPLS:** S5

## WORLD (FOREIGN) LANGUAGE SUBJECT CONTENT

**Component Identifier Number:** 1-004-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

To provide Foreign Language teachers with the content knowledge necessary to effectively teach foreign language content

### **Specific Objective(s):**

Upon completion of one or more professional learning activities in this component, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on the curriculum frameworks, student performance standards, and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5

**APPENDIX A**

**FDOE  
DATABASE REQUIREMENTS – DATA ELEMENTS  
&  
REPORTING CODES**

**FLORIDA DEPARTMENT OF EDUCATION INFORMATION DATABASE  
REQUIREMENTS  
AUTOMATED STAFF INFORMATION SYSTEM**

**REPORTING FORMATS: STAFF PROFESSIONAL DEVELOPMENT**

**PRIMARY PURPOSE:**

<b>Code</b>	<b>Definition/Example</b>
A*	Add-on Endorsement
B	Alternative Certification
C	Florida Educators Certificate Renewal
D	Other Professional Certificate/License Renewal
E**	Professional Skill Building
F***	W. Cecil Golden Professional Development Program for School Leaders
G****	Approved District Leadership Development Program

\*An out-of-field teacher for whom the most critical and primary purpose of the inservice is “add-on” endorsement.

\*\*All Non-Certified personnel should be included in this category. Certified personnel may be included only if none of the categories above is appropriate.

\*\*\*As part of an approved district leadership development program, professional development offerings provided through the W. Cecil Golden Professional Development Program for School Leaders. S.B.E. 6A-5.081(2)(d)1

\*\*\*\*As part of an approved district leadership development program, professional development offerings NOT provided through the W. Cecil Golden Professional Development Program for School Leaders. S.B.E. 6A-5.081(2)(d)1

**LEARNING METHOD:**

<b>Code</b>	<b>Definition/Example</b>
A	Workshop
B	Electronic, Interactive
C	Electronic, Non-Interactive
D	Learning Community/ Lesson Study Group
F	Independent Inquiry (Includes, for example, Action Research)
G	Structured Coaching/Mentoring ( <i>May include one-on-one or small group instruction by a coach/mentor with a teacher with specific learning objectives</i> )

**IMPLEMENTATION METHOD:**

<b>Code</b>	<b>Definition/Example</b>
M	Structured Coaching/Mentoring ( <i>May include direct observation, conferencing, oral reflection and/or lesson demonstration</i> )
N	Independent Learning/Action Research related to training (should include evidence of implementation)
O	Collaborative Planning related to training, includes Learning Communities
P	Participant Product related to training (may include lesson plans, written reflection, and audio/videotape, case study, samples of student work)
Q	Lesson Study group participation
R	Electronic, Interactive
S	Electronic, Non-Interactive

**EVALUATION METHOD:****Staff:**

<b>Code</b>	<b>Definition/Example</b>
A	Changes in classroom practices
B	Changes in instructional leadership practices
C	Changes in student services practices
D	Other changes in practices
Z	Did not evaluate staff outcomes

**Students:**

<b>Code</b>	<b>Definition/Example</b>
A	Results of district-developed/standardized student test
B	Results of school/teacher-constructed student test
C	Portfolios of student work
D	Observation of student performance
F	Other performance assessment
G	Did not evaluate student outcomes