

# AGENDA

## REGULAR SCHOOL BOARD MEETING

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

November 20, 2012

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. October 16, 2012, 6:00 p.m. – School Board Workshop
  - b. October 23, 2012, 4:30 p.m. – School Board Workshop
  - c. October 23, 2012, 6:00 p.m. – Regular School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.
6. BUDGET AND FINANCIAL TRANSACTIONS
  - a. Budget Amendment Number Five – **SEE PAGE #5**

Fund Source: 420 Federal Funds  
Amount: \$4,878.00

ACTION REQUESTED: The Superintendent recommends approval.
  - b. Budget Amendment Number Six – **SEE PAGE #12**

Fund Source: 434 (ARRA) Race To The Top  
Amount: \$0.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. Program Cost Report for 2011 - 2012 – **SEE PAGE #17**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

7. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Purchase Order for ESE Program - **SEE PAGE #149**

Fund Source: Federal IDEA  
Amount: \$25,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Purchase Order for Academic Services - **SEE PAGE #151**

Fund Source: General Fund  
Amount: \$17,977.50

ACTION REQUESTED: The Superintendent recommends approval.

- c. Purchase Order for Media and Technology – **SEE PAGE #153**

Fund Source: General Fund  
Amount: \$21,383.30

ACTION REQUESTED: The Superintendent recommends approval.

- d. Purchase of Two Playgrounds for Head Start Program – **SEE PAGE #155**

Fund Source: Head Start Project in the Federal Projects Fund 420  
Amount: \$39,881.96

ACTION REQUESTED: The Superintendent recommends approval.

- e. Purchase Order for Head Start Early Childhood Program - **SEE PAGE #159**

Fund Source: Head Start Program in Federal Projects Fund  
Amount: \$68,643.73

ACTION REQUESTED: The Superintendent recommends approval.

- f. Contracts for Federal Projects – **SEE PAGE #170**

Fund Source: Title I  
Amount: \$88,903.00

ACTION REQUESTED: The Superintendent recommends approval.

- g. System Upgrade for Skyward System Migration – **SEE PAGE #185**

Fund Source: Capital Outlay  
Amount: \$21,383.30

ACTION REQUESTED: The Superintendent recommends approval.

8. **STUDENT MATTERS – SEE ATTACHMENT**

- a. Student Expulsion – See back-up material

Case #-16-1213-0231

ACTION REQUESTED: The Superintendent recommends approval.

- b. Student Expulsion – See back-up material

Case #17-1213-0061

ACTION REQUESTED: The Superintendent recommends approval.

- c. Student Expulsion – See back-up material

Case #18-1213-0231

ACTION REQUESTED: The Superintendent recommends approval.

- d. Student Expulsion – See back-up material

Case #19-1213-9102

ACTION REQUESTED: The Superintendent recommends approval.

- e. Student Expulsion – See back-up material

Case #25-1213-0231

ACTION REQUESTED: The Superintendent recommends approval.

9. **EDUCATIONAL ISSUES**

- a. School Advisory Council Rosters – **SEE PAGE #201**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

10 EDUCATIONAL ISSUES

- a. Review of Traneisha Galloway Charter School of Business and Integrated Technology Application – **SEE PAGE #215**

11. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

12. SCHOOL BOARD REQUESTS AND CONCERNS

13 ADJOURNMENT

## SUMMARY SHEET

### RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 6a

DATE OF SCHOOL BOARD MEETING: November 20, 2012

TITLE OF AGENDA ITEMS: Budget Amendment Number Five

DIVISION: Finance Department

#### PURPOSE AND SUMMARY OF ITEMS:

This budget amendment establishes budget by function and object to correspond to award notice where the award differs from the grant application. Carl Perkins, Rural & Sparsely Populated award was 7848.00 higher than the application amount.

FUND SOURCE: 420 Federal Funds

AMOUNT: \$ 4878.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

Gadsden County School Board  
 420 (Federal) Fund Estimated Revenue  
 Budget Amendment Number  
 Five

FUND 420 REVENUE OBJECT	BEGINNING ESTIMATED REVENUE 11/14/2012	BUDGET AMENDMENT NUMBER FIVE	ENDING ESTIMATED REVENUE 11/14/2012
190	\$ -	\$ -	\$ -
191	\$ -	\$ -	\$ -
199	\$ 818,517.33	\$ -	\$ 818,517.33
201	\$ 172,240.73	\$ 7,848.00	\$ 180,088.73
226	\$ 558,787.44	\$ -	\$ 558,787.44
227	\$ -	\$ -	\$ -
230	\$ 2,141,536.12	\$ -	\$ 2,141,536.12
240	\$ 6,406,905.28	\$ -	\$ 6,406,905.28
251	\$ 4,032.82	\$ -	\$ 4,032.82
270	\$ -	\$ -	\$ -
290	\$ 525,164.14	\$ -	\$ 525,164.14
299	\$ -	\$ -	\$ -
<b>TOTALS</b>	<b>\$ 10,627,183.86</b>	<b>\$ 7,848.00</b>	<b>\$ 10,635,031.86</b>

**Gadsden County School Board  
420 (Federal) Fund Appropriations  
Five**

420 FUND		BUDGET			
FUNCTION/ OBJECT		BUDGET BALANCE 11/14/2012	AMENDMENT NUMBER FIVE	BUDGET BALANCE 11/14/2012	
5100	100	\$ 900,897.63	\$ -	\$ 900,897.63	
	200	\$ 158,318.86	\$ -	\$ 158,318.86	
	300	\$ 379,333.44	\$ -	\$ 379,333.44	
	500	\$ 340,949.60	\$ -	\$ 340,949.60	
	600	\$ 261,134.02	\$ -	\$ 261,134.02	
	700	\$ -	\$ -	\$ -	
	<b>FUNCTOTAL</b>		<b>\$ 2,040,633.55</b>	<b>\$ -</b>	<b>\$ 2,040,633.55</b>
5200	100	\$ 619,763.23	\$ -	\$ 619,763.23	
	200	\$ 197,066.07	\$ -	\$ 197,066.07	
	300	\$ 172,000.00	\$ -	\$ 172,000.00	
	500	\$ 12,927.00	\$ -	\$ 12,927.00	
	600	\$ 13,875.00	\$ -	\$ 13,875.00	
	700	\$ 1,000.00	\$ -	\$ 1,000.00	
	<b>FUNCTOTAL</b>		<b>\$ 1,016,631.30</b>	<b>\$ -</b>	<b>\$ 1,016,631.30</b>
5300	100	\$ 10,259.21	\$ (10,259.21)	\$ -	
	200	\$ 3,832.03	\$ (3,832.03)	\$ -	
	300	\$ 7,261.02	\$ 1,435.26	\$ 8,696.28	
	500	\$ 27,949.81	\$ 4,570.80	\$ 32,520.61	
	600	\$ 32,080.00	\$ -	\$ 32,080.00	
	700	\$ 16,480.08	\$ 4,000.00	\$ 20,480.08	
	<b>FUNCTOTAL</b>		<b>\$ 97,862.15</b>	<b>\$ (4,085.18)</b>	<b>\$ 93,776.97</b>
5400	100	\$ -	\$ -	\$ -	
	200	\$ 4,032.82	\$ -	\$ 4,032.82	
	300	\$ -	\$ -	\$ -	
	500	\$ -	\$ -	\$ -	
	600	\$ -	\$ -	\$ -	
	700	\$ -	\$ -	\$ -	
	<b>FUNCTOTAL</b>		<b>\$ 4,032.82</b>	<b>\$ -</b>	<b>\$ 4,032.82</b>
5500	100	\$ 458,524.55	\$ -	\$ 458,524.55	
	200	\$ 127,288.93	\$ -	\$ 127,288.93	
	300	\$ 44,660.09	\$ -	\$ 44,660.09	
	500	\$ 6,458.52	\$ -	\$ 6,458.52	
	600	\$ -	\$ -	\$ -	
	700	\$ -	\$ -	\$ -	
	<b>FUNCTOTAL</b>		<b>\$ 636,932.09</b>	<b>\$ -</b>	<b>\$ 636,932.09</b>

**Gadsden County School Board  
420 (Federal) Fund Appropriations  
Five**

5900	100	\$	206,456.76	\$	-	\$	206,456.76
	200	\$	37,518.04	\$	-	\$	37,518.04
	300	\$	35,394.96	\$	-	\$	35,394.96
	500	\$	6,516.77	\$	-	\$	6,516.77
	600	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>285,886.53</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>285,886.53</b>
6100	100	\$	523,629.40	\$	2,237.94	\$	525,867.34
	200	\$	123,678.36	\$	1,347.24	\$	125,025.60
	300	\$	178,272.82	\$	-	\$	178,272.82
	500	\$	79,361.75	\$	-	\$	79,361.75
	600	\$	4,240.44	\$	-	\$	4,240.44
	700	\$	1,500.00	\$	-	\$	1,500.00
	900	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>910,682.77</b>	<b>\$</b>	<b>3,585.18</b>	<b>\$</b>	<b>914,267.95</b>
6200	100	\$	32,000.00	\$	-	\$	32,000.00
	200	\$	9,319.00	\$	-	\$	9,319.00
	300	\$	2,580.00	\$	-	\$	2,580.00
	500	\$	1,000.00	\$	-	\$	1,000.00
	600	\$	225,951.08	\$	-	\$	225,951.08
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>270,850.08</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>270,850.08</b>
6300	100	\$	886,426.51	\$	-	\$	886,426.51
	200	\$	240,657.91	\$	-	\$	240,657.91
	300	\$	166,668.52	\$	-	\$	166,668.52
	500	\$	135,205.36	\$	-	\$	135,205.36
	600	\$	15,021.57	\$	-	\$	15,021.57
	700	\$	13,250.00	\$	-	\$	13,250.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>1,457,229.87</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>1,457,229.87</b>
6400	100	\$	1,429,124.05	\$	-	\$	1,429,124.05
	200	\$	301,681.46	\$	-	\$	301,681.46
	300	\$	258,418.55	\$	7,507.92	\$	265,926.47
	400	\$	-	\$	-	\$	-
	500	\$	44,759.40	\$	603.34	\$	45,362.74
	600	\$	2,302.94	\$	-	\$	2,302.94
	700	\$	33,123.49	\$	1,955.76	\$	35,079.25
<b>FUNCTOTAL</b>		<b>\$</b>	<b>2,069,409.89</b>	<b>\$</b>	<b>10,067.02</b>	<b>\$</b>	<b>2,079,476.91</b>



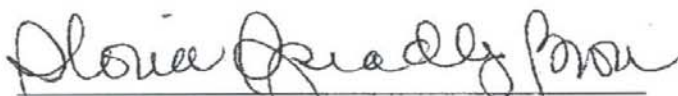
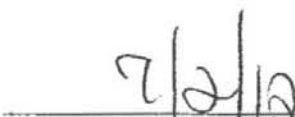

**Gadsden County School Board  
420 (Federal) Fund Appropriations  
Five**

6500	100	\$	35,000.00	\$	-	\$	35,000.00
	200	\$	9,757.00	\$	-	\$	9,757.00
	300	\$	44,040.00	\$	-	\$	44,040.00
	500	\$	-	\$	-	\$	-
	600	\$	129,570.00	\$	-	\$	129,570.00
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>218,367.00</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>218,367.00</b>
7200	100	\$	15,804.23	\$	-	\$	15,804.23
	200	\$	4,646.60	\$	-	\$	4,646.60
	300	\$	1,239.50	\$	-	\$	1,239.50
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	672,468.80	\$	(1,719.02)	\$	670,749.78
<b>FUNCTOTAL</b>		<b>\$</b>	<b>694,159.13</b>	<b>\$</b>	<b>(1,719.02)</b>	<b>\$</b>	<b>692,440.11</b>
7300	100	\$	95,000.00	\$	-	\$	95,000.00
	200	\$	12,201.70	\$	-	\$	12,201.70
	300	\$	-	\$	-	\$	-
<b>FUNCTOTAL 7300</b>		<b>\$</b>	<b>107,201.70</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>107,201.70</b>
7400	600	\$	-	\$	-	\$	-
<b>FUNCTOTAL 7400</b>		<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>
7600	300	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>
7700	100	\$	82,800.00	\$	-	\$	82,800.00
	200	\$	26,245.00	\$	-	\$	26,245.00
	300	\$	4,645.50	\$	-	\$	4,645.50
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	1,000.00	\$	-	\$	1,000.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>114,690.50</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>114,690.50</b>
7800	100	\$	105,629.29	\$	-	\$	105,629.29
	200	\$	24,344.35	\$	-	\$	24,344.35
	300	\$	386,516.92	\$	-	\$	386,516.92
	400	\$	11,137.25	\$	-	\$	11,137.25
	500	\$	1,262.17	\$	-	\$	1,262.17
	600	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>528,889.98</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>528,889.98</b>

**Gadsden County School Board  
420 (Federal) Fund Appropriations  
Five**

7900	100	\$	16,875.39	\$	-	\$	16,875.39
	200	\$	6,385.96	\$	-	\$	6,385.96
	300	\$	33,824.33	\$	-	\$	33,824.33
	400	\$	1,836.91	\$	-	\$	1,836.91
	500	\$	96.40	\$	-	\$	96.40
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>59,018.99</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>59,018.99</b>
8100	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
	300	\$	-	\$	-	\$	-
	500	\$	935.12	\$	-	\$	935.12
	600	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>935.12</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>935.12</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	\$	20,576.16	\$	-	\$	20,576.16
	200	\$	5,694.23	\$	-	\$	5,694.23
	300	\$	-	\$	-	\$	-
	400	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>26,270.39</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>26,270.39</b>
<b>GRANDTOTAL</b>		<b>\$</b>	<b>10,627,183.86</b>	<b>\$</b>	<b>7,848.00</b>	<b>\$</b>	<b>10,635,031.86</b>

**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Gadsden County School District	<b>2 PROJECT NUMBER</b> 200-1613A-3CR01
<b>3 PROJECT/PROGRAM TITLE</b> Carl D. Perkins Vo/Tech Education, Rural & Sparsely Populated  <p align="center">TAPS 13B012</p>	<b>4 AUTHORITY</b> <b>84.048A Carl Perkins - Voc. ED Basic</b>
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2012 - 06/30/2013 Program Period: 07/01/2012 - 06/30/2013
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 83,976.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 83,976.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <u>06/30/2013</u></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2013</u></li> <li>• Last date for receipt of proposed budget and program amendments: <u>06/30/2013</u></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> </ul>	
<b>10 DOE CONTACTS</b> <b>Program:</b> Jakita Jones <b>Phone:</b> (850) 245 - 9044 <b>Email:</b> <a href="mailto:Jakita.Jones@fldoe.org">Jakita.Jones@fldoe.org</a> <b>Grants Management:</b> Unit B (850) 245-0496  <p align="center"><b>Comptroller's Office</b> (850) 245-0401</p>	<b>11 DOE FISCAL DATA</b>  DBS: 55 90 00 EO: C2 Object: 720035
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>• This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs.</li> <li>• For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> <li>• Other: <b>Only 25% of the "Current Approved Budget" in block 7 is authorized for obligating or expending during the first quarter period of July 1, 2012 through September 30, 2012. The Balance of the allocation (75%) and any unexpended funds from the first quarter will be available October 1, 2012 through June 30, 2013.</b></li> </ul> <p>Should you have any questions regarding these special conditions please call Grants Management at (850)245- 0496.</p>	
<b>13 APPROVED:</b>  <div style="display: flex; justify-content: space-between;"> <div data-bbox="121 1722 795 1875">             Authorized Official on behalf of Gerard Robinson            Commissioner of Education         </div> <div data-bbox="876 1701 1169 1848">             Date of Signing         </div> <div data-bbox="1282 1617 1494 1827">  </div> </div>	

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 6b

**DATE OF SCHOOL BOARD MEETING:** November 20, 2012

**TITLE OF AGENDA ITEMS:** Budget Amendment Number Six

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for this budget amendment that corrects function and object in the roll forwards from prior year.

**FUND SOURCE:** 434 (ARRA) Race To The Top

**AMOUNT:** \$ .00

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

**Gadsden County School Board**  
**434 (ARRA Race To The Top) Fund Appropriations**  
**Budget Amendment Number**  
**Six**

434 FUND							
FUNCTION/ OBJECT		BEGINNING BUDGET 11/15/2012		BUDGET AMENDMENT NUMBER SIX		BUDGET BALANCE 11/15/2012	
5100	100	\$	572,008.10	\$	-	\$	572,008.10
K-12 Instructional	200	\$	101,364.14	\$	-	\$	101,364.14
	300	\$	(1,200.00)	\$	-	\$	(1,200.00)
	500	\$	221,504.10	\$	-	\$	221,504.10
	600	\$	10,985.12	\$	-	\$	10,985.12
	700	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>904,661.46</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>904,661.46</b>
5200	100	\$	(3,607.52)	\$	-	\$	(3,607.52)
Exceptional	200	\$	(276.00)	\$	-	\$	(276.00)
<b>FUNCTOTAL</b>		<b>\$</b>	<b>(3,883.52)</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>(3,883.52)</b>
5300	100	\$	102,406.44	\$	-	\$	102,406.44
Vocational Technical	200	\$	34,700.93	\$	-	\$	34,700.93
	300	\$	42,939.51	\$	-	\$	42,939.51
	500	\$	55,125.91	\$	-	\$	55,125.91
	600	\$	107,450.87	\$	-	\$	107,450.87
	700	\$	20,120.00	\$	-	\$	20,120.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>362,743.66</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>362,743.66</b>
5500	100	\$	40,379.28	\$	-	\$	40,379.28
Pre-Kindergarten	200	\$	(4,608.00)	\$	-	\$	(4,608.00)
<b>FUNCTOTAL</b>		<b>\$</b>	<b>35,771.28</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>35,771.28</b>
6100	100	\$	21,000.00	\$	-	\$	21,000.00
Pupil Personnel Service	200	\$	2,477.10	\$	-	\$	2,477.10
	300	\$	8,899.52	\$	-	\$	8,899.52
	500	\$	5,802.87	\$	-	\$	5,802.87
	600	\$	(580.00)	\$	-	\$	(580.00)
<b>FUNCTOTAL</b>		<b>\$</b>	<b>37,599.49</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>37,599.49</b>

**Gadsden County School Board**  
**434 (ARRA Race To The Top) Fund Appropriations**  
**Budget Amendment Number**  
**Six**

<b>6200</b>						
Instructional	100	\$	1,778.93	\$	-	\$ 1,778.93
Media Service	200	\$	10,000.00	\$	-	\$ 10,000.00
	300	\$	85,909.80	\$	-	\$ 85,909.80
<b>FUNCTOTAL</b>		<b>\$</b>	<b>97,688.73</b>	<b>\$</b>	<b>-</b>	<b>\$ 97,688.73</b>
<b>6300</b>						
Instructional	200	\$	-	\$	-	\$ -
Curriculum Dev.	300	\$	(2,350.98)	\$	-	\$ (2,350.98)
<b>FUNCTOTAL</b>		<b>\$</b>	<b>(2,350.98)</b>	<b>\$</b>	<b>-</b>	<b>\$ (2,350.98)</b>
<b>6400</b>						
Instructional	100	\$	29,234.59	\$	-	\$ 29,234.59
Instructional	200	\$	64,365.00	\$	-	\$ 64,365.00
Staff Training	300	\$	24,036.93	\$	-	\$ 24,036.93
	500	\$	12,952.00	\$	-	\$ 12,952.00
	600	\$	18,535.00	\$	3.00	\$ 18,538.00
	700	\$	5,406.29	\$	-	\$ 5,406.29
<b>FUNCTOTAL</b>		<b>\$</b>	<b>154,529.81</b>	<b>\$</b>	<b>3.00</b>	<b>\$ 154,532.81</b>
<b>6500</b>						
Instructional	300	\$	14,000.00	\$	-	\$ 14,000.00
Instructional	600	\$	(3,097.98)	\$	-	\$ (3,097.98)
Related Technology	700	\$	45,832.48	\$	(3.00)	\$ 45,829.48
<b>FUNCTOTAL</b>		<b>\$</b>	<b>56,734.50</b>	<b>\$</b>	<b>(3.00)</b>	<b>\$ 56,731.50</b>
<b>7200</b>						
General Admin.	600	\$	-	\$	-	\$ -
	700	\$	14,988.56	\$	-	\$ 14,988.56
<b>FUNCTOTAL</b>		<b>\$</b>	<b>14,988.56</b>	<b>\$</b>	<b>-</b>	<b>\$ 14,988.56</b>
<b>7300</b>						
School Admin	100	\$	31,002.32	\$	-	\$ 31,002.32
	200	\$	4,042.50	\$	-	\$ 4,042.50
<b>FUNCTOTAL</b>		<b>\$</b>	<b>35,044.82</b>	<b>\$</b>	<b>-</b>	<b>\$ 35,044.82</b>
<b>7400</b>						
Facilities Acq	300	\$	31,573.95	\$	-	\$ 31,573.95
	600	\$	5,000.00	\$	-	\$ 5,000.00
<b>FUNCTOTAL</b>		<b>\$</b>	<b>36,573.95</b>	<b>\$</b>	<b>-</b>	<b>\$ 36,573.95</b>

**Gadsden County School Board  
434 (ARRA Race To The Top) Fund Appropriations  
Budget Amendment Number  
Six**

7700	100	\$	5,000.00	\$	-	\$	5,000.00
Central Services	200	\$	44,592.26	\$	-	\$	44,592.26
	300	\$	2,982.97	\$	-	\$	2,982.97
<b>FUNCTOTAL</b>		<b>\$</b>	<b>52,575.23</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>52,575.23</b>
7800	100	\$	(198.00)	\$	-	\$	(198.00)
Transportation	200	\$	(27.40)	\$	-	\$	(27.40)
	300	\$	14,000.00	\$	-	\$	14,000.00
	600	\$	13,730.70	\$	-	\$	13,730.70
<b>FUNCTOTAL</b>		<b>\$</b>	<b>27,505.30</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>27,505.30</b>
8200	100	\$	-	\$	-	\$	-
Admin	200	\$	-	\$	-	\$	-
Technology	300	\$	7,925.55	\$	-	\$	7,925.55
Services	400	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		<b>\$</b>	<b>7,925.55</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>7,925.55</b>
<b>GRANDTOTAL</b>		<b>\$</b>	<b>1,818,107.84</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>1,818,107.84</b>

Gadsden County School Board  
 434 (ARRA Race To The Top) Fund Estimated Revenue  
 Budget Amendment Number  
 Six

434 REVENUE OBJECT	ESTIMATED REVENUE 11/15/12	BUDGET AMENDMENT NUMBER SIX	ENDING ESTIMATED 11/15/2012
214	\$ 1,818,107.84	\$ -	\$ 1,818,107.84
GRAND TOTAL	\$ 1,818,107.84	\$ -	\$ 1,818,107.84



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 6c

**DATE OF SCHOOL BOARD MEETING:** November 20, 2012

**TITLE OF AGENDA ITEMS:** Program Cost Report for 2011-2012

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the 2011-2012 Program Cost Report that must be submitted to the Florida Department of Education in accordance with state statute.

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 0041 GEORGE W. MUNROE ELEM. SCHOOL

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
EXCEPTIONAL EDUCATION PROGRAMS						
254 EXCEPTIONAL STUDENT SUPPORT LEVEL 4		1.00	.50		1.50	5.33
255 EXCEPTIONAL STUDENT SUPPORT LEVEL 5		2.08	1.00		3.08	15.47
SUBTOTALS	0.00	3.08	1.50	0.00	4.58	20.80
AT RISK STUDENTS						
130 ESOL		37.90	34.00		71.90	83.48
SUBTOTALS	0.00	37.90	34.00	0.00	71.90	83.48
BASIC EDUCATION PROGRAMS PK - 12						
101 PK-3 BASIC		127.51	136.00		263.51	290.39
102 4-8 BASIC		75.50	69.50		145.00	145.00
SUBTOTALS	0.00	203.01	205.50	0.00	408.51	435.39
BASIC EDUCATION/ESE SERVICES PK - 12						
111 PK-3 BASIC WITH ESE SERVICES		26.57	31.11		57.68	63.56
112 4-8 BASIC WITH ESE SERVICES		12.00	14.00		26.00	26.00
SUBTOTALS	0.00	38.57	45.11	0.00	83.68	89.56
TOTAL PK-12	0.00	282.56	286.11	0.00	568.67	629.23

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 0051 WEST GADSDEN HIGH SCHOOL

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
EXCEPTIONAL EDUCATION PROGRAMS						
254 EXCEPTIONAL STUDENT SUPPORT LEVEL 4		.50	.50		1.00	3.55
SUBTOTALS	0.00	0.50	0.50	0.00	1.00	3.55
CAREER EDUCATION 9 - 12						
300 SPECIAL PGMS FOR CAREER EDUCA 9-12		14.77	16.63		31.40	31.37
SUBTOTALS	0.00	14.77	16.63	0.00	31.40	31.37
BASIC EDUCATION PROGRAMS PK - 12						
102 4-8 BASIC		104.50	98.00		202.50	202.50
103 9-12 BASIC		106.01	96.47		202.48	206.33
SUBTOTALS	0.00	210.51	194.47	0.00	404.98	408.83
BASIC EDUCATION/ESE SERVICES PK - 12						
112 4-8 BASIC WITH ESE SERVICES		10.53	10.36		20.89	20.89
113 9-12 BASIC WITH ESE SERVICES		16.00	15.50		31.50	32.10
SUBTOTALS	0.00	26.53	25.86	0.00	52.39	52.99
TOTAL PK-12	0.00	252.31	237.46	0.00	489.77	496.74

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 0061 HAVANA MIDDLE SCHOOL

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
AT RISK STUDENTS						
130 ESOL		.08	.08		.16	.19
SUBTOTALS	0.00	0.08	0.08	0.00	0.16	0.19
BASIC EDUCATION PROGRAMS PK - 12						
102 4-8 BASIC		82.40	84.92		167.32	167.32
SUBTOTALS	0.00	82.40	84.92	0.00	167.32	167.32
BASIC EDUCATION/ESE SERVICES PK - 12						
112 4-8 BASIC WITH ESE SERVICES		9.04	9.02		18.06	18.06
SUBTOTALS	0.00	9.04	9.02	0.00	18.06	18.06
TOTAL PK-12	0.00	91.52	94.02	0.00	185.54	185.57

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 0071 EAST GADSDEN HIGH SCHOOL

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
EXCEPTIONAL EDUCATION PROGRAMS						
254 EXCEPTIONAL STUDENT SUPPORT LEVEL 4		1.50	1.00		2.50	8.88
255 EXCEPTIONAL STUDENT SUPPORT LEVEL 5		1.00	1.00		2.00	10.04
SUBTOTALS	0.00	2.50	2.00	0.00	4.50	18.92
CAREER EDUCATION 9 - 12						
300 SPECIAL PGMS FOR CAREER EDUCA 9-12		42.58	43.30		85.88	85.79
SUBTOTALS	0.00	42.58	43.30	0.00	85.88	85.79
AT RISK STUDENTS						
130 ESOL		3.11	3.32		6.43	7.47
SUBTOTALS	0.00	3.11	3.32	0.00	6.43	7.47
BASIC EDUCATION PROGRAMS PK - 12						
103 9-12 BASIC		318.23	307.11		625.34	637.22
SUBTOTALS	0.00	318.23	307.11	0.00	625.34	637.22
BASIC EDUCATION/ESE SERVICES PK - 12						
113 9-12 BASIC WITH ESE SERVICES		55.19	56.55		111.74	113.86
SUBTOTALS	0.00	55.19	56.55	0.00	111.74	113.86
TOTAL PK-12	0.00	421.61	412.28	0.00	833.89	863.26

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 0091 HAVANA ELEMENTARY SCHOOL

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
AT RISK STUDENTS						
130 ESOL		4.03	4.93		8.96	10.40
SUBTOTALS	0.00	4.03	4.93	0.00	8.96	10.40
BASIC EDUCATION PROGRAMS PK - 12						
101 PK-3 BASIC		139.47	142.52		281.99	310.75
102 4-8 BASIC		63.00	65.05		128.05	128.05
SUBTOTALS	0.00	202.47	207.57	0.00	410.04	438.80
BASIC EDUCATION/ESE SERVICES PK - 12						
111 PK-3 BASIC WITH ESE SERVICES		14.81	14.66		29.47	32.48
112 4-8 BASIC WITH ESE SERVICES		9.00	8.50		17.50	17.50
SUBTOTALS	0.00	23.81	23.16	0.00	46.97	49.98
TOTAL PK-12	0.00	230.31	235.66	0.00	465.97	499.18

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 0101 GADSDEN ELEMENTARY MAGNET SCHO

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
BASIC EDUCATION PROGRAMS PK - 12						
101 PK-3 BASIC		40.00	40.00		80.00	88.16
102 4-8 BASIC		17.00	17.00		34.00	34.00
SUBTOTALS	0.00	57.00	57.00	0.00	114.00	122.16
BASIC EDUCATION/ESE SERVICES PK - 12						
111 PK-3 BASIC WITH ESE SERVICES		12.00	11.50		23.50	25.90
112 4-8 BASIC WITH ESE SERVICES		15.00	14.50		29.50	29.50
SUBTOTALS	0.00	27.00	26.00	0.00	53.00	55.40
TOTAL PK-12	0.00	84.00	83.00	0.00	167.00	177.56

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 0141 GREENSBORO ELEMENTARY SCHOOL

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
AT RISK STUDENTS						
130 ESOL		45.40	40.00		85.40	99.15
SUBTOTALS	0.00	45.40	40.00	0.00	85.40	99.15
BASIC EDUCATION PROGRAMS PK - 12						
101 PK-3 BASIC		75.00	72.00		147.00	161.99
102 4-8 BASIC		53.60	50.00		103.60	103.60
SUBTOTALS	0.00	128.60	122.00	0.00	250.60	265.59
BASIC EDUCATION/ESE SERVICES PK - 12						
111 PK-3 BASIC WITH ESE SERVICES		12.01	12.51		24.52	27.02
112 4-8 BASIC WITH ESE SERVICES		5.50	5.00		10.50	10.50
SUBTOTALS	0.00	17.51	17.51	0.00	35.02	37.52
TOTAL PK-12	0.00	191.51	179.51	0.00	371.02	402.26



## FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 0151 CHATTAHOOCHEE ELEMENTARY SCHL

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
EXCEPTIONAL EDUCATION PROGRAMS						
254 EXCEPTIONAL STUDENT SUPPORT LEVEL 4		.31	.31		.62	2.20
SUBTOTALS	0.00	0.31	0.31	0.00	0.62	2.20
AT RISK STUDENTS						
130 ESOL			.50		.50	.58
SUBTOTALS	0.00	0.00	0.50	0.00	0.50	0.58
BASIC EDUCATION PROGRAMS PK - 12						
101 PK-3 BASIC		64.50	62.50		127.00	139.95
102 4-8 BASIC		25.00	22.50		47.50	47.50
SUBTOTALS	0.00	89.50	85.00	0.00	174.50	187.45
BASIC EDUCATION/ESE SERVICES PK - 12						
111 PK-3 BASIC WITH ESE SERVICES		6.98	5.68		12.66	13.95
112 4-8 BASIC WITH ESE SERVICES		1.50	1.50		3.00	3.00
SUBTOTALS	0.00	8.48	7.18	0.00	15.66	16.95
TOTAL PK-12	0.00	98.29	92.99	0.00	191.28	207.18

## FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 0171 GRETNA ELEMENTARY SCHOOL

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
AT RISK STUDENTS						
130 ESOL		16.50	14.00		30.50	35.41
SUBTOTALS	0.00	16.50	14.00	0.00	30.50	35.41
BASIC EDUCATION PROGRAMS PK - 12						
101 PK-3 BASIC		79.00	77.00		156.00	171.91
102 4-8 BASIC		28.00	29.49		57.49	57.49
SUBTOTALS	0.00	107.00	106.49	0.00	213.49	229.40
BASIC EDUCATION/ESE SERVICES PK - 12						
111 PK-3 BASIC WITH ESE SERVICES		6.05	6.08		12.13	13.37
112 4-8 BASIC WITH ESE SERVICES		2.50	4.50		7.00	7.00
SUBTOTALS	0.00	8.55	10.58	0.00	19.13	20.37
TOTAL PK-12	0.00	132.05	131.07	0.00	263.12	285.18

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 0191 ST. JOHNS ELEMENTARY SCHOOL

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
AT RISK STUDENTS						
130 ESOL		9.00	9.48		18.48	21.46
SUBTOTALS	0.00	9.00	9.48	0.00	18.48	21.46
BASIC EDUCATION PROGRAMS PK - 12						
101 PK-3 BASIC		92.00	89.50		181.50	200.01
102 4-8 BASIC		35.50	38.52		74.02	74.02
SUBTOTALS	0.00	127.50	128.02	0.00	255.52	274.03
BASIC EDUCATION/ESE SERVICES PK - 12						
111 PK-3 BASIC WITH ESE SERVICES		7.03	8.53		15.56	17.15
112 4-8 BASIC WITH ESE SERVICES		2.00	1.50		3.50	3.50
SUBTOTALS	0.00	9.03	10.03	0.00	19.06	20.65
TOTAL PK-12	0.00	145.53	147.53	0.00	293.06	316.14

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 0201 STEWART STREET ELEMENTARY SCHL

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
EXCEPTIONAL EDUCATION PROGRAMS						
254 EXCEPTIONAL STUDENT SUPPORT LEVEL 4			.50		.50	1.78
SUBTOTALS	0.00	0.00	0.50	0.00	0.50	1.78
AT RISK STUDENTS						
130 ESOL		1.00	1.50		2.50	2.90
SUBTOTALS	0.00	1.00	1.50	0.00	2.50	2.90
BASIC EDUCATION PROGRAMS PK - 12						
101 PK-3 BASIC		143.00	144.00		287.00	316.27
102 4-8 BASIC		73.00	74.50		147.50	147.50
SUBTOTALS	0.00	216.00	218.50	0.00	434.50	463.77
BASIC EDUCATION/ESE SERVICES PK - 12						
111 PK-3 BASIC WITH ESE SERVICES		45.01	44.51		89.52	98.65
112 4-8 BASIC WITH ESE SERVICES		21.50	20.50		42.00	42.00
SUBTOTALS	0.00	66.51	65.01	0.00	131.52	140.65
TOTAL PK-12	0.00	283.51	285.51	0.00	569.02	609.10

## FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 0211 JAMES A. SHANKS MIDDLE SCHOOL

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
EXCEPTIONAL EDUCATION PROGRAMS						
254 EXCEPTIONAL STUDENT SUPPORT LEVEL 4		1.50	1.50		3.00	10.65
255 EXCEPTIONAL STUDENT SUPPORT LEVEL 5			.08		.08	.40
SUBTOTALS	0.00	1.50	1.58	0.00	3.08	11.05
AT RISK STUDENTS						
130 ESOL		4.94	4.00		8.94	10.38
SUBTOTALS	0.00	4.94	4.00	0.00	8.94	10.38
BASIC EDUCATION PROGRAMS PK - 12						
102 4-8 BASIC		252.56	238.00		490.56	490.56
SUBTOTALS	0.00	252.56	238.00	0.00	490.56	490.56
BASIC EDUCATION/ESE SERVICES PK - 12						
112 4-8 BASIC WITH ESE SERVICES		33.00	34.00		67.00	67.00
SUBTOTALS	0.00	33.00	34.00	0.00	67.00	67.00
TOTAL PK-12	0.00	292.00	277.58	0.00	569.58	578.99

## FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 0231 CARTER PARRAMORE ACADEMY

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED	
BASIC EDUCATION PROGRAMS PK - 12							
102 4-8 BASIC		29.50	28.50		58.00	58.00	
103 9-12 BASIC		40.82	42.47		83.29	84.87	
	SUBTOTALS	0.00	70.32	70.97	0.00	141.29	142.87
BASIC EDUCATION/ESE SERVICES PK - 12							
112 4-8 BASIC WITH ESE SERVICES		5.50	4.50		10.00	10.00	
113 9-12 BASIC WITH ESE SERVICES		11.33	12.50		23.83	24.28	
	SUBTOTALS	0.00	16.83	17.00	0.00	33.83	34.28
	TOTAL PK-12	0.00	87.15	87.97	0.00	175.12	177.15

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 0241 FLORIDA STATE HOSPITAL

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
EXCEPTIONAL EDUCATION PROGRAMS						
255 EXCEPTIONAL STUDENT SUPPORT LEVEL 5		.32	.11		.43	2.16
SUBTOTALS	0.00	0.32	0.11	0.00	0.43	2.16
BASIC EDUCATION/ESE SERVICES PK - 12						
113 9-12 BASIC WITH ESE SERVICES		.20	.20		.40	.41
SUBTOTALS	0.00	0.20	0.20	0.00	0.40	0.41
TOTAL PK-12	0.00	0.52	0.31	0.00	0.83	2.57

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 0245 GADSDEN TECHNICAL INSTITUTE

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
CAREER EDUCATION 9 - 12						
300 SPECIAL PGMS FOR CAREER EDUCA 9-12		9.00	4.50		13.50	13.49
SUBTOTALS	0.00	9.00	4.50	0.00	13.50	13.49
BASIC EDUCATION PROGRAMS PK - 12						
103 9-12 BASIC			.56		.56	.57
SUBTOTALS	0.00	0.00	0.56	0.00	0.56	0.57
BASIC EDUCATION/ESE SERVICES PK - 12						
113 9-12 BASIC WITH ESE SERVICES		.25	.25		.50	.51
SUBTOTALS	0.00	0.25	0.25	0.00	0.50	0.51
TOTAL PK-12	0.00	9.25	5.31	0.00	14.56	14.57



FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 3518 MCKAY SCHOLARSHIP/SCHOOL OF EN

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
EXCEPTIONAL EDUCATION PROGRAMS						
254 EXCEPTIONAL STUDENT SUPPORT LEVEL 4		.50	.50		1.00	3.55
SUBTOTALS	0.00	0.50	0.50	0.00	1.00	3.55
BASIC EDUCATION PROGRAMS PK - 12						
102 4-8 BASIC		1.50	1.50		3.00	3.00
SUBTOTALS	0.00	1.50	1.50	0.00	3.00	3.00
BASIC EDUCATION/ESE SERVICES PK - 12						
111 PK-3 BASIC WITH ESE SERVICES		7.49	7.49		14.98	16.51
112 4-8 BASIC WITH ESE SERVICES		14.98	13.48		28.46	28.46
113 9-12 BASIC WITH ESE SERVICES		8.00	7.50		15.50	15.79
SUBTOTALS	0.00	30.47	28.47	0.00	58.94	60.76
TOTAL PK-12	0.00	32.47	30.47	0.00	62.94	67.31

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 7001 GADSDEN VIRTUAL INSTRUCTION PR

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
BASIC EDUCATION PROGRAMS PK - 12						
101 PK-3 BASIC				2.50	2.50	2.76
102 4-8 BASIC				2.50	2.50	2.50
SUBTOTALS	0.00	0.00	0.00	5.00	5.00	5.26
TOTAL PK-12	0.00	0.00	0.00	5.00	5.00	5.26

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 8016 BOLD STEP INFANT CARE

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
BASIC EDUCATION PROGRAMS PK - 12						
101 PK-3 BASIC		3.00	3.50		6.50	7.16
SUBTOTALS	0.00	3.00	3.50	0.00	6.50	7.16
TOTAL PK-12	0.00	3.00	3.50	0.00	6.50	7.16

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 9026 HEAD START PROGRAM

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
BASIC EDUCATION/ESE SERVICES PK - 12						
111 PK-3 BASIC WITH <u>ESE</u> SERVICES		.53	1.53		2.06	2.27
SUBTOTALS	0.00	0.53	1.53	0.00	2.06	2.27
TOTAL PK-12	0.00	0.53	1.53	0.00	2.06	2.27

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 9102 HOPE ACADEMY

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
BASIC EDUCATION PROGRAMS PK - 12						
102 4-8 BASIC		1.50	4.00		5.50	5.50
103 9-12 BASIC		4.00	5.50		9.50	9.68
SUBTOTALS	0.00	5.50	9.50	0.00	15.00	15.18
BASIC EDUCATION/ESE SERVICES PK - 12						
112 4-8 BASIC WITH ESE SERVICES		.50	1.00		1.50	1.50
113 9-12 BASIC WITH ESE SERVICES			1.00		1.00	1.02
SUBTOTALS	0.00	0.50	2.00	0.00	2.50	2.52
TOTAL PK-12	0.00	6.00	11.50	0.00	17.50	17.70

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 9104 CROSSROAD ACADEMY

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
AT RISK STUDENTS						
130 ESOL		3.15	7.48		10.63	12.34
SUBTOTALS	0.00	3.15	7.48	0.00	10.63	12.34
BASIC EDUCATION PROGRAMS PK - 12						
101 PK-3 BASIC		54.35	50.02		104.37	115.02
102 4-8 BASIC		75.00	72.00		147.00	147.00
SUBTOTALS	0.00	129.35	122.02	0.00	251.37	262.02
BASIC EDUCATION/ESE SERVICES PK - 12						
111 PK-3 BASIC WITH ESE SERVICES		3.38	3.88		7.26	8.00
112 4-8 BASIC WITH ESE SERVICES		8.00	7.50		15.50	15.50
SUBTOTALS	0.00	11.38	11.38	0.00	22.76	23.50
TOTAL PK-12	0.00	143.88	140.88	0.00	284.76	297.86

FTE COUNTS

SCHOOL YEAR 2011-12

DISTRICT 20 GADSDEN

SCHOOL 9106 GADSDEN CENTRAL ACADEMY

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
EXCEPTIONAL EDUCATION PROGRAMS						
254 EXCEPTIONAL STUDENT SUPPORT LEVEL 4		.43	.50		.93	3.30
SUBTOTALS	0.00	0.43	0.50	0.00	0.93	3.30
BASIC EDUCATION/ESE SERVICES PK - 12						
112 4-8 BASIC WITH ESE SERVICES		6.50	5.50		12.00	12.00
113 9-12 BASIC WITH ESE SERVICES		8.58	6.16		14.74	15.02
SUBTOTALS	0.00	15.08	11.66	0.00	26.74	27.02
TOTAL PK-12	0.00	15.51	12.16	0.00	27.67	30.32

DISTRICT 20 GADSDEN

FTE COUNTS  
SCHOOL 9108 DROP BACK IN ACADEMY SCHOOL YEAR 2011-12

	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
CAREER EDUCATION 9 - 12						
300 SPECIAL PGMS FOR CAREER EDUCA 9-12		1.35	.90		2.25	2.25
SUBTOTALS	0.00	1.35	0.90	0.00	2.25	2.25
BASIC EDUCATION PROGRAMS PK - 12						
103 9-12 BASIC		39.15	39.10		78.25	79.74
SUBTOTALS	0.00	39.15	39.10	0.00	78.25	79.74
BASIC EDUCATION/ESE SERVICES PK - 12						
113 9-12 BASIC WITH ESE SERVICES		7.50	10.50		18.00	18.34
SUBTOTALS	0.00	7.50	10.50	0.00	18.00	18.34
TOTAL PK-12	0.00	48.00	50.50	0.00	98.50	100.33



DISTRICT 20 GADSDEN	FTE COUNTS				SCHOOL YEAR 2011-12	
	COUNT 1 UNWEIGHTED	COUNT 2 UNWEIGHTED	COUNT 3 UNWEIGHTED	COUNT 4A UNWEIGHTED	TOTAL UNWEIGHTED	TOTAL WEIGHTED
ALL SCHOOLS						
EXCEPTIONAL EDUCATION PROGRAMS						
254 EXCEPTIONAL STUDENT SUPPORT LEVEL 4		5.74	5.31		11.05	39.23
255 EXCEPTIONAL STUDENT SUPPORT LEVEL 5		3.40	2.19		5.59	28.07
SUBTOTALS	0.00	9.14	7.50	0.00	16.64	67.30
CAREER EDUCATION 9 - 12						
300 SPECIAL PGMS FOR CAREER EDUCA 9-12		67.70	65.33		133.03	132.90
SUBTOTALS	0.00	67.70	65.33	0.00	133.03	132.90
AT RISK STUDENTS						
130 ESOL		125.11	119.29		244.40	283.75
SUBTOTALS	0.00	125.11	119.29	0.00	244.40	283.75
BASIC EDUCATION PROGRAMS PK - 12						
101 PK-3 BASIC		817.83	817.04	2.50	1,637.37	1,804.38
102 4-8 BASIC		917.56	893.48	2.50	1,813.54	1,813.54
103 9-12 BASIC		508.21	491.21		999.42	1,018.41
SUBTOTALS	0.00	2,243.60	2,201.73	5.00	4,450.33	4,636.33
BASIC EDUCATION/ESE SERVICES PK - 12						
111 PK-3 BASIC WITH ESE SERVICES		141.86	147.48		289.34	318.85
112 4-8 BASIC WITH ESE SERVICES		157.05	155.36		312.41	312.41
113 9-12 BASIC WITH ESE SERVICES		107.05	110.16		217.21	221.34
SUBTOTALS	0.00	405.96	413.00	0.00	818.96	852.60
TOTAL PK-12	0.00	2,851.51	2,806.85	5.00	5,663.36	5,972.88

SCHL- 0000 INITIAL

----- PROGRAM ----- NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP	TOTAL	FTE	
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR CST	SCL CST	TOT CST	ADJUSTED REVENUE	PER FTE	TO STAFF	
101 K-3 BASIC	1,546.96	4,981,526	8,029,894	8,575,285	67	108	115	7,458,582	5,543	15.99	
102 4-8 BASIC	1,663.49	5,441,751	9,418,645	10,022,624	74	128	137	7,334,395	6,025	15.53	
103 9-12 BASIC	994.13	3,143,239	5,616,781	5,921,262	70	125	132	4,488,132	5,956	18.62	
BASIC EDUCATION	4,204.58	13,566,516	23,065,320	24,519,171	70	120	127	19,281,109	5,831	16.34	
130 INTEN ENG/ESOL	233.73	709,773	1,194,626	1,273,565	59	100	106	1,196,149	5,449	16.70	
ESOL	233.73	709,773	1,194,626	1,273,565	59	100	106	1,196,149	5,448	16.70	
111 111 K-3 ESE	280.73	1,597,412	2,426,100	2,587,663	83	126	134	1,926,569	9,218	9.80	
112 112 4-8 ESE	272.75	1,668,247	2,721,599	2,891,125	95	155	164	1,760,060	10,600	9.07	
113 113 9-12 ESE	202.97	1,118,344	1,967,724	2,073,853	83	146	154	1,343,195	10,218	10.80	
254 254-ESE-LEVEL 4	10.53	88,696	149,105	158,347	56	95	101	157,286	15,038	6.41	
255 255-ESE-LEVEL 5	6.09	163,957	274,538	295,370	133	222	239	123,703	48,501	1.65	
EXCEPTIONAL CHI	773.07	4,636,656	7,539,066	8,006,358	87	142	151	5,310,813	10,356	9.33	
300 VOCATIONAL	133.01	315,887	788,211	827,721	54	134	141	588,638	6,223	19.35	
VOCATIONAL	133.01	315,887	788,211	827,721	54	134	141	588,638	6,222	19.35	
352 BUSS ED	.05	23,269	31,019	33,834				*XX,XXX	.10	**	- 99,999
354 HEALTH SCIENCES	.07	43,168	54,792	59,016				*XX,XXX	.09	**	- 99,999
355 INDUSTRIAL	.78	437,372	567,156	614,342				*XX,XXX	.09	**	- 99,999
ADULT SUPPLEMEN	.90	503,809	652,967	707,192				85,768	.09		
401 ADULT BASIC SKI	.03	15,750	20,532	22,269				*XX,XXX	.10	**	- 99,999
403 GED PREP	.07	35,226	45,937	49,829				*XX,XXX	.10	**	- 99,999
ADT GEN EDU PRG	.10	50,976	66,469	72,098				20,980	.10		
SCHL 0000	5,345.39	19,783,617	33,306,659	35,406,105	75	126	134	26,376,709	6,623	14.38	

SCHL- 0041 GEORGE W MUNROE ELEMENTARY

----- PROGRAM ----- NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP	TOTAL	FTE
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR CST	SCL CST	TOT CST	ADJUSTED REVENUE	PER FTE	TO STAFF
101 K-3 BASIC	268.97	807,128	1,281,725	1,380,112	63	100	108	1,279,748	5,131	15.42
102 4-8 BASIC	145.00	452,574	702,820	754,680	71	110	118	639,016	5,205	15.77
BASIC EDUCATION	413.97	1,259,702	1,984,545	2,134,792	66	103	111	1,918,764	5,156	15.54
130 INTEN ENG/ESOL	71.90	196,520	324,863	349,798	53	88	95	367,896	4,865	16.26
ESOL	71.90	196,520	324,863	349,798	53	88	95	367,896	4,865	16.26
111 111 K-3 ESE	64.92	431,211	645,597	689,992	104	155	166	415,361	10,628	8.25
112 112 4-8 ESE	26.55	226,730	336,026	358,662	133	198	211	169,909	13,509	6.61
254 254-ESE-LEVEL 4	1.66	17,262	25,715	27,465	73	109	117	23,490	16,545	5.34
255 255-ESE-LEVEL 5	3.48	62,497	100,174	107,980	92	147	158	68,176	31,029	2.51
EXCEPTIONAL CHI	96.61	737,700	1,107,512	1,184,099	109	164	175	676,936	12,256	7.11
SCHL 0041	582.48	2,193,922	3,416,920	3,668,689	74	115	124	2,963,596	6,298	13.05

SCHL- 0051 WEST GADSDEN HIGH SCHOOL

----- PROGRAM ----- NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP	TOTAL	FTE
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR CST	SCL CST	TOT CST	ADJUSTED REVENUE	PER FTE	TO STAFF
102 4-8 BASIC	202.50	605,797	1,075,195	1,142,666	68	120	128	892,418	5,643	16.94
103 9-12 BASIC	201.86	740,758	1,352,791	1,433,777	81	149	158	909,296	7,103	14.24
BASIC EDUCATION	404.36	1,346,555	2,427,986	2,576,443	75	135	143	1,801,714	6,371	15.47
112 112 4-8 ESE	20.89	134,183	229,636	243,430	98	168	178	136,515	11,653	8.54
113 113 9-12 ESE	31.50	173,062	300,289	317,741	83	143	151	209,772	10,087	10.25
254 254-ESE-LEVEL 4	1.00	7,490	12,905	13,685	48	82	87	15,645	13,685	7.19
EXCEPTIONAL CHI	53.39	314,735	542,830	574,856	87	150	159	361,932	10,767	9.43
300 VOCATIONAL	31.39	88,526	179,684	192,237	64	129	138	138,935	6,124	14.19
VOCATIONAL	31.39	88,526	179,684	192,237	64	129	138	138,935	6,124	14.19
SCHL 0051	489.14	1,749,816	3,150,500	3,343,536	76	137	145	2,302,581	6,835	14.38

SCHL- 0061 HAVANA MIDDLE SCHOOL

----- PROGRAM ----- NBR	FTE	TOTAL DIRECT COSTS	TOTAL SCHOOL COSTS	TOTAL PROGRAM COSTS	%OF REVENUE			FEFP ADJUSTED REVENUE	TOTAL PER FTE	FTE TO STAFF
					DIR CST	SCL CST	TOT CST			
102 4-8 BASIC	167.31	619,014	1,292,861	1,361,441	84	175	185	737,380	8,137	13.76
BASIC EDUCATION	167.31	619,014	1,292,861	1,361,441	84	175	185	737,380	8,137	13.76
130 INTEN ENG/ESOL	.16	428	810	844	51	97	101	836	5,275	22.86
ESOL	.16	428	810	844	51	97	101	836	5,275	22.86
112 112 4-8 ESE	18.95	97,954	188,290	197,483	83	160	167	118,022	10,421	11.62
EXCEPTIONAL CHI	18.95	97,954	188,290	197,483	83	160	167	118,022	10,421	11.62
SCHL 0061	186.42	717,396	1,481,961	1,559,768	84	173	182	856,238	8,366	13.51

SCHL- 0071 EAST GADSDEN HIGH SCHOOL

----- PROGRAM ----- NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP	TOTAL	FTE	
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR CST	SCL CST	TOT CST	ADJUSTED REVENUE	PER FTE	TO STAFF	
103 9-12 BASIC	620.68	1,643,483	3,142,516	3,321,062	59	112	118	2,808,229	5,351	19.90	
BASIC EDUCATION	620.68	1,643,483	3,142,516	3,321,062	59	112	118	2,808,229	5,350	19.90	
130 INTEN ENG/ESOL	6.41	21,617	44,258	46,755	66	134	142	32,921	7,294	14.77	
ESOL	6.41	21,617	44,258	46,755	66	134	142	32,921	7,294	14.77	
112 112 4-8 ESE	.26	2,075	4,094	4,370					16,808	5.20	** 6,000 - 16,000
113 113 9-12 ESE	112.93	576,754	1,033,331	1,092,196	78	139	147	744,070	9,671	10.84	
254 254-ESE-LEVEL 4	2.63	21,443	38,227	40,402	55	98	103	39,135	15,362	6.81	
255 255-ESE-LEVEL 5	2.06	21,637	40,284	42,594	49	91	96	44,246	20,677	5.06	
EXCEPTIONAL CHI	117.88	621,909	1,115,936	1,179,562	75	135	143	827,451	10,006	10.47	
300 VOCATIONAL	85.87	104,713	265,017	281,349	28	70	74	379,976	3,276	30.96	** 4,000 - 13,000
VOCATIONAL	85.87	104,713	265,017	281,349	28	70	74	379,976	3,276	30.96	
SCHL 0071	830.84	2,391,722	4,567,727	4,828,728	59	113	119	4,048,577	5,811	18.19	

SCHL- 0091 HAVANA ELEMENTARY

----- PROGRAM ----- NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP	TOTAL	FTE	
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR CST	SCL CST	TOT CST	ADJUSTED REVENUE	PER FTE	TO STAFF	
101 K-3 BASIC	281.99	863,257	1,378,931	1,471,175	63	101	107	1,369,475	5,217	17.24	
102 4-8 BASIC	128.04	397,811	642,264	685,987	70	114	122	564,315	5,358	16.51	
BASIC EDUCATION	410.03	1,261,068	2,021,195	2,157,162	65	105	112	1,933,790	5,260	17.01	
130 INTEN ENG/ESOL	8.95	18,844	31,218	33,308	41	68	73	45,833	3,722	24.12	** 4,500 - 17,000
ESOL	8.95	18,844	31,218	33,308	41	68	73	45,833	3,721	24.12	
111 111 K-3 ESE	29.45	130,433	204,061	217,230	61	96	102	212,255	7,376	12.61	
112 112 4-8 ESE	17.50	134,635	213,021	227,041	118	186	199	114,361	12,974	7.04	
EXCEPTIONAL CHI	46.95	265,068	417,082	444,271	81	128	136	326,616	9,462	9.73	
SCHL 0091	465.93	1,544,980	2,469,495	2,634,741	67	107	114	2,306,239	5,654	15.90	

SCHL- 0101 GADSDEN ELEMENTARY MAGNET

----- PROGRAM ----- NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP ADJUSTED REVENUE	TOTAL PER FTE	FTE TO STAFF
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR CST	SCL CST	TOT CST			
101 K-3 BASIC	80.00	305,243	516,691	545,827	79	133	140	388,521	6,823	15.48
102 4-8 BASIC	34.00	100,354	173,718	183,820	67	116	123	149,838	5,406	18.97
BASIC EDUCATION	114.00	405,597	690,409	729,647	75	128	136	538,359	6,400	16.38
111 111 K-3 ESE	23.50	102,688	172,219	181,787	61	102	107	169,256	7,736	13.85
112 112 4-8 ESE	29.50	111,661	193,307	204,550	58	100	106	192,782	6,934	14.79
EXCEPTIONAL CHI	53.00	214,349	365,526	386,337	59	101	107	362,038	7,289	14.36
SCHL 0101	167.00	619,946	1,055,935	1,115,984	69	117	124	900,397	6,682	15.68



SCHL- 0141 GREENSBORO ELEMENTARY

----- PROGRAM ----- NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP	TOTAL	FTE
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR CST	SCL CST	TOT CST	ADJUSTED REVENUE	PER FTE	TO STAFF
101 K-3 BASIC	147.00	530,937	891,405	951,644	74	125	133	713,890	6,474	13.76
102 4-8 BASIC	103.59	305,298	501,721	534,540	67	110	117	456,565	5,160	17.80
BASIC EDUCATION	250.59	836,235	1,393,126	1,486,184	71	119	127	1,170,455	5,930	15.19
130 INTEN ENG/ESOL	85.40	261,824	445,925	475,109	60	102	109	436,955	5,563	16.50
ESOL	85.40	261,824	445,925	475,109	60	102	109	436,955	5,563	16.50
111 111 K-3 ESE	24.50	125,161	205,793	219,263	71	117	124	176,574	8,950	10.26
112 112 4-8 ESE	10.50	81,745	134,232	142,999	119	196	208	68,617	13,619	6.75
EXCEPTIONAL CHI	35.00	206,906	340,025	362,262	84	139	148	245,191	10,350	8.87
SCHL 0141	370.99	1,304,965	2,179,076	2,323,555	70	118	125	1,852,601	6,263	14.48

SCHL- 0151 CHATTAHOOCHEE ELEMENTARY

----- PROGRAM ----- NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP	TOTAL	FTE	
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR CST	SCL CST	TOT CST	ADJUSTED REVENUE	PER FTE	TO STAFF	
101 K-3 BASIC	127.00	440,676	774,886	821,461	71	126	133	616,759	6,468	15.38	
102 4-8 BASIC	47.50	226,516	407,205	432,367	108	195	207	209,332	9,102	10.65	** 4,500 - 9,000
BASIC EDUCATION	174.50	667,192	1,182,091	1,253,828	81	143	152	826,091	7,185	13.72	
130 INTEN ENG/ESOL	.50	8,047	15,000	15,927	315	587	623	2,556	31,854	3.03	** 4,500 - 17,000
ESOL	.50	8,047	15,000	15,927	315	587	623	2,556	31,854	3.03	
111 111 K-3 ESE	12.65	60,559	110,580	117,546	66	121	129	91,162	9,292	10.23	
112 112 4-8 ESE	3.00	20,109	36,787	39,107	103	188	199	19,605	13,036	7.28	
254 254-ESE-LEVEL 4	.61	3,122	5,775	6,142	32	60	63	9,694	10,069	9.24	
EXCEPTIONAL CHI	16.26	83,790	153,142	162,795	70	127	135	120,461	10,011	9.49	
SCHL 0151	191.26	759,029	1,350,233	1,432,550	80	142	151	949,108	7,490	13.10	

SCHL- 0171 GREYNA ELEMENTARY

----- PROGRAM ----- NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP	TOTAL	FTE
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR CST	SCL CST	TOT CST	ADJUSTED REVENUE	PER FTE	TO STAFF
101 K-3 BASIC	156.00	524,254	888,869	945,060	69	117	125	757,608	6,058	15.66
102 4-8 BASIC	57.48	190,243	326,404	347,381	75	129	137	253,358	6,044	15.45
BASIC EDUCATION	213.48	714,497	1,215,273	1,292,441	71	120	128	1,010,966	6,054	15.60
130 INTEN ENG/ESOL	30.50	101,212	168,901	178,835	65	108	115	156,053	5,863	17.31
ESOL	30.50	101,212	168,901	178,835	65	108	115	156,053	5,863	17.31
111 111 K-3 ESE	12.12	67,740	114,952	122,213	78	132	140	87,372	10,084	9.41
112 112 4-8 ESE	7.00	38,463	65,814	70,028	84	144	153	45,744	10,004	9.36
EXCEPTIONAL CHI	19.12	106,203	180,766	192,241	80	136	144	133,116	10,054	9.39
SCHL 0171	263.10	921,912	1,564,940	1,663,517	71	120	128	1,300,135	6,322	15.05

SCHL- 0191 ST. JOHN ELEMENTARY SCHOOL

----- PROGRAM ----- NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEPF	TOTAL	FTE
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR CST	SCL CST	TOT CST	ADJUSTED REVENUE	PER FTE	TO STAFF
101 K-3 BASIC	181.50	533,468	919,887	977,425	61	104	111	881,444	5,385	17.79
102 4-8 BASIC	74.01	249,211	439,281	467,583	76	135	143	326,207	6,318	14.75
BASIC EDUCATION	255.51	782,679	1,359,168	1,445,008	65	113	120	1,207,651	5,655	16.79
130 INTEN ENG/ESOL	18.48	58,090	98,809	104,591	61	104	111	94,574	5,660	18.01
ESOL	18.48	58,090	98,809	104,591	61	104	111	94,574	5,659	18.01
111 111 K-3 ESE	15.55	85,233	147,923	157,253	76	132	140	112,075	10,113	9.40
112 112 4-8 ESE	3.50	15,778	27,678	29,445	69	121	129	22,872	8,413	11.15
EXCEPTIONAL CHI	19.05	101,011	175,601	186,698	75	130	138	134,947	9,800	9.67
SCHL 0191	293.04	941,780	1,633,578	1,736,297	66	114	121	1,437,172	5,925	16.09

SCHL- 0201 STEWART STREET ELEMENTARY

----- PROGRAM ----- NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP	TOTAL	FTE	
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR CST	SCL CST	TOT CST	ADJUSTED REVENUE	PER FTE	TO STAFF	
101 K-3 BASIC	295.50	914,230	1,302,785	1,399,604	66	93	100	1,393,802	4,736	17.21	
102 4-8 BASIC	147.50	430,831	612,685	657,991	66	94	101	650,032	4,461	18.36	** 4,500 - 9,000
BASIC EDUCATION	443.00	1,345,061	1,915,470	2,057,595	66	94	101	2,043,834	4,644	17.58	
130 INTEN ENG/ESOL	2.50	6,537	9,572	10,269	51	75	80	12,780	4,108	20.16	** 4,500 - 17,000
ESOL	2.50	6,537	9,572	10,269	51	75	80	12,780	4,107	20.16	
111 111 K-3 ESE	98.04	594,387	824,975	882,379	92	128	137	644,673	9,000	9.63	
112 112 4-8 ESE	43.58	261,050	362,572	387,859	95	132	141	274,468	8,900	9.72	
254 254-ESE-LEVEL 4	.50	3,822	5,084	5,395	49	65	69	7,844	10,790	8.93	
EXCEPTIONAL CHI	142.12	859,259	1,192,631	1,275,633	93	129	138	926,985	8,975	9.65	
SCHL 0201	587.62	2,210,857	3,117,673	3,343,497	74	104	112	2,983,599	5,689	14.67	

SCHL- 0211 JAMES A SHANKS MIDDLE SCHOOL

----- PROGRAM ----- NBR	FTE	TOTAL DIRECT COSTS	TOTAL SCHOOL COSTS	TOTAL PROGRAM COSTS	%OF REVENUE			FEFP ADJUSTED REVENUE	TOTAL PER FTE	FTE TO STAFF
					DIR CST	SCL CST	TOT CST			
102 4-8 BASIC	490.56	1,467,398	2,510,847	2,679,382	68	116	124	2,161,898	5,462	16.41
BASIC EDUCATION	490.56	1,467,398	2,510,847	2,679,382	68	116	124	2,161,898	5,461	16.41
130 INTEN ENG/ESOL	8.93	36,654	55,270	58,129	80	121	127	45,745	6,509	17.58
ESOL	8.93	36,654	55,270	58,129	80	121	127	45,745	6,509	17.58
112 112 4-8 ESE	67.65	353,131	588,658	626,654	81	134	143	437,842	9,263	10.04
254 254-ESE-LEVEL 4	3.16	22,989	40,460	43,275	49	86	92	46,935	13,695	6.32
255 255-ESE-LEVEL 5	.15	37,205	73,089	78,876	110	146	474	1,763	XX,XXX	.15 ** 5,000 - 60,000
EXCEPTIONAL CHI	70.96	413,325	702,207	748,805	85	144	154	486,540	10,552	8.59
SCHL 0211	570.45	1,917,377	3,268,324	3,486,316	71	121	129	2,694,183	6,111	14.76

SCHL- 0212 GADSDEN ADULT EDUCATION SCHOOL

----- PROGRAM ----- NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP	TOTAL	FTE	
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR CST	SCL CST	TOT CST	ADJUSTED REVENUE	PER FTE	TO STAFF	
352 BUSS ED	.05	23,269	31,019	33,834				*XX,XXX	.10	**	- 99,999
354 HEALTH SCIENCES	.07	43,168	54,792	59,016				*XX,XXX	.09	**	- 99,999
355 INDUSTRIAL	.78	437,372	567,156	614,342				*XX,XXX	.09	**	- 99,999
ADULT SUPPLEMEN	.90	503,809	652,967	707,192				85,768	.09		
401 ADULT BASIC SKI	.03	15,750	20,532	22,269				*XX,XXX	.10	**	- 99,999
403 GED PREP	.07	35,226	45,937	49,829				*XX,XXX	.10	**	- 99,999
ADT GEN EDU PRG	.10	50,976	66,469	72,098				20,980	.10		
SCHL 0212	1.00	554,785	719,436	779,290				79,290	.09		

SCHL- 0231 CARTER PARRAMORE ACADEMY

----- PROGRAM ----- NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP	TOTAL	FTE	
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR CST	SCL CST	TOT CST	ADJUSTED REVENUE	PER FTE	TO STAFF	
102 4-8 BASIC	58.00	322,843	607,286	640,132	126	238	250	255,606	11,037	9.96	** 4,500 - 9,000
103 9-12 BASIC	83.28	353,552	686,793	725,168	95	184	194	374,022	8,708	12.24	
BASIC EDUCATION	141.28	676,395	1,294,079	1,365,300	107	206	217	629,628	9,663	11.19	
112 112 4-8 ESE	10.00	80,025	147,250	154,985	122	225	237	65,350	15,499	7.28	
113 113 9-12 ESE	23.83	155,133	299,699	316,174	98	189	199	158,669	13,268	8.17	** 6,000 - 13,000
EXCEPTIONAL CHI	33.83	235,158	446,949	471,159	105	200	210	224,019	13,927	7.89	
SCHL 0231	175.11	911,553	1,741,028	1,836,459	107	204	215	853,647	10,487	10.35	



SCHL- 0241 FLORIDA STATE HOSPITAL

----- PROGRAM -----		TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP	TOTAL	FTE	
NBR	FTE	DIRECT	SCHOOL	PROGRAM	DIR	SCL	TOT	ADJUSTED	PER	TO	
		COSTS	COSTS	COSTS	CST	CST	CST	REVENUE	FTE	STAFF	
113 113 9-12 ESE	.39	6,151	8,828	9,538	230	330	356	2,679	24,456	3.10 ** 6,000 - 13,000	
255 255-ESE-LEVEL 5	.40	42,618	60,991	65,920	448	641	693	9,518	XX,XXX	.46 ** 5,000 - 60,000	
EXCEPTIONAL CHI	.79	48,769	69,819	75,458	400	572	619	12,197	95,516	.79	
SCHL 0241	.79	48,769	69,819	75,458	400	572	619	12,197	95,516	.79	

SCHL- 0245 GADSDEN TECHNICAL INSTITUTE

----- PROGRAM ----- NBR	FTE	TOTAL DIRECT COSTS	TOTAL SCHOOL COSTS	TOTAL PROGRAM COSTS	%OF REVENUE DIR SCL TOT CST CST CST	FEFP ADJUSTED REVENUE	TOTAL PER FTE	FTE TO STAFF
103 9-12 BASIC	.56	3,998	11,563	11,920	159 460 475	2,511	21,286	8.75 ** 4,500 - 10,000
BASIC EDUCATION	.56	3,998	11,563	11,920	159 460 475	2,511	21,285	8.75
113 113 9-12 ESE	.50	17,576	55,294	57,089	527 659 713	3,333	XX,XXX	1.57 ** 6,000 - 13,000
EXCEPTIONAL CHI	.50	17,576	55,294	57,089	527 659 713	3,333	14,178	1.57
300 VOCATIONAL	13.50	113,079	333,847	344,370	189 559 576	59,746	25,509	7.23 ** 4,000 - 13,000
VOCATIONAL	13.50	113,079	333,847	344,370	189 559 576	59,746	25,508	7.23
SCHL 0245	14.56	134,653	400,704	413,379	205 611 630	65,590	28,391	6.47

SCHL- 7001 VIRTUAL INSTRUCTION

----- PROGRAM ----- NBR	FTE	TOTAL DIRECT COSTS	TOTAL SCHOOL COSTS	TOTAL PROGRAM COSTS	%OF REVENUE			FEFP ADJUSTED REVENUE	TOTAL PER FTE	FTE TO STAFF
					DIR CST	SCL CST	TOT CST			
101 K-3 BASIC	2.50	13,390	15,777	18,404	52	61	71	25,781	7,362	5.00
102 4-8 BASIC	2.50	13,390	15,777	18,404	94	111	130	14,190	7,362	5.00
BASIC EDUCATION	5.00	26,780	31,554	36,808	67	79	92	39,971	7,361	5.00
111 111 K-3 ESE	*	*	*	*				3,006		** 6,000 - 16,000
112 112 4-8 ESE	*	*	*	*				5,751		** 6,000 - 16,000
EXCEPTIONAL CHI								8,757		
SCHL 7001	5.00	26,780	31,554	36,808	55	65	76	48,728	7,361	5.00

SCHL- 8016 BOLD STEP INFANT CARE

----- PROGRAM -----	FTE	TOTAL DIRECT COSTS	TOTAL SCHOOL COSTS	TOTAL PROGRAM COSTS	%OF REVENUE DIR SCL TOT CST CST CST	FEFP ADJUSTED REVENUE	TOTAL PER FTE	FTE TO STAFF
101 K-3 BASIC	6.50	48,943	58,938	64,573	155 187 205	31,554	9,934	6.50 ** 4,500 - 9,000
BASIC EDUCATION	6.50	48,943	58,938	64,573	155 187 205	31,554	9,934	6.50
SCHL 8016	6.50	48,943	58,938	64,573	155 187 205	31,554	9,934	6.50

SCHL- 9026 UNKNOWN

----- PROGRAM ----- NBR	FTE	TOTAL DIRECT COSTS	TOTAL SCHOOL COSTS	TOTAL PROGRAM COSTS	%OF REVENUE DIR SCL TOT CST CST CST	FEFP ADJUSTED REVENUE	TOTAL PER FTE	FTE TO STAFF
111 111 K-3 ESE	*	*	*	*		14,835		** 6,000 - 16,000
EXCEPTIONAL CHI						14,835		
SCHL 9026						14,835		

SCHL- 9102 HOPE ACADEMY

----- PROGRAM ----- NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP	TOTAL	FTE	
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR CST	SCL CST	TOT CST	ADJUSTED REVENUE	PER FTE	TO STAFF	
102 4-8 BASIC	5.50	60,471	110,581	116,250	249	456	480	24,240	21,136	5.47	** 4,500 - 9,000
103 9-12 BASIC	9.50	18,626	36,473	38,485	44	85	90	42,660	4,051	26.61	** 4,500 - 10,000
BASIC EDUCATION	15.00	79,097	147,054	154,735	118	220	231	66,900	10,315	11.01	
112 112 4-8 ESE	1.50	16,824	30,608	32,166	172	312	328	9,802	21,444	5.42	** 6,000 - 16,000
113 113 9-12 ESE	1.00	3,407	6,391	6,725	51	96	101	6,666	6,725	16.67	
EXCEPTIONAL CHI	2.50	20,231	36,999	38,891	123	225	236	16,468	15,556	7.42	
SCHL 9102	17.50	99,328	184,053	193,626	119	221	232	83,368	11,064	10.29	

SCHL- 9106 GADSDEN CENTRAL ACADEMY

----- PROGRAM ----- NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP	TOTAL	FTE
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR CST	SCL CST	TOT CST	ADJUSTED REVENUE	PER FTE	TO STAFF
112 112 4-8 ESE	12.37	93,884	163,626	172,346	120	209	220	78,420	13,933	8.00
113 113 9-12 ESE	14.82	100,128	176,902	186,456	102	180	190	98,155	12,581	8.75
254 254-ESE-LEVEL 4	.97	12,568	20,939	21,983	86	144	151	14,543	22,663	5.22
EXCEPTIONAL CHI	28.16	206,580	361,467	380,785	108	189	199	191,118	13,522	8.22
SCHL 9106	28.16	206,580	361,467	380,785	108	189	199	191,118	13,522	8.22

SCHL- 9108 DROP BACK IN ACADEMY

----- PROGRAM ----- NBR	FTE	TOTAL DIRECT COSTS	TOTAL SCHOOL COSTS	TOTAL PROGRAM COSTS	%OF REVENUE			FEFP ADJUSTED REVENUE	TOTAL PER FTE	FTE TO STAFF
					DIR CST	SCL CST	TOT CST			
103 9-12 BASIC	78.25	382,822	386,645	390,850	109	110	111	351,414	4,995	97.81
BASIC EDUCATION	78.25	382,822	386,645	390,850	109	110	111	351,414	4,994	97.81
113 113 9-12 ESE	18.00	86,133	86,990	87,934	72	73	73	119,851	4,885	100.00 ** 6,000 - 13,000
EXCEPTIONAL CHI	18.00	86,133	86,990	87,934	72	73	73	119,851	4,885	100.00
300 VOCATIONAL	2.25	9,569	9,663	9,765	96	97	98	9,981	4,340	112.50
VOCATIONAL	2.25	9,569	9,663	9,765	96	97	98	9,981	4,340	112.50
SCHL 9108	98.50	478,524	483,298	488,549	99	100	102	481,246	4,959	98.50



SCHL- 0000 INITIAL  
 ADJUSTED DISTRICT AGGREGATE - ADDS TRANSPORTATION AND FOOD SERVICE (STATE SUPPLEMENT AND TRANSFER ONLY).

PROGRAM NBR	FTE	TOTAL	TOTAL	TOTAL	%OF REVENUE			FEFP	TOTAL	FTE	FTE TO STAFF
		DIRECT COSTS	SCHOOL COSTS	PROGRAM COSTS	DIR	SCL	TOT	ADJUSTED REVENUE	PER FTE		
101 K-3 BASIC	1,546.96	4,981,526	9,036,285	9,616,676	67	121	129	7,458,582	6,216	15.99	
102 4-8 BASIC	1,663.49	5,441,751	10,500,845	11,142,461	74	143	152	7,334,395	6,698	15.53	
103 9-12 BASIC	994.13	3,143,239	6,263,522	6,590,496	70	140	147	4,488,132	6,629	18.62	
BASIC EDUCATION	4,204.58	13,566,516	25,800,653	27,349,634	70	134	142	19,281,109	6,504	16.34	
130 INTEN ENG/ESOL	233.73	709,773	1,346,681	1,430,908	59	113	120	1,196,149	6,122	16.70	
ESOL	233.73	709,773	1,346,681	1,430,908	59	113	120	1,196,149	6,122	16.70	
111 111 K-3 ESE	280.73	1,597,412	2,608,731	2,776,646	83	135	144	1,926,569	9,891	9.80	
112 112 4-8 ESE	272.75	1,668,247	2,899,039	3,074,736	95	165	175	1,760,060	11,273	9.07	
113 113 9-12 ESE	202.97	1,118,344	2,099,768	2,210,489	83	156	165	1,343,195	10,891	10.80	
254 254-ESE-LEVEL 4	10.53	88,696	155,955	165,435	56	99	105	157,286	15,711	6.41	
255 255-ESE-LEVEL 5	6.09	163,957	278,499	299,469	133	225	242	123,703	49,174	1.65	
EXCEPTIONAL CHI	773.07	4,636,656	8,041,994	8,526,777	87	151	161	5,310,813	11,029	9.33	
300 VOCATIONAL	133.01	315,887	874,742	917,261	54	149	156	588,638	6,896	19.35	
VOCATIONAL	133.01	315,887	874,742	917,261	54	149	156	588,638	6,896	19.35	
352 BUSS ED	.05	23,269	31,019	33,834				*XX,XXX	.10	**	- 99,999
354 HEALTH SCIENCES	.07	43,168	54,792	59,016				*XX,XXX	.09	**	- 99,999
355 INDUSTRIAL	.78	437,372	567,156	614,342				*XX,XXX	.09	**	- 99,999
ADULT SUPPLEMEN	.90	503,809	652,967	707,192					85,768	.09	
401 ADULT BASIC SKI	.03	15,750	20,532	22,269				*XX,XXX	.10	**	- 99,999
403 GED PREP	.07	35,226	45,937	49,829				*XX,XXX	.10	**	- 99,999
ADT GEN EDU PRG	.10	50,976	66,469	72,098					20,980	.10	
SCHL 0000	5,345.39	19,783,617	36,783,507	39,003,871	75	139	148	26,376,709	7,296	14.38	

REQ 002	16,036.17	59,350,851	103,396,825	109,816,081	75 131 139	79,130,127	6,848	14.38
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FUND- 1  
SCHL- 0000 INITIAL

PROGRAM		DIRECT										
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
K-3 BASIC	101	3753590	844344	180986	190564	569	11497	4981554	3048417	8029972	545430	8575402
4-8 BASIC	102	4150498	913979	173109	196088	3108	5009	5441793	3976968	9418762	604035	10022798
9-12 BASIC	103	2061275	440918	467420	170414	2741	487	3143258	2473572	5616830	304499	5921330
BASIC EDUCATION		9965365	2199242	821515	557068	6420	16994	13566606	9498958	23065564	1453966	24519530
INTEN ENG/ESOL	130	548209	119211	15906	26136	160	178	709803	484932	1194735	78979	1273715
ESOL		548209	119211	15906	26136	160	178	709803	484932	1194735	78979	1273715
111 K-3 ESE	111	1212886	261732	54726	64028	166	3906	1597447	828742	2426189	161595	2587785
112 4-8 ESE	112	1278946	268623	49980	65855	531	4371	1668309	1053448	2721758	169585	2891343
113 9-12 ESE	113	781109	163216	114848	58189	891	120	1118376	849426	1967802	106160	2073963
254-ESE-LEVEL 4	254	68340	14351	2201	3767	40	22	88725	60455	149180	9273	158453
255-ESE-LEVEL 5	255	125400	29152	3723	5589	54	57	163977	110609	274586	20849	295436
EXCEPTIONAL CHI		3466682	737076	225481	197431	1684	8478	4636835	2902683	7539518	467464	8006982
VOCATIONAL	300	218861	59790	19968	16943	269	65	315897	472341	788239	39528	827767
VOCATIONAL		218861	59790	19968	16943	269	65	315897	472341	788239	39528	827767
STATE ADDED	341											
ADULT JOB PREP												
STATE ADDED	351											
BUSS ED	352	18461	4071	431	136	170		23271	7756	31027	2819	33847
STATE ADDED	353											
HEALTH SCIENCES	354	35956	6106	647	204	255		43171	11631	54802	4229	59031
INDUSTRIAL	355	356885	68132	7219	2281	2855		437375	129789	567164	47191	614355
STATE ADDED	356											
STATE ADDED	357											
STATE ADDED	359											
ADULT SUPPLEMEN		411304	78310	8298	2622	3282		503817	149176	652994	54240	707234
STATE ADDED	364											
ADULT GENERAL												
STATE ADDED	371											
STATE ADDED	372											
APPRENTICESHIP												
ADULT BASIC SKI	401	12780	2515	266	84	105		15752	4788	20540	1742	22283
STATE ADDED	402											
GED PREP	403	28581	5626	596	188	235		35228	10717	45945	3896	49842
STATE ADDED	404											
STATE ADDED	405											
OTHER ADULT GEN	409											
ADT GEN EDU PRG		41361	8142	862	272	341		50980	15505	66486	5639	72125

FUND- 1  
SCHL- 0000 INITIAL

PROGRAM		DIRECT							SCHOOL	SCHOOL	DISTRICT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT	TOTAL
TOTAL FOR FEFP		14651784	3201773	1092033	800473	12157	25716	19783941	13523597	33307539	2099817	35407356
FOOD SERVICE									20264			
TRANSPORTATION									3465559		120917	

DISTRICT INDIRECT COSTS ARE FUNCTIONALLY DISTRIBUTED AS REPORTED BELOW.

6100 PUPIL PERSONNEL			7100 BOARD OF EDUCATION	578409	7700 CENTRAL SERVICES	52444
6200 INSTRUCTIONAL MEDIA			7200 GENERAL ADMINISTRATIO	463449	7900 OPERATION OF PLANT	39709
6300 INSTR & CURR DEVLPMNT	408716	7400 FACILITIES ACQ-CONSTR	105090	8100 MAINTENANCE OF PLANT		
6400 INSTR STAFF TRAINING	3170	7500 FISCAL SERVICES	448824	8200 ADMIN. TECH. SERVICES		
				6500 INSTR. TECH. SERVICES		

RECONCILIATION TO ANNUAL FINANCIAL REPORT									
RECREAT & ENRICHMNT	OTHER	NON-PGM CAPITAL	COMMUNITY SERVICE	DEBT SERVICE	FEDERAL INDIRECT	CHARTER SCHOOLS	TOTAL REPORTED	AFR	ROUNDING / TOTAL DIFFERENCE
	1421817	29707	381			1733040	42199044	42199047	3

FUND- 1  
SCHL- 0041 GEORGE W MUNROE ELEMENTARY

PROGRAM	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	DIRECT MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
K-3 BASIC	101	626345	136078	16327	27717	116	545	807131	474603	1281735	98390	1380125
4-8 BASIC	102	357282	71728	8606	14610	61	287	452577	250251	702829	51865	754694
BASIC EDUCATION		983628	207807	24934	42328	177	833	1259708	724855	1984564	150255	2134820
INTEN ENG/ESOL	130	150460	34491	4234	7168	29	138	196523	128350	324874	24940	349814
ESOL		150460	34491	4234	7168	29	138	196523	128350	324874	24940	349814
111 K-3 ESE	111	343268	67760	7367	12521	52	246	431216	214393	645609	44400	690009
112 4-8 ESE	112	181889	34551	3756	6384	26	125	226735	109303	336038	22639	358678
254-ESE-LEVEL 4	254	13791	2677	291	494	2	9	17266	8460	25726	1753	27480
255-ESE-LEVEL 5	255	47028	11921	1296	2203	9	43	62502	37683	100185	7810	107996
EXCEPTIONAL CHI		585978	116910	12711	21604	90	424	737720	369840	1107561	76603	1184164
TOTAL FOR FEFP		1720067	359209	41880	71100	297	1396	2193953	1223046	3416999	251800	3668799
FOOD SERVICE									2760			
TRANSPORTATION									381178		13458	

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	174152	6400 INSTR STAFF TRAINING	14613	7700 CENTRAL SERVICES	34238
6200 INSTRUCTIONAL MEDIA	77199	7300 SCHOOL ADMINISTRATION	250459	7900 OPERATION OF PLANT	394237
6300 INSTR & CURR DEVLPMNT	84066	7400 FACILITIES ACQ-CONSTR	3131	8100 MAINTENANCE OF PLANT	131767
				8200 ADMIN. TECH. SERVICES	54014
				6500 INSTR. TECH. SERVICES	5164

FUND- 1  
SCHL- 0051 WEST GADSDEN HIGH SCHOOL

PROGRAM CATEGORY	NBR	DIRECT							TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY						
4-8 BASIC	102	460796	96697	21445	26255	253	351	605800	469404	1075205	67474	1142679	
9-12 BASIC	103	568784	114685	25434	31139	300	416	740762	612037	1352799	80988	1433788	
BASIC EDUCATION		1029581	211383	46880	57395	554	768	1346563	1081441	2428005	148463	2576468	
112 4-8 ESE	112	104084	20213	4389	5378	51	71	134189	95459	229648	13798	243447	
113 9-12 ESE	113	135260	25384	5512	6754	65	90	173066	127233	300300	17456	317756	
254-ESE-LEVEL 4	254	5782	1148	249	305	2	4	7492	5420	12913	783	13696	
EXCEPTIONAL CHI		245126	46746	10150	12438	120	166	314748	228112	542861	32038	574900	
VOCATIONAL	300	61701	17890	3967	4857	46	65	88529	91164	179693	12558	192252	
VOCATIONAL		61701	17890	3967	4857	46	65	88529	91164	179693	12558	192252	
TOTAL FOR FEFP		1336410	276020	60998	74691	721	999	1749841	1400719	3150560	193061	3343621	
FOOD SERVICE									1652				
TRANSPORTATION									341436		11301		

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	146294	6400 INSTR STAFF TRAINING	11115	7700 CENTRAL SERVICES	26054
6200 INSTRUCTIONAL MEDIA	66156	7300 SCHOOL ADMINISTRATION	264809	7900 OPERATION OF PLANT	608185
6300 INSTR & CURR DEVLPMNT	27695	7400 FACILITIES ACQ-CONSTR	2619	8100 MAINTENANCE OF PLANT	202712
				8200 ADMIN. TECH. SERVICES	41142
				6500 INSTR. TECH. SERVICES	3934

FUND- 1  
SCHL- 0061 HAVANA MIDDLE SCHOOL

PROGRAM	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	DIRECT MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
4-8 BASIC	102	469275	104687	23832	18961	2259		619018	673852	1292871	68584	1361456
BASIC EDUCATION		469275	104687	23832	18961	2259		619018	673852	1292871	68584	1361456
INTEN ENG/ESOL	130	344	60	13	10	1		431	390	821	39	860
ESOL		344	60	13	10	1		431	390	821	39	860
112 4-8 ESE	112	77589	14322	3196	2546	303		97957	90340	188297	9197	197495
EXCEPTIONAL CHI		77589	14322	3196	2546	303		97957	90340	188297	9197	197495
TOTAL FOR FEFP		547209	119070	27043	21518	2564		717406	764583	1481990	77821	1559812
FOOD SERVICE									373			
TRANSPORTATION									124198		4307	

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	98449	6400 INSTR STAFF TRAINING	12216	7700 CENTRAL SERVICES	10568
6200 INSTRUCTIONAL MEDIA	49828	7300 SCHOOL ADMINISTRATION	143646	7900 OPERATION OF PLANT	355601
6300 INSTR & CURR DEVLPMNT	11352	7400 FACILITIES ACQ-CONSTR	967	8100 MAINTENANCE OF PLANT	62681
				8200 ADMIN. TECH. SERVICES	17674
				6500 INSTR. TECH. SERVICES	1596

FUND- 1  
SCHL- 0071 EAST GADSDEN HIGH SCHOOL

PROGRAM CATEGORY	NBR	DIRECT						TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY					
9-12 BASIC	103	1205217	257508	52874	125478	2406	1643486	1499038	3142525	178548	3321073	
BASIC EDUCATION		1205217	257508	52874	125478	2406	1643486	1499038	3142525	178548	3321073	
INTEN ENG/ESOL	130	15437	3582	745	1821	33	21620	22647	44268	2500	46768	
ESOL		15437	3582	745	1821	33	21620	22647	44268	2500	46768	
112 4-8 ESE	112	1375	412	84	201	3	2078	2023	4101	279	4381	
113 9-12 ESE	113	428597	87784	17655	41918	803	576759	456583	1033343	58868	1092211	
254-ESE-LEVEL 4	254	15957	3252	654	1553	29	21447	16790	38237	2179	40416	
255-ESE-LEVEL 5	255	15852	3429	689	1637	31	21640	18653	40294	2313	42608	
EXCEPTIONAL CHI		461782	94880	19084	45310	868	621925	494050	1115976	63641	1179617	
VOCATIONAL	300	65745	22897	4701	11157	213	104715	160309	265025	16335	281360	
VOCATIONAL		65745	22897	4701	11157	213	104715	160309	265025	16335	281360	
TOTAL FOR FEFP		1748182	378868	77405	183768	3522	2391747	2176046	4567794	261026	4828821	
FOOD SERVICE								2165				
TRANSPORTATION								562871		19190		

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	219528	6400 INSTR STAFF TRAINING	10484	7700 CENTRAL SERVICES	35005
6200 INSTRUCTIONAL MEDIA	81657	7300 SCHOOL ADMINISTRATION	469010	7900 OPERATION OF PLANT	941088
6300 INSTR & CURR DEVLPMNT	78121	7400 FACILITIES ACQ-CONSTR	3846	8100 MAINTENANCE OF PLANT	276772
				8200 ADMIN. TECH. SERVICES	55247
				6500 INSTR. TECH. SERVICES	5282



FUND- 1  
SCHL- 0091 HAVANA ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT						TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY					
K-3 BASIC	101	643013	142663	44866	32645	70	863259	515677	1378936	92248	1471185	
4-8 BASIC	102	293419	67620	21266	15473	33	397812	244457	642270	43725	685996	
BASIC EDUCATION		936432	210283	66132	48119	103	1261072	760134	2021207	135974	2157181	
INTEN ENG/ESOL	130	13843	3235	1025	740	1	18846	12382	31229	2092	33321	
ESOL		13843	3235	1025	740	1	18846	12382	31229	2092	33321	
111 K-3 ESE	111	98573	20777	6407	4666	10	130435	73634	204069	13173	217243	
112 4-8 ESE	112	100718	22120	6821	4968	10	134640	78391	213031	14024	227056	
EXCEPTIONAL CHI		199291	42898	13229	9634	20	265075	152025	417101	27197	444299	
TOTAL FOR FEFP		1149567	256418	80387	58494	126	1544994	924543	2469537	165264	2634802	
FOOD SERVICE								933				
TRANSPORTATION								303476		10765		

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	104769	6400 INSTR STAFF TRAINING	9480	7700 CENTRAL SERVICES	22451
6200 INSTRUCTIONAL MEDIA	68597	7300 SCHOOL ADMINISTRATION	211716	7900 OPERATION OF PLANT	316018
6300 INSTR & CURR DEVLPMNT	23211	7400 FACILITIES ACQ-CONSTR	2053	8100 MAINTENANCE OF PLANT	127400
				8200 ADMIN. TECH. SERVICES	35453
				6500 INSTR. TECH. SERVICES	3389

FUND- 1  
SCHL- 0101 GADSDEN ELEMENTARY MAGNET

PROGRAM CATEGORY	NBR	DIRECT							TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY						
K-3 BASIC	101	204798	42125	13032	35044	22	10222	305246	211452	516698	29139	545838	
4-8 BASIC	102	65521	14609	4519	12153	7	3545	100358	73370	173728	10106	183835	
BASIC EDUCATION		270320	56735	17552	47198	29	13768	405604	284822	690427	39246	729673	
111 K-3 ESE	111	69405	14128	4280	11512	7	3357	102691	69536	172228	9571	181800	
112 4-8 ESE	112	72552	16601	5029	13527	8	3945	111664	81653	193318	11245	204564	
EXCEPTIONAL CHI		141958	30729	9309	25040	15	7302	214356	151190	365547	20817	386364	
TOTAL FOR FEFP		412278	87464	26861	72239	45	21070	619961	436013	1055975	60063	1116038	
FOOD SERVICE									758				
TRANSPORTATION									109205		3858		

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	28584	6400 INSTR STAFF TRAINING	9079	7700 CENTRAL SERVICES	8169
6200 INSTRUCTIONAL MEDIA	30960	7300 SCHOOL ADMINISTRATION	125778	7900 OPERATION OF PLANT	159330
6300 INSTR & CURR DEVLPMNT	18734	7400 FACILITIES ACQ-CONSTR	746	8100 MAINTENANCE OF PLANT	37555
				8200 ADMIN. TECH. SERVICES	15841
				6500 INSTR. TECH. SERVICES	1232

FUND- 1  
SCHL- 0141 GREENSBORO ELEMENTARY

----- PROGRAM -----		----- DIRECT -----										
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
K-3 BASIC	101	405838	92894	12125	19922	158		530940	360474	891414	60242	951657
4-8 BASIC	102	237139	50613	6606	10854	86		305299	196428	501728	32823	534551
BASIC EDUCATION		642977	143507	18732	30777	244		836240	556902	1393142	93066	1486208
INTEN ENG/ESOL	130	200974	45003	5987	9785	76		261828	184108	445936	29187	475124
ESOL		200974	45003	5987	9785	76		261828	184108	445936	29187	475124
111 K-3 ESE	111	96770	21188	2711	4460	35		125166	80639	205805	13472	219277
112 4-8 ESE	112	63265	13791	1765	2903	23		81748	52492	134241	8769	143011
EXCEPTIONAL CHI		160035	34980	4477	7363	58		206914	133132	340046	22242	362289
TOTAL FOR FEFP		1003988	223491	29196	47927	380		1304983	874142	2179126	144496	2323622
FOOD SERVICE									1550			
TRANSPORTATION									241437		8571	

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	85170	6400 INSTR STAFF TRAINING	10841	7700 CENTRAL SERVICES	19627
6200 INSTRUCTIONAL MEDIA	62680	7300 SCHOOL ADMINISTRATION	228259	7900 OPERATION OF PLANT	301909
6300 INSTR & CURR DEVLPMNT	25339	7400 FACILITIES ACQ-CONSTR	1796	8100 MAINTENANCE OF PLANT	104556
				8200 ADMIN. TECH. SERVICES	30997
				6500 INSTR. TECH. SERVICES	2963

FUND- 1  
SCHL- 0151 CHATTAHOOCHEE ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT						TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY					
K-3 BASIC	101	340205	72738	11631	16067	35	440678	334212	774891	46580	821471	
4-8 BASIC	102	172243	39292	6283	8679	19	226519	180693	407212	25165	432377	
BASIC EDUCATION		512449	112031	17915	24747	54	667198	514906	1182104	71745	1253849	
INTEN ENG/ESOL	130	6039	1453	235	320		8050	6959	15009	930	15940	
ESOL		6039	1453	235	320		8050	6959	15009	930	15940	
111 K-3 ESE	111	45312	11097	1740	2406	5	60562	50029	110591	6970	117562	
112 4-8 ESE	112	15029	3699	580	802	1	20112	16684	36797	2323	39120	
254-ESE-LEVEL 4	254	2311	592	92	128		3125	2660	5786	371	6157	
EXCEPTIONAL CHI		62652	15389	2413	3337	7	83800	69374	153175	9665	162840	
TOTAL FOR FEFP		581141	128874	20565	28405	62	759049	591239	1350289	82341	1432630	
FOOD SERVICE								1427				
TRANSPORTATION								124616		4419		

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	78550	6400 INSTR STAFF TRAINING	7303	7700 CENTRAL SERVICES	11182
6200 INSTRUCTIONAL MEDIA	47754	7300 SCHOOL ADMINISTRATION	147805	7900 OPERATION OF PLANT	217271
6300 INSTR & CURR DEVLPMNT	11544	7400 FACILITIES ACQ-CONSTR	1022	8100 MAINTENANCE OF PLANT	49449
				8200 ADMIN. TECH. SERVICES	17664
				6500 INSTR. TECH. SERVICES	1689

FUND- 1  
SCHL- 0171 GREYNA ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
K-3 BASIC	101	403515	94971	9756	15970	42	524256	364620	888876	56194	945070
4-8 BASIC	102	145167	35456	3642	5962	16	190245	136166	326412	20980	347392
BASIC EDUCATION		548683	130428	13398	21932	58	714501	500786	1215288	77174	1292463
INTEN ENG/ESOL	130	79776	16794	1763	2872	7	101214	67698	168912	9937	178850
ESOL		79776	16794	1763	2872	7	101214	67698	168912	9937	178850
111 K-3 ESE	111	51911	12499	1261	2066	5	67744	47217	114961	7265	122227
112 4-8 ESE	112	29271	7258	732	1200	3	38466	27357	65824	4217	70041
EXCEPTIONAL CHI		81183	19757	1993	3267	8	106210	74575	180785	11483	192269
TOTAL FOR FEFP		709643	166980	17156	28071	75	921926	643060	1564987	98595	1663583
FOOD SERVICE								1064			
TRANSPORTATION								171484		6079	

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	34310	6400 INSTR STAFF TRAINING	4778	7700 CENTRAL SERVICES	13389
6200 INSTRUCTIONAL MEDIA	40520	7300 SCHOOL ADMINISTRATION	204998	7900 OPERATION OF PLANT	229807
6300 INSTR & CURR DEVLPMNT	15450	7400 FACILITIES ACQ-CONSTR	1225	8100 MAINTENANCE OF PLANT	75407
				8200 ADMIN. TECH. SERVICES	21150
				6500 INSTR. TECH. SERVICES	2022

FUND- 1  
SCHL- 0191 ST. JOHN ELEMENTARY SCHOOL

PROGRAM CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	DIRECT MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
K-3 BASIC	101	412919	91785	10035	18385	43	301	533471	386425	919896	57541	977438
4-8 BASIC	102	189912	45150	4936	9044	21	148	249213	190075	439289	28305	467594
BASIC EDUCATION		602831	136935	14972	27429	65	449	782684	576501	1359186	85847	1445033
INTEN ENG/ESOL	130	45910	9229	1031	1886	4	30	58092	40724	98817	5786	104603
ESOL		45910	9229	1031	1886	4	30	58092	40724	98817	5786	104603
111 K-3 ESE	111	65394	15174	1627	2985	7	48	85238	62696	147934	9333	157268
112 4-8 ESE	112	12018	2878	308	566	1	9	15783	11906	27689	1771	29460
EXCEPTIONAL CHI		77412	18053	1936	3551	8	58	101021	74603	175624	11104	186728
TOTAL FOR FEFP		726154	164218	17940	32868	78	537	941798	691829	1633627	102738	1736366
FOOD SERVICE										1522		
TRANSPORTATION										191270	6770	

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	86556	6400 INSTR STAFF TRAINING	6912	7700 CENTRAL SERVICES	13951
6200 INSTRUCTIONAL MEDIA	53102	7300 SCHOOL ADMINISTRATION	202484	7900 OPERATION OF PLANT	214632
6300 INSTR & CURR DEVLPMNT	21172	7400 FACILITIES ACQ-CONSTR	1276	8100 MAINTENANCE OF PLANT	67593
				8200 ADMIN. TECH. SERVICES	22039
				6500 INSTR. TECH. SERVICES	2107

FUND- 1  
SCHL- 0201 STEWART STREET ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT							TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY						
K-3 BASIC	101	680587	158882	49468	24793	73	427	914233	388558	1302791	96822	1399614	
4-8 BASIC	102	321495	74351	23149	11602	34	200	430833	181860	612694	45310	658004	
BASIC EDUCATION		1002082	233233	72617	36396	108	628	1345067	570418	1915485	142132	2057618	
INTEN ENG/ESOL	130	4849	1147	359	179		3	6539	3045	9585	699	10285	
ESOL		4849	1147	359	179		3	6539	3045	9585	699	10285	
111 K-3 ESE	111	442249	99106	29329	23408	43	253	594391	230595	824987	57409	882396	
112 4-8 ESE	112	194018	43667	12923	10314	19	111	261054	101527	362581	25292	387874	
254-ESE-LEVEL 4	254	2989	545	161	128		1	3826	1268	5094	315	5410	
EXCEPTIONAL CHI		639258	143318	42414	33851	63	366	859273	333391	1192664	83017	1275681	
TOTAL FOR FEFP		1646191	377700	115392	70426	172	997	2210880	906855	3117735	225850	3343585	
FOOD SERVICE										2523			
TRANSPORTATION										383978		13577	

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	93856	6400 INSTR STAFF TRAINING	11323	7700 CENTRAL SERVICES	30724
6200 INSTRUCTIONAL MEDIA	29645	7300 SCHOOL ADMINISTRATION	186395	7900 OPERATION OF PLANT	315696
6300 INSTR & CURR DEVLPMNT	66921	7400 FACILITIES ACQ-CONSTR	2807	8100 MAINTENANCE OF PLANT	116160
				8200 ADMIN. TECH. SERVICES	48691
				6500 INSTR. TECH. SERVICES	4632

FUND- 1  
 SCHL- 0211 JAMES A SHANKS MIDDLE SCHOOL

PROGRAM CATEGORY	NBR	DIRECT							TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY						
4-8 BASIC	102	1139069	247882	29262	50487	283	415	1467402	1043453	2510855	168539	2679395	
BASIC EDUCATION		1139069	247882	29262	50487	283	415	1467402	1043453	2510855	168539	2679395	
INTEN ENG/ESOL	130	30572	4213	508	1350	4	7	36656	18624	55280	2863	58144	
ESOL		30572	4213	508	1350	4	7	36656	18624	55280	2863	58144	
112 4-8 ESE	112	277937	57047	6597	11394	63	93	353134	235534	588668	38000	626669	
254-ESE-LEVEL 4	254	17415	4233	489	845	4	6	22995	17477	40472	2819	43292	
255-ESE-LEVEL 5	255	25748	8695	1005	1736	9	14	37210	35892	73102	5791	78894	
EXCEPTIONAL CHI		321102	69975	8092	13977	78	115	413340	288903	702244	46611	748856	
TOTAL FOR FEFP		1490744	322071	37863	65815	366	537	1917398	1350982	3268381	218015	3486396	
FOOD SERVICE									2837				
TRANSPORTATION									376048		13180		

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	163674	6400 INSTR STAFF TRAINING	15723	7700 CENTRAL SERVICES	29630
6200 INSTRUCTIONAL MEDIA	84769	7300 SCHOOL ADMINISTRATION	326990	7900 OPERATION OF PLANT	500973
6300 INSTR & CURR DEVLPMNT	31501	7400 FACILITIES ACQ-CONSTR	2706	8100 MAINTENANCE OF PLANT	139868
				8200 ADMIN. TECH. SERVICES	50672
				6500 INSTR. TECH. SERVICES	4472



FUND- 1  
 SCHL- 0212 GADSDEN ADULT EDUCATION SCHOOL

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
BUSS ED	352	18461	4071	431	136	170	23271	7756	31027	2819	33847
HEALTH SCIENCES	354	35956	6106	647	204	255	43171	11631	54802	4229	59031
INDUSTRIAL	355	356885	68132	7219	2281	2855	437375	129789	567164	47191	614355
ADULT SUPPLEMEN		411304	78310	8298	2622	3282	503817	149176	652994	54240	707234
ADULT BASIC SKI	401	12780	2515	266	84	105	15752	4788	20540	1742	22283
GED PREP	403	28581	5626	596	188	235	35228	10717	45945	3896	49842
ADT GEN EDU PRG		41361	8142	862	272	341	50980	15505	66486	5639	72125
TOTAL FOR FEFP		452666	86452	9161	2894	3623	554798	164682	719480	59879	779360
FOOD SERVICE								2			
TRANSPORTATION											

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	10304	6400 INSTR STAFF TRAINING	1638	7700 CENTRAL SERVICES	8125
6200 INSTRUCTIONAL MEDIA	6433	7300 SCHOOL ADMINISTRATION	60366	7900 OPERATION OF PLANT	25468
6300 INSTR & CURR DEVLPMNT	8270	7400 FACILITIES ACQ-CONSTR	743	8100 MAINTENANCE OF PLANT	29256
				8200 ADMIN. TECH. SERVICES	12846
				6500 INSTR. TECH. SERVICES	1228

FUND- 1  
SCHL- 0231 CARTER PARRAMORE ACADEMY

PROGRAM CATEGORY	NBR	DIRECT						TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY					
4-8 BASIC	102	250413	54943	5718	11684	25	60	322845	284447	607293	32850	640143
9-12 BASIC	103	268973	64159	6677	13644	29	70	353554	333247	686801	38377	725179
BASIC EDUCATION		519387	119103	12395	25328	54	130	676399	617695	1294095	71228	1365323
112 4-8 ESE	112	62492	13178	1346	2991	5	14	80029	67234	147263	7738	155001
113 9-12 ESE	113	117851	28018	2863	6360	12	30	155136	144572	299708	16479	316188
EXCEPTIONAL CHI		180344	41196	4210	9351	18	44	235165	211806	446971	24218	471190
TOTAL FOR FEFP		699731	160299	16605	34680	72	174	911565	829501	1741067	95446	1836513
FOOD SERVICE										350		
TRANSPORTATION										113928	4045	

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	94327	6400 INSTR STAFF TRAINING	8681	7700 CENTRAL SERVICES	13448
6200 INSTRUCTIONAL MEDIA	44470	7300 SCHOOL ADMINISTRATION	222940	7900 OPERATION OF PLANT	304908
6300 INSTR & CURR DEVLPMNT	31172	7400 FACILITIES ACQ-CONSTR	1194	8100 MAINTENANCE OF PLANT	85936
				8200 ADMIN. TECH. SERVICES	20465
				6500 INSTR. TECH. SERVICES	1956

FUND- 1  
SCHL- 0241 FLORIDA STATE HOSPITAL

PROGRAM		DIRECT							SCHOOL		DISTRICT		TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT		
113 9-12 ESE	113	5310	736	105	1			6155	2682	8838	713	9551	
255-ESE-LEVEL 5	255	36770	5105	731	11	3		42623	18380	61003	4933	65936	
EXCEPTIONAL CHI		42080	5842	837	13	4		48778	21062	69841	5646	75488	
TOTAL FOR FEFP		42080	5842	837	13	4		48778	21062	69841	5646	75488	
FOOD SERVICE													
TRANSPORTATION									1				

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	899	6400 INSTR STAFF TRAINING	162	7700 CENTRAL SERVICES	769
6200 INSTRUCTIONAL MEDIA	605	7300 SCHOOL ADMINISTRATION	7994	7900 OPERATION OF PLANT	5611
6300 INSTR & CURR DEVLPMNT	778	7400 FACILITIES ACQ-CONSTR	72	8100 MAINTENANCE OF PLANT	2845
				8200 ADMIN. TECH. SERVICES	1208
				6500 INSTR. TECH. SERVICES	115

FUND- 1  
SCHL- 0245 GADSDEN TECHNICAL INSTITUTE

----- PROGRAM -----		----- DIRECT -----										
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
9-12 BASIC	103	3257	651	59	31			4001	7571	11572	360	11933
BASIC EDUCATION		3257	651	59	31			4001	7571	11572	360	11933
113 9-12 ESE	113	13678	3301	298	300	1		17580	37723	55304	1798	57103
EXCEPTIONAL CHI		13678	3301	298	300	1		17580	37723	55304	1798	57103
VOCATIONAL	300	91395	19001	1748	927	8		113081	220772	333854	10528	344382
VOCATIONAL		91395	19001	1748	927	8		113081	220772	333854	10528	344382
TOTAL FOR FEFP		108332	22954	2107	1259	9		134664	266066	400730	12688	413419
FOOD SERVICE									29			
TRANSPORTATION									10732		336	

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	2025	6400 INSTR STAFF TRAINING	1111	7700 CENTRAL SERVICES	1723
6200 INSTRUCTIONAL MEDIA	1440	7300 SCHOOL ADMINISTRATION	57073	7900 OPERATION OF PLANT	101258
6300 INSTR & CURR DEVLPMNT	79632	7400 FACILITIES ACQ-CONSTR	157	8100 MAINTENANCE OF PLANT	18482
				8200 ADMIN. TECH. SERVICES	2722
				6500 INSTR. TECH. SERVICES	439

FUND- 1  
SCHL- 7001 VIRTUAL INSTRUCTION

PROGRAM CATEGORY	NBR	DIRECT							TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY						
K-3 BASIC	101	456	24	12903	5	2		13392	2391	15784	2630	18414	
4-8 BASIC	102	456	24	12903	5	2		13392	2391	15784	2630	18414	
BASIC EDUCATION		913	49	25807	11	4		26785	4782	31568	5260	36829	
TOTAL FOR FEFP		913	49	25807	11	4		26785	4782	31568	5260	36829	
FOOD SERVICE									10				
TRANSPORTATION													

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	900	6400 INSTR STAFF TRAINING	154	7700 CENTRAL SERVICES	765
6200 INSTRUCTIONAL MEDIA	605	7300 SCHOOL ADMINISTRATION	252	7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	778	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	1209
				6500 INSTR. TECH. SERVICES	115

FUND- 1  
SCHL- 8016 BOLD STEP INFANT CARE

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
K-3 BASIC	101	35910	12180	838	11	4	48944	10001	58946	5639	64585
BASIC EDUCATION		35910	12180	838	11	4	48944	10001	58946	5639	64585
TOTAL FOR FEFP		35910	12180	838	11	4	48944	10001	58946	5639	64585
FOOD SERVICE TRANSPORTATION								13			

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	900	6400 INSTR STAFF TRAINING	154	7700 CENTRAL SERVICES	765
6200 INSTRUCTIONAL MEDIA	605	7300 SCHOOL ADMINISTRATION	252	7900 OPERATION OF PLANT	2391
6300 INSTR & CURR DEVLPMNT	778	7400 FACILITIES ACQ-CONSTR	70	8100 MAINTENANCE OF PLANT	2756
				8200 ADMIN. TECH. SERVICES	1209
				6500 INSTR. TECH. SERVICES	115

FUND- 1  
SCHL- 9102 HOPE ACADEMY

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
4-8 BASIC	102	48303	10918	935	311	4	60473	50114	110587	5673	116260
9-12 BASIC	103	14310	3874	331	110	1	18629	17851	36480	2014	38495
BASIC EDUCATION		62614	14792	1267	422	5	79102	67965	147067	7688	154756
112 4-8 ESE	112	13428	3054	257	86	1	16828	13790	30618	1561	32180
113 9-12 ESE	113	2674	661	55	18		3410	2990	6401	338	6739
EXCEPTIONAL CHI		16103	3715	313	105	1	20238	16781	37019	1900	38920
TOTAL FOR FEFP		78717	18508	1580	527	7	99341	84746	184087	9588	193676
FOOD SERVICE								35			
TRANSPORTATION								11381		404	

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	53212	6400 INSTR STAFF TRAINING	265	7700 CENTRAL SERVICES	1302
6200 INSTRUCTIONAL MEDIA	1029	7300 SCHOOL ADMINISTRATION	430	7900 OPERATION OF PLANT	20115
6300 INSTR & CURR DEVLPMNT	1324	7400 FACILITIES ACQ-CONSTR	119	8100 MAINTENANCE OF PLANT	4694
				8200 ADMIN. TECH. SERVICES	2056
				6500 INSTR. TECH. SERVICES	196

FUND- 1  
SCHL- 9104 CROSSROAD CHARTER SCHOOL

\*\* CHARTER SCHOOL \*\*

PROGRAM		DIRECT								SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT					
CTRL	FUNCTION	AMOUNT	FUNCTION	AMOUNT	FUNCTION	AMOUNT	FUNCTION	AMOUNT					
4000	6100	17028	6200	3765	6300	18918	6400	13001					
4001	7100	113557	7200	76554	7300	246607	7400	177515					
4002	7500	1365	7600	62712	7700		7800	42648					
4003	7900	51677	8100	102168	8200		6500						
K-3 BASIC		101	260214	49439	575	23642		2719	336589	301320	637909	637909	
4-8 BASIC		102	366501	69632	811	33299		3830	474073	424397	898470	898470	
BASIC EDUCATION			626715	119071	1386	56941		6549	810662	725717	1536379	1536379	
INTEN ENG/ESOL		130	26483	5032	59	2406		277	34257	30666	64923	64923	
ESOL			26483	5032	59	2406		277	34257	30666	64923	64923	
111 K-3 ESE		111	18176	3453	40	1651		190	23510	21047	44557	44557	
112 4-8 ESE		112	38624	7338	85	3509		404	49960	44725	94685	94685	
EXCEPTIONAL CHI			56800	10791	125	5160		594	73470	65772	139242	139242	
TOTAL FOR FEFP			709998	134894	1570	64507		7420	918389	822155	1740544	1740544	
FOOD SERVICE													
TRANSPORTATION													

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	17028	6400 INSTR STAFF TRAINING	13001	7700 CENTRAL SERVICES	
6200 INSTRUCTIONAL MEDIA	3765	7300 SCHOOL ADMINISTRATION	246607	7900 OPERATION OF PLANT	51677
6300 INSTR & CURR DEVLPMNT	18918	7400 FACILITIES ACQ-CONSTR	177515	8100 MAINTENANCE OF PLANT	102168
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	



FUND- 1  
SCHL- 9106 GADSDEN CENTRAL ACADEMY

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
112 4-8 ESE	112	73273	15825	2191	2590	6	93887	69748	163636	8723	172360
113 9-12 ESE	113	77571	17319	2398	2834	7	100131	76779	176911	9557	186468
254-ESE-LEVEL 4	254	10093	1902	263	311		12571	8378	20949	1048	21998
EXCEPTIONAL CHI		160938	35047	4853	5736	14	206590	154906	361497	19330	380827
TOTAL FOR FEFP		160938	35047	4853	5736	14	206590	154906	361497	19330	380827
FOOD SERVICE								56			
TRANSPORTATION								18314		650	

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	15161	6400 INSTR STAFF TRAINING	558	7700 CENTRAL SERVICES	2640
6200 INSTRUCTIONAL MEDIA	2360	7300 SCHOOL ADMINISTRATION	70684	7900 OPERATION OF PLANT	46540
6300 INSTR & CURR DEVLPMNT	2668	7400 FACILITIES ACQ-CONSTR	241	8100 MAINTENANCE OF PLANT	9509
				8200 ADMIN. TECH. SERVICES	4144
				6500 INSTR. TECH. SERVICES	396

FUND- 1  
SCHL- 9108 DROP BACK IN ACADEMY

PROGRAM CATEGORY	NBR	DIRECT						TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY					
9-12 BASIC	103	730	39	382041	9	3	382824	3826	386650	4208	390859	
BASIC EDUCATION		730	39	382041	9	3	382824	3826	386650	4208	390859	
113 9-12 ESE	113	164	8	85959	2		86135	860	86996	946	87943	
EXCEPTIONAL CHI		164	8	85959	2		86135	860	86996	946	87943	
VOCATIONAL	300	18		9551			9570	95	9666	105	9771	
VOCATIONAL		18		9551			9570	95	9666	105	9771	
TOTAL FOR FEFP		913	49	477552	11	4	478530	4782	483313	5260	488574	
FOOD SERVICE TRANSPORTATION								197				

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	900	6400 INSTR STAFF TRAINING	154	7700 CENTRAL SERVICES	765
6200 INSTRUCTIONAL MEDIA	605	7300 SCHOOL ADMINISTRATION	252	7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	778	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	1209
				6500 INSTR. TECH. SERVICES	115

FUND- 4  
SCHL- 0000 INITIAL

----- PROGRAM -----		----- DIRECT -----							SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT				
K-3 BASIC	101	311133	61300	281213	219267		266007	1138921	663376	1802298	338	1802637
4-8 BASIC	102	134676	18666	247298	202254	77	211723	814696	794896	1609593	375	1609969
9-12 BASIC	103	78312	12882	101780	36877	92	78624	308569	441696	750266	185	750451
BASIC EDUCATION		524122	92848	630292	458399	169	556355	2262188	1899969	4162157	900	4163058
INTEN ENG/ESOL	130	50647	7058	38968	38245		40950	175869	123406	299275	49	299325
ESOL		50647	7058	38968	38245		40950	175869	123406	299275	49	299325
111 K-3 ESE	111	232868	61887	141927	97842		77259	611786	411863	1023649	101	1023751
112 4-8 ESE	112	178770	47766	148280	55475	15	52967	483276	491909	975186	100	975286
113 9-12 ESE	113	123972	27647	110692	13533	19	24342	300208	342258	642467	58	642525
254-ESE-LEVEL 4	254	13020	4013	8904	3012		3125	32078	27693	59771	5	59776
255-ESE-LEVEL 5	255	24660	7754	13150	7115		7435	60117	39348	99466	10	99476
EXCEPTIONAL CHI		573292	149070	422956	176979	36	165131	1487467	1313073	2800540	275	2800816
VOCATIONAL	300	12203	2888	17750	24950	16280	52067	126141	105250	231392	17	231409
VOCATIONAL		12203	2888	17750	24950	16280	52067	126141	105250	231392	17	231409
STATE ADDED	341											
ADULT JOB PREP												
STATE ADDED	351											
BUSS ED	352											
STATE ADDED	353											
HEALTH SCIENCES	354											
INDUSTRIAL	355											
STATE ADDED	356											
STATE ADDED	357											
STATE ADDED	359											
ADULT SUPPLEMEN												
STATE ADDED	364											
ADULT GENERAL												
STATE ADDED	371											
STATE ADDED	372											
APPRENTICESHIP												
ADULT BASIC SKI	401											
STATE ADDED	402											
GED PREP	403											
STATE ADDED	404											
STATE ADDED	405											
OTHER ADULT GEN	409											
ADT GEN EDU PRG												

FUND- 4  
SCHL- 0000 INITIAL

----- PROGRAM -----		----- DIRECT -----							SCHOOL	SCHOOL	DISTRICT	
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT	TOTAL
TOTAL FOR FEFP		1160265	251865	1109967	698574	16486	814504	4051666	3441699	7493366	1243	7494610
FOOD SERVICE									3938388		109217	
TRANSPORTATION									158101			

DISTRICT INDIRECT COSTS ARE FUNCTIONALLY DISTRIBUTED AS REPORTED BELOW.

6100 PUPIL PERSONNEL	7100 BOARD OF EDUCATION	7700 CENTRAL SERVICES
6200 INSTRUCTIONAL MEDIA	7200 GENERAL ADMINISTRATIO	1243 7900 OPERATION OF PLANT
6300 INSTR & CURR DEVLPMNT	7400 FACILITIES ACQ-CONSTR	8100 MAINTENANCE OF PLANT
6400 INSTR STAFF TRAINING	7500 FISCAL SERVICES	8200 ADMIN. TECH. SERVICES
		6500 INSTR. TECH. SERVICES

-----RECONCILIATION TO ANNUAL FINANCIAL REPORT-----									
RECREAT & ENRICHMNT	OTHER	NON-PGM CAPITAL	COMMUNITY SERVICE	DEBT SERVICE	FEDERAL INDIRECT	CHARTER SCHOOLS	TOTAL REPORTED	AFR TOTAL	ROUNDING / DIFFERENCE
	2615472	52607	103		136723	159262	14664486	14664477	9-

FUND- 4  
 SCHL- 0041 GEORGE W MUNROE ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT						TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY					
K-3 BASIC	101	105126	18839	58725	34413		75865	292971	161607	454579	62	454641
4-8 BASIC	102	46294	5128	30955	17219		39989	139587	85185	224773	32	224805
BASIC EDUCATION		151421	23968	89680	51633		115855	432559	246793	679352	94	679447
INTEN ENG/ESOL	130	40188	5433	14885	10579		19229	90316	48175	138491	15	138507
ESOL		40188	5433	14885	10579		19229	90316	48175	138491	15	138507
111 K-3 ESE	111	89280	25224	38848	29037		34620	217011	113898	330909	28	330937
112 4-8 ESE	112	36255	10164	18981	8641		17455	91498	55484	146982	14	146997
254-ESE-LEVEL 4	254	2807	834	1534	1115		1367	7659	4268	11927	1	11928
255-ESE-LEVEL 5	255	14604	3714	6835	4967		6091	36213	19007	55220	4	55225
EXCEPTIONAL CHI		142948	39937	66200	43762		59534	352382	192658	545040	48	545088
TOTAL FOR FEFP		334557	69339	170766	105975		194619	875258	487627	1362885	158	1363043
FOOD SERVICE									456504		12297	
TRANSPORTATION									46040			

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	50287	6400 INSTR STAFF TRAINING	267476	7700 CENTRAL SERVICES	9709
6200 INSTRUCTIONAL MEDIA	46494	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	272
6300 INSTR & CURR DEVLPMNT	96890	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	16496

FUND- 4  
SCHL- 0051 WEST GADSDEN HIGH SCHOOL

PROGRAM CATEGORY	NBR	DIRECT							TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY						
4-8 BASIC	102	6801	2573	25362	14822	77	22114	71752	86324	158077	42	158119	
9-12 BASIC	103	29169	3052	30080	17580	92	26228	106202	102382	208585	50	208635	
BASIC EDUCATION		35970	5626	55443	32402	169	48342	177955	188706	366662	93	366755	
112 4-8 ESE	112	1499	597	8713	3173	15	4526	18525	39743	58268	8	58277	
113 9-12 ESE	113	6205	749	10942	3984	19	5684	27587	49917	77505	10	77516	
254-ESE-LEVEL 4	254	46	33	494	180		257	1013	2118	3132		3132	
EXCEPTIONAL CHI		7751	1380	20151	7338	36	10467	47125	91780	138906	20	138926	
VOCATIONAL	300	333	476	4692	2961	14	4091	12569	15971	28540	7	28548	
VOCATIONAL		333	476	4692	2961	14	4091	12569	15971	28540	7	28548	
TOTAL FOR FEFP		44055	7483	80286	42702	220	62901	237650	296458	534109	121	534230	
FOOD SERVICE									310112				
TRANSPORTATION									11		10327		

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	37917	6400 INSTR STAFF TRAINING	105643	7700 CENTRAL SERVICES	7611
6200 INSTRUCTIONAL MEDIA	13534	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	119
6300 INSTR & CURR DEVLPMNT	120046	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	11584

FUND- 4  
SCHL- 0061 HAVANA MIDDLE SCHOOL

PROGRAM CATEGORY	NBR	DIRECT							SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT				
4-8 BASIC	102	1747	216	28372	28791		20092	79219	141453	220673	43	220716
BASIC EDUCATION		1747	216	28372	28791		20092	79219	141453	220673	43	220716
INTEN ENG/ESOL	130	6		16	211		11	246	92	339		339
ESOL		6		16	211		11	246	92	339		339
112 4-8 ESE	112	503	75	18630	3888		2694	25792	37419	63212	5	63217
EXCEPTIONAL CHI		503	75	18630	3888		2694	25792	37419	63212	5	63217
TOTAL FOR FEFP		2257	293	47019	32890		22798	105259	178966	284225	49	284274
FOOD SERVICE									85648			
TRANSPORTATION									51		3935	

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	20422	6400 INSTR STAFF TRAINING	120468	7700 CENTRAL SERVICES	3099
6200 INSTRUCTIONAL MEDIA	8353	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	32
6300 INSTR & CURR DEVLPMNT	21875	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	4713

FUND- 4  
SCHL- 0071 EAST GADSDEN HIGH SCHOOL

PROGRAM CATEGORY	NBR	DIRECT							SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT				
9-12 BASIC	103	48430	9742	55246	11273		40149	164841	264812	429653	111	429764
BASIC EDUCATION		48430	9742	55246	11273		40149	164841	264812	429653	111	429764
INTEN ENG/ESOL	130	589	180	988	1412		558	3730	4391	8121	1	8123
ESOL		589	180	988	1412		558	3730	4391	8121	1	8123
113 9-12 ESE	113	82746	20727	71130	4778		13406	192787	154520	347308	37	347345
254-ESE-LEVEL 4	254	1428	768	2635	176		496	5505	4934	10439	1	10440
255-ESE-LEVEL 5	255	1486	809	2779	185		523	5785	5203	10988	1	10990
EXCEPTIONAL CHI		85661	22304	76545	5140		14426	204078	164658	368736	39	368776
VOCATIONAL	300	1568	866	4912	1272		3570	12189	17859	30049	9	30059
VOCATIONAL		1568	866	4912	1272		3570	12189	17859	30049	9	30059
TOTAL FOR FEFP		136249	33093	137692	19099		58705	384839	451721	836561	162	836723
FOOD SERVICE									423934		17535	
TRANSPORTATION									366			

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	101558	6400 INSTR STAFF TRAINING	172749	7700 CENTRAL SERVICES	9576
6200 INSTRUCTIONAL MEDIA	43753	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	232
6300 INSTR & CURR DEVLPMNT	108779	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	15072



FUND- 4  
SCHL- 0091 HAVANA ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL	
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES						CAPITAL OUTLAY
K-3 BASIC	101	33971	6392	78885	35475		35880	190605	81622	272227	58	272285
4-8 BASIC	102	3564	233	37390	16329		17006	74525	38687	113213	27	113240
BASIC EDUCATION		37536	6625	116275	51805		52886	265130	120310	385440	85	385526
INTEN ENG/ESOL	130	379	49	1789	981		813	4013	2456	6470	1	6471
ESOL		379	49	1789	981		813	4013	2456	6470	1	6471
111 K-3 ESE	111	5653	1022	16503	5104		5124	33407	38310	71717	8	71725
112 4-8 ESE	112	1513	191	17569	5278		5455	30008	40786	70794	8	70803
EXCEPTIONAL CHI		7166	1213	34073	10383		10579	63416	79096	142512	17	142529
TOTAL FOR FEFP		45082	7888	152138	63170		64280	332560	201862	534423	104	534527
FOOD SERVICE									424618			
TRANSPORTATION									12282		9836	

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	57088	6400 INSTR STAFF TRAINING	75160	7700 CENTRAL SERVICES	6581
6200 INSTRUCTIONAL MEDIA	11625	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	96
6300 INSTR & CURR DEVLPMNT	40879	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	10430

FUND- 4  
 SCHL- 0101 GADSDEN ELEMENTARY MAGNET

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
K-3 BASIC	101	487	60		912	45	1505	16153	17658	18	17676
4-8 BASIC	102	169	20		316	15	521	5602	6124	6	6130
BASIC EDUCATION		656	80		1228	60	2027	21755	23782	24	23807
111 K-3 ESE	111	471	68	2303	327	14	3186	12964	16150	6	16156
112 4-8 ESE	112	554	80	2706	384	17	3743	15233	18976	7	18984
EXCEPTIONAL CHI		1026	149	5010	711	32	6929	28197	35127	13	35140
TOTAL FOR FEFP		1682	229	5010	1940	93	8956	49953	58910	37	58948
FOOD SERVICE								61510		3525	
TRANSPORTATION								11			

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	9651	6400 INSTR STAFF TRAINING	12924	7700 CENTRAL SERVICES	2391
6200 INSTRUCTIONAL MEDIA	1160	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	74
6300 INSTR & CURR DEVLPMNT	20112	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	3638

FUND- 4  
SCHL- 0141 GREENSBORO ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT						TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY					
K-3 BASIC	101	50576	13395	23837	26513		27838	142160	63625	205786	38	205824
4-8 BASIC	102	2387	181	12987	13291		15167	44015	34665	78681	20	78702
BASIC EDUCATION		52964	13577	36824	39804		43005	186176	98291	284468	58	284527
INTEN ENG/ESOL	130	5081	694	11548	14128		13486	44939	39265	84204	18	84223
ESOL		5081	694	11548	14128		13486	44939	39265	84204	18	84223
111 K-3 ESE	111	11853	3064	8574	6379		6225	36097	28580	64678	8	64687
112 4-8 ESE	112	493	93	5580	3844		4052	14064	18603	32667	5	32673
EXCEPTIONAL CHI		12346	3157	14155	10224		10278	50162	47184	97346	14	97360
TOTAL FOR FEFP		70392	17430	62527	64157		66770	281278	184741	466019	91	466110
FOOD SERVICE									272389		7832	
TRANSPORTATION									30			

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	25871	6400 INSTR STAFF TRAINING	90513	7700 CENTRAL SERVICES	5754
6200 INSTRUCTIONAL MEDIA	11228	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	78
6300 INSTR & CURR DEVLPMNT	42542	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	8752

FUND- 4  
SCHL- 0151 CHATTAHOOCHEE ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT							TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY						
K-3 BASIC	101	38027	4508	24417	22827		64691	154472	139112	293585	29	293614	
4-8 BASIC	102	17942	2435	13190	12264		34945	80779	75147	155926	15	155942	
BASIC EDUCATION		55970	6943	37608	35091		99637	235251	214260	449512	45	449557	
INTEN ENG/ESOL	130	876	107	487	650		1292	3414	3048	6462		6463	
ESOL		876	107	487	650		1292	3414	3048	6462		6463	
111 K-3 ESE	111	7166	1143	5660	5693		9741	29404	30944	60348	4	60353	
112 4-8 ESE	112	1608	319	1784	1302		3226	8241	10048	18290	1	18291	
254-ESE-LEVEL 4	254	305	61	302	302		520	1492	1606	3098		3098	
EXCEPTIONAL CHI		9080	1523	7746	7298		13488	39138	42598	81737	6	81743	
TOTAL FOR FEFP		65927	8574	45843	43041		114417	277804	259907	537712	51	537764	
FOOD SERVICE									196601				
TRANSPORTATION									12231		4037		

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	9075	6400 INSTR STAFF TRAINING	181459	7700 CENTRAL SERVICES	3266
6200 INSTRUCTIONAL MEDIA	20237	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	34
6300 INSTR & CURR DEVLPMNT	39301	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	6532

FUND- 4  
SCHL- 0171 GRETNA ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT						TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY					
K-3 BASIC	101	36042	6651	37649	33638		14197	128178	61457	189635	35	189671
4-8 BASIC	102	1430	124	14056	11706		5181	32499	22944	55443	13	55456
BASIC EDUCATION		37472	6776	51705	45344		19378	160677	84401	245079	48	245128
INTEN ENG/ESOL	130	1632	240	6657	5764		2454	16749	13742	30491	6	30498
ESOL		1632	240	6657	5764		2454	16749	13742	30491	6	30498
111 K-3 ESE	111	4749	896	6615	4369		1835	18465	13757	32223	4	32227
112 4-8 ESE	112	369	46	3841	2366		1041	7666	7989	15655	2	15658
EXCEPTIONAL CHI		5119	943	10456	6735		2877	26131	21746	47878	7	47886
TOTAL FOR FEFP		44224	7960	68819	57844		24709	203559	119890	323450	62	323512
FOOD SERVICE									272528		5554	
TRANSPORTATION									12232			

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	14211	6400 INSTR STAFF TRAINING	65657	7700 CENTRAL SERVICES	3926
6200 INSTRUCTIONAL MEDIA	7258	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	40
6300 INSTR & CURR DEVLPMNT	22824	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	5971

FUND- 4  
SCHL- 0191 ST. JOHN ELEMENTARY SCHOOL

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
K-3 BASIC	101	25530	5610	15415	26580	25235	98372	59637	158009	36	158045
4-8 BASIC	102	5295	275	7582	12168	12413	37736	29336	67072	17	67090
BASIC EDUCATION		30825	5886	22998	38748	37649	136108	88973	225082	54	225136
INTEN ENG/ESOL	130	1191	161	1550	2696	2537	8137	7670	15808	3	15811
ESOL		1191	161	1550	2696	2537	8137	7670	15808	3	15811
111 K-3 ESE	111	4438	957	4747	4441	4359	18943	17143	36086	5	36092
112 4-8 ESE	112	408	26	900	785	827	2948	3252	6200	1	6201
EXCEPTIONAL CHI		4846	983	5647	5226	5186	21891	20395	42286	7	42293
TOTAL FOR FEFP		36863	7032	30195	46672	45373	166137	117039	283177	64	283242
FOOD SERVICE								239125		6186	
TRANSPORTATION								12232			

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	10906	6400 INSTR STAFF TRAINING	63959	7700 CENTRAL SERVICES	4091
6200 INSTRUCTIONAL MEDIA	8846	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	39
6300 INSTR & CURR DEVLPMNT	22972	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	6222

FUND- 4  
 SCHL- 0201 STEWART STREET ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT						TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY					
K-3 BASIC	101	21370	5842	42282	38906		22253	130655	80160	210815	61	210876
4-8 BASIC	102	6731	361	19786	17887		10413	55180	37512	92693	28	92721
BASIC EDUCATION		28102	6203	62069	56793		32666	185836	117672	303508	89	303598
INTEN ENG/ESOL	130	110	18	305	472		160	1067	781	1849		1849
ESOL		110	18	305	472		160	1067	781	1849		1849
111 K-3 ESE	111	109254	29510	58675	42489		15339	255269	156264	411534	36	411570
112 4-8 ESE	112	39573	9656	24928	10472		5813	90444	65954	156398	15	156414
254-ESE-LEVEL 4	254	353	145	322	231		84	1138	819	1957		1958
EXCEPTIONAL CHI		149181	39312	83927	53193		21237	346852	223038	569890	52	569943
TOTAL FOR FEFP		177394	45534	146302	110460		54064	533756	341492	875248	142	875391
FOOD SERVICE									440486		12406	
TRANSPORTATION									61928			

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	126738	6400 INSTR STAFF TRAINING	94796	7700 CENTRAL SERVICES	8983
6200 INSTRUCTIONAL MEDIA	16697	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	294
6300 INSTR & CURR DEVLPMNT	77994	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	15986

FUND- 4  
SCHL- 0211 JAMES A SHANKS MIDDLE SCHOOL

PROGRAM CATEGORY	NBR	DIRECT							SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT				
4-8 BASIC	102	41700	7039	43524	50582		23894	166741	173747	340489	106	340595
BASIC EDUCATION		41700	7039	43524	50582		23894	166741	173747	340489	106	340595
INTEN ENG/ESOL	130	590	171	739	1345		406	3254	3781	7035	1	7037
ESOL		590	171	739	1345		406	3254	3781	7035	1	7037
112 4-8 ESE	112	67454	21193	23203	12879		5386	130118	104042	234160	23	234184
254-ESE-LEVEL 4	254	5100	1572	1721	954		399	9749	7369	17119	1	17121
255-ESE-LEVEL 5	255	8569	3230	3536	1961		821	18119	15137	33256	3	33260
EXCEPTIONAL CHI		81124	25996	28462	15796		6607	157986	126550	284537	29	284566
TOTAL FOR FEFP		123415	33207	72726	67724		30908	327982	304079	632062	137	632199
FOOD SERVICE									446087		12043	
TRANSPORTATION									500			

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	74661	6400 INSTR STAFF TRAINING	119128	7700 CENTRAL SERVICES	8397
6200 INSTRUCTIONAL MEDIA	17309	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	165
6300 INSTR & CURR DEVLPMNT	69246	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	15171



FUND- 4  
SCHL- 0231 CARTER PARRAMORE ACADEMY

PROGRAM CATEGORY	NBR	DIRECT						TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY					
4-8 BASIC	102	610	74	14090	6871		10487	32135	63588	95723	20	95743
9-12 BASIC	103	713	87	16453	8024		12246	37524	74253	111778	24	111802
BASIC EDUCATION		1323	162	30543	14895		22734	69659	137841	207501	44	207546
112 4-8 ESE	112	3716	341	5320	2020		2470	13870	35787	49657	4	49662
113 9-12 ESE	113	7902	726	11312	4296		5252	29490	76088	105578	10	105588
EXCEPTIONAL CHI		11619	1067	16633	6317		7722	43360	111875	155236	15	155251
TOTAL FOR FEFP		12942	1230	47177	21213		30456	113020	249717	362737	60	362798
FOOD SERVICE									308840			
TRANSPORTATION									7		3697	

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	53629	6400 INSTR STAFF TRAINING	140337	7700 CENTRAL SERVICES	3799
6200 INSTRUCTIONAL MEDIA	8269	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	87
6300 INSTR & CURR DEVLPMNT	37495	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	6099

FUND- 4  
SCHL- 0245 GADSDEN TECHNICAL INSTITUTE

PROGRAM CATEGORY	NBR	DIRECT							TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY						
VOCATIONAL	300	10302	1546	8146	20716	16266	44406	101382	71420	172802		172802	
VOCATIONAL		10302	1546	8146	20716	16266	44406	101382	71420	172802		172802	
TOTAL FOR FEFP		10302	1546	8146	20716	16266	44406	101382	71420	172802		172802	

FOOD SERVICE  
TRANSPORTATION

169

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	64084	6400 INSTR STAFF TRAINING	7336	7700 CENTRAL SERVICES
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT
6300 INSTR & CURR DEVLPMNT		7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT
				8200 ADMIN. TECH. SERVICES
				6500 INSTR. TECH. SERVICES

FUND- 4  
SCHL- 9102 HOPE ACADEMY

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
4-8 BASIC	102				1		1	699	701		701
9-12 BASIC	103							248	248		248
BASIC EDUCATION					2		2	948	950		950
112 4-8 ESE	112	50	7	376	4		439	1442	1882		1882
113 9-12 ESE	113	11	1	81	1		95	312	407		407
EXCEPTIONAL CHI		61	9	457	6		535	1755	2290		2290
TOTAL FOR FEFP		61	9	457	8		537	2703	3240		3240
FOOD SERVICE											
TRANSPORTATION											

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	533	6400 INSTR STAFF TRAINING	466	7700 CENTRAL SERVICES	318
6200 INSTRUCTIONAL MEDIA	55	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	6
6300 INSTR & CURR DEVLPMNT	927	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	395

FUND- 4

SCHL- 9104 CROSSROAD CHARTER SCHOOL

\*\* CHARTER SCHOOL \*\*

PROGRAM		DIRECT							TOTAL	SCHOOL	SCHOOL	DISTRICT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	DIRECT	INDIRECT	COST	INDIRECT		
CTRL	FUNCTION	AMOUNT	FUNCTION	AMOUNT	FUNCTION	AMOUNT	FUNCTION	AMOUNT					
4000	6100	2430	6200	2994	6300	7659	6400	911					
4001	7100		7200		7300		7400						
4002	7500		7600		7700		7800						
4003	7900	57000	8100		8200		6500						
K-3 BASIC	101	3480	785				28085	32350	26019	58369		58369	
4-8 BASIC	102	4901	1106				39557	45564	36647	82211		82211	
BASIC EDUCATION		8381	1891				67642	77914	62666	140580		140580	
INTEN ENG/ESOL	130	354	80				2858	3292	2648	5940		5940	
ESOL		354	80				2858	3292	2648	5940		5940	
111 K-3 ESE	111	243	55				1962	2260	1818	4078		4078	
112 4-8 ESE	112	517	116				4169	4802	3862	8664		8664	
EXCEPTIONAL CHI		760	171				6131	7062	5680	12742		12742	
TOTAL FOR FEFP		9495	2142				76631	88268	70994	159262		159262	
FOOD SERVICE													
TRANSPORTATION													

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	2430	6400 INSTR STAFF TRAINING	911	7700 CENTRAL SERVICES	
6200 INSTRUCTIONAL MEDIA	2994	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	57000
6300 INSTR & CURR DEVLPMNT	7659	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	

FUND- 4  
 SCHL- 9106 GADSDEN CENTRAL ACADEMY

PROGRAM		DIRECT							SCHOOL	SCHOOL	DISTRICT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT	TOTAL
112 4-8 ESE	112	24769	4973	15739	432			45914	56122	102036		102036
113 9-12 ESE	113	27107	5442	17225	472			50248	61419	111667		111667
254-ESE-LEVEL 4	254	2978	597	1892	51			5520	6576	12096		12096
EXCEPTIONAL CHI		54855	11013	34857	956			101682	124117	225800		225800
TOTAL FOR FEFP		54855	11013	34857	956			101682	124117	225800		225800

FOOD SERVICE  
 TRANSPORTATION

6

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	72368	6400 INSTR STAFF TRAINING	2706	7700 CENTRAL SERVICES	606
6200 INSTRUCTIONAL MEDIA	105	7300 SCHOOL ADMINISTRATION	30437	7900 OPERATION OF PLANT	69
6300 INSTR & CURR DEVLPMNT	17068	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	754

FUND- 6  
SCHL- 0000 INITIAL

PROGRAM CATEGORY	NBR	DIRECT							SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT				
K-3 BASIC	101			1903	581			2484	1014	3498	5	3504
4-8 BASIC	102	32190	3935	37645	10747		4771	89289	78568	167858	32	167890
9-12 BASIC	103	102775	13364	64382	23177		14462	218161	359451	577612	25	577638
BASIC EDUCATION		134965	17299	103931	34505		19233	309936	439033	748969	63	749033
INTEN ENG/ESOL	130	888	120	1847	633		122	3612	4319	7931	3	7934
ESOL		888	120	1847	633		122	3612	4319	7931	3	7934
111 K-3 ESE	111	2294	287	12676	13340		8566	37165	24426	61591	1	61592
112 4-8 ESE	112	6766	818	22785	8677		8642	47690	43105	90795	6	90802
113 9-12 ESE	113	25542	3924	26914	8566		5812	70759	138554	209313	8	209321
254-ESE-LEVEL 4	254	490	155	1509	641		473	3270	6205	9475		9476
255-ESE-LEVEL 5	255	143	114	1700	886		519	3365	6014	9380		9380
EXCEPTIONAL CHI		35237	5301	65586	32113		24013	162251	218305	380556	17	380574
VOCATIONAL	300	5862	1501	5872	2328		1665	17230	37749	54979	2	54981
VOCATIONAL		5862	1501	5872	2328		1665	17230	37749	54979	2	54981
TOTAL FOR FEFP		176953	24222	177236	69580		45034	493029	699407	1192437	85	1192523
FOOD SERVICE TRANSPORTATION												5793

DISTRICT INDIRECT COSTS ARE FUNCTIONALLY DISTRIBUTED AS REPORTED BELOW.

6100 PUPIL PERSONNEL	7100 BOARD OF EDUCATION	7700 CENTRAL SERVICES
6200 INSTRUCTIONAL MEDIA	7200 GENERAL ADMINISTRATIO	85 7900 OPERATION OF PLANT
6300 INSTR & CURR DEVLPMNT	7400 FACILITIES ACQ-CONSTR	8100 MAINTENANCE OF PLANT
6400 INSTR STAFF TRAINING	7500 FISCAL SERVICES	8200 ADMIN. TECH. SERVICES
		6500 INSTR. TECH. SERVICES

RECONCILIATION TO ANNUAL FINANCIAL REPORT									
RECREAT & ENRICHMNT	OTHER	NON-PGM CAPITAL	COMMUNITY SERVICE	DEBT SERVICE	FEDERAL INDIRECT	CHARTER SCHOOLS	TOTAL REPORTED	AFR TOTAL	ROUNDING / DIFFERENCE
					24414		1222731	1222736	5

FUND- 6  
SCHL- 0041 GEORGE W MUNROE ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
111 K-3 ESE	111	30	3	1488	2257		1518	5298	6131	11429	11429
112 4-8 ESE	112	15	1	759	1151		774	2701	3126	5828	5828
254-ESE-LEVEL 4	254	1		58	89		59	209	242	451	451
255-ESE-LEVEL 5	255	5		261	397		267	932	1078	2010	2010
EXCEPTIONAL CHI		51	6	2568	3895		2619	9142	10578	19720	19720
TOTAL FOR FEFP		51	6	2568	3895		2619	9142	10578	19720	19720
FOOD SERVICE											
TRANSPORTATION											

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	2909	6400 INSTR STAFF TRAINING	5700	7700 CENTRAL SERVICES
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT
6300 INSTR & CURR DEVLPMNT	1968	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT
				8200 ADMIN. TECH. SERVICES
				6500 INSTR. TECH. SERVICES

FUND- 6  
SCHL- 0051 WEST GADSDEN HIGH SCHOOL

PROGRAM		DIRECT							SCHOOL	SCHOOL	DISTRICT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT	TOTAL
4-8 BASIC	102	32171	3934	7587	3781		4771	52246	73471	125717	5	125723
9-12 BASIC	103	35948	4665	8999	4485		5658	59756	87138	146895	6	146902
BASIC EDUCATION		68119	8600	16586	8266		10429	112003	160609	272612	12	272625
112 4-8 ESE	112	6664	806	2091	802		976	11340	17219	28559	1	28561
113 9-12 ESE	113	7849	1012	2626	1007		1226	13722	21624	35346	1	35348
254-ESE-LEVEL 4	254	346	45	118	45		55	612	978	1590		1590
EXCEPTIONAL CHI		14860	1864	4836	1855		2258	25675	39821	65497	2	65500
VOCATIONAL	300	2207	727	1403	699		882	5921	13593	19514	1	19515
VOCATIONAL		2207	727	1403	699		882	5921	13593	19514	1	19515
TOTAL FOR FEFP		85187	11192	22827	10821		13570	143599	214024	357624	16	357641
FOOD SERVICE												
TRANSPORTATION												2688

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	47460	6400 INSTR STAFF TRAINING	105952	7700 CENTRAL SERVICES	973
6200 INSTRUCTIONAL MEDIA	2194	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	29117	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	28324



FUND- 6  
SCHL- 0061 HAVANA MIDDLE SCHOOL

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL	
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES						CAPITAL OUTLAY
4-8 BASIC	102			11745	661		12406	1154	13561	5	13567	
BASIC EDUCATION				11745	661		12406	1154	13561	5	13567	
INTEN ENG/ESOL	130			6			7		7		7	
ESOL				6			7		7		7	
112 4-8 ESE	112	6		2157	107		3561	1289	1019	4581	4581	
EXCEPTIONAL CHI		6		2157	107		3561	1289	1019	4581	4581	
TOTAL FOR FEFP		6		13909	769		15974	1289	2174	18149	6	18156

FOOD SERVICE  
TRANSPORTATION

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	504	6400 INSTR STAFF TRAINING	971	7700 CENTRAL SERVICES	395
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	303	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	

FUND- 6  
SCHL- 0071 EAST GADSDEN HIGH SCHOOL

PROGRAM	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	DIRECT MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
9-12 BASIC	103	66805	8696	50253	18321		8803	152880	271667	424548	15	424563
BASIC EDUCATION		66805	8696	50253	18321		8803	152880	271667	424548	15	424563
INTEN ENG/ESOL	130	888	120	699	254		122	2086	3779	5865		5865
ESOL		888	120	699	254		122	2086	3779	5865		5865
113 9-12 ESE	113	17665	2908	19580	6872		3735	50763	106599	157363	5	157368
254-ESE-LEVEL 4	254	127	107	725	254		138	1353	3950	5303		5304
255-ESE-LEVEL 5	255	134	113	765	268		145	1427	4164	5592		5592
EXCEPTIONAL CHI		17927	3130	21071	7395		4020	53545	114714	168259	5	168265
VOCATIONAL	300	3655	773	4468	1629		782	11308	24156	35465	1	35466
VOCATIONAL		3655	773	4468	1629		782	11308	24156	35465	1	35466
TOTAL FOR FEFP		89276	12721	76492	27601		13728	219820	414317	634138	22	634160

FOOD SERVICE  
TRANSPORTATION

3104

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	15964	6400 INSTR STAFF TRAINING	211151	7700 CENTRAL SERVICES	1306
6200 INSTRUCTIONAL MEDIA	5765	7300 SCHOOL ADMINISTRATION	75	7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	150612	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	29440

FUND- 6  
SCHL- 0091 HAVANA ELEMENTARY

PROGRAM		DIRECT							SCHOOL	SCHOOL	DISTRICT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT	TOTAL
111 K-3 ESE	111	8	1	8503	26		1525	10065	2214	12280		12280
112 4-8 ESE	112	9	1	9052	28		1623	10715	2358	13073		13073
EXCEPTIONAL CHI		18	2	17555	55		3148	20781	4572	25354		25354
TOTAL FOR FEFP		18	2	17555	55		3148	20781	4572	25354		25354
FOOD SERVICE												
TRANSPORTATION												

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	1021	6400 INSTR STAFF TRAINING	1053	7700 CENTRAL SERVICES
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT
6300 INSTR & CURR DEVLPMNT	2497	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT
				8200 ADMIN. TECH. SERVICES
				6500 INSTR. TECH. SERVICES

FUND- 6  
SCHL- 0141 GREENSBORO ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL	
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES						CAPITAL OUTLAY
K-3 BASIC	101			1903	581		2484	1014	3498	5	3504	
4-8 BASIC	102			1037	316		1353	552	1906	2	1909	
BASIC EDUCATION				2940	897		3838	1566	5405	8	5413	
INTEN ENG/ESOL	130			922	281		1203	491	1695	2	1697	
ESOL				922	281		1203	491	1695	2	1697	
111 K-3 ESE	111	9	1	506	157		847	1522	2026	3548	1	3549
112 4-8 ESE	112	5		329	102		551	990	1318	2309		2310
EXCEPTIONAL CHI		15	1	836	259		1398	2512	3345	5857	1	5859
TOTAL FOR FEFP		15	1	4700	1439		1398	7555	5402	12958	12	12970
FOOD SERVICE												
TRANSPORTATION												

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	1303	6400 INSTR STAFF TRAINING	2317	7700 CENTRAL SERVICES	733
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	1048	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	

FUND- 6  
SCHL- 0151 CHATTAHOOCHEE ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT						TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY					
111 K-3 ESE	111	4		42	966		1008	2022	1541	3563		3563
112 4-8 ESE	112	1		14	322		336	674	513	1187		1187
254-ESE-LEVEL 4	254			2	51		53	107	82	190		190
EXCEPTIONAL CHI		6		58	1339		1398	2804	2137	4941		4941
TOTAL FOR FEFP		6		58	1339		1398	2804	2137	4941		4941

FOOD SERVICE  
TRANSPORTATION

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	503	6400 INSTR STAFF TRAINING	1054	7700 CENTRAL SERVICES
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT
6300 INSTR & CURR DEVLPMNT	578	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT
				8200 ADMIN. TECH. SERVICES
				6500 INSTR. TECH. SERVICES

FUND- 6  
SCHL- 0171 GRETNA ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
111 K-3 ESE	111	4		43	2812		2861	930	3792		3792
112 4-8 ESE	112	2		25	1633		1661	540	2202		2202
EXCEPTIONAL CHI		7		69	4445		4523	1470	5994		5994
TOTAL FOR FEFP		7		69	4445		4523	1470	5994		5994
FOOD SERVICE TRANSPORTATION											

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	431	6400 INSTR STAFF TRAINING	801	7700 CENTRAL SERVICES
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT
6300 INSTR & CURR DEVLPMNT	238	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT
				8200 ADMIN. TECH. SERVICES
				6500 INSTR. TECH. SERVICES

FUND- 6  
SCHL- 0191 ST. JOHN ELEMENTARY SCHOOL

PROGRAM CATEGORY	NBR	DIRECT							TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY						
111 K-3 ESE	111	6		56	19			82	1010	1092		1092	
112 4-8 ESE	112	1		10	3			15	191	207		207	
EXCEPTIONAL CHI		7		66	22			98	1202	1300		1300	
TOTAL FOR FEFP		7		66	22			98	1202	1300		1300	

FOOD SERVICE  
TRANSPORTATION

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	574	6400 INSTR STAFF TRAINING	396	7700 CENTRAL SERVICES
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT
6300 INSTR & CURR DEVLPMNT	230	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT
				8200 ADMIN. TECH. SERVICES
				6500 INSTR. TECH. SERVICES

FUND- 6  
SCHL- 0201 STEWART STREET ELEMENTARY

PROGRAM		DIRECT							SCHOOL	SCHOOL	DISTRICT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT	TOTAL
111 K-3 ESE	111	2229	280	2035	7101		3666	15313	10571	25884		25884
112 4-8 ESE	112	17	2	633	2532		1615	4801	4426	9227		9227
254-ESE-LEVEL 4	254	12	1	11	39		20	84	58	142		142
EXCEPTIONAL CHI		2259	283	2680	9673		5301	20198	15055	35254		35254
TOTAL FOR FEFP		2259	283	2680	9673		5301	20198	15055	35254		35254

FOOD SERVICE  
TRANSPORTATION

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	4026	6400 INSTR STAFF TRAINING	8549	7700 CENTRAL SERVICES
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT
6300 INSTR & CURR DEVLPMNT	2479	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT
				8200 ADMIN. TECH. SERVICES
				6500 INSTR. TECH. SERVICES



FUND- 6  
 SCHL- 0211 JAMES A SHANKS MIDDLE SCHOOL

PROGRAM		DIRECT							SCHOOL	SCHOOL	DISTRICT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT	TOTAL
4-8 BASIC	102			12881	5670			18552	2837	21389	14	21404
BASIC EDUCATION				12881	5670			18552	2837	21389	14	21404
INTEN ENG/ESOL	130			218	96			315	48	363		363
ESOL				218	96			315	48	363		363
112 4-8 ESE	112	25	3	4421	1449		698	6598	5058	11657	3	11660
254-ESE-LEVEL 4	254	1		328	107		51	489	375	865		865
255-ESE-LEVEL 5	255	3		673	220		106	1005	771	1776		1777
EXCEPTIONAL CHI		31	3	5423	1778		856	8093	6205	14298	4	14303
TOTAL FOR FEFP		31	3	18523	7545		856	26961	9090	36052	19	36071
FOOD SERVICE												
TRANSPORTATION												

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	2195	6400 INSTR STAFF TRAINING	4504	7700 CENTRAL SERVICES	1107
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	1283	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	

FUND- 6  
SCHL- 0231 CARTER PARRAMORE ACADEMY

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
4-8 BASIC	102	18	1	4393	316	4730	552	5283	2	5286	
9-12 BASIC	103	21	1	5130	370	5523	645	6169	3	6172	
BASIC EDUCATION		40	2	9523	686	10254	1198	11452	6	11459	
112 4-8 ESE	112	9		1081	90	1182	2592	3774		3775	
113 9-12 ESE	113	20	2	2299	192	2514	5511	8025	1	8027	
EXCEPTIONAL CHI		30	3	3380	282	3696	8103	11800	2	11802	
TOTAL FOR FEFP		70	5	12904	969	13950	9302	23253	8	23261	
FOOD SERVICE											
TRANSPORTATION											

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	3303	6400 INSTR STAFF TRAINING	1652	7700 CENTRAL SERVICES	484
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	3862	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	

FUND- 6  
SCHL- 9102 HOPE ACADEMY

----- PROGRAM -----		----- DIRECT -----										
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
112 4-8 ESE	112	1		9	3			13	419	433		433
113 9-12 ESE	113			2				2	90	93		93
EXCEPTIONAL CHI		1		11	3			16	510	527		527
TOTAL FOR FEFP		1		11	3			16	510	527		527
FOOD SERVICE												
TRANSPORTATION												

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	403	6400 INSTR STAFF TRAINING	67	7700 CENTRAL SERVICES
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT
6300 INSTR & CURR DEVLPMNT	39	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT
				8200 ADMIN. TECH. SERVICES
				6500 INSTR. TECH. SERVICES

FUND- 6  
SCHL- 9106 GADSDEN CENTRAL ACADEMY

PROGRAM		DIRECT							SCHOOL	SCHOOL	DISTRICT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT	TOTAL
112 4-8 ESE	112	5		2198	450		776	3432	4319	7752		7752
113 9-12 ESE	113	6		2405	493		849	3756	4727	8484		8484
254-ESE-LEVEL 4	254			264	54		93	412	519	932		932
EXCEPTIONAL CHI		13	1	4868	998		1719	7601	9567	17168		17168
TOTAL FOR FEFP		13	1	4868	998		1719	7601	9567	17168		17168

FOOD SERVICE  
TRANSPORTATION

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	2030	6400 INSTR STAFF TRAINING	2960	7700 CENTRAL SERVICES
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT
6300 INSTR & CURR DEVLPMNT	4576	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT
				8200 ADMIN. TECH. SERVICES
				6500 INSTR. TECH. SERVICES

FUND- 8  
SCHL- 0000 INITIAL

PROGRAM CATEGORY	NBR	DIRECT							SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT				
K-3 BASIC	101	34391	2759		8012			45164	53779	98943	98943	
4-8 BASIC	102	35884	6574	7699	14091	97	563	64910	75847	140757	140757	
9-12 BASIC	103	13594	11222	22672	37144	536	1777	86948	94872	181820	181820	
BASIC EDUCATION		83870	20556	30371	59248	633	2341	197022	224499	421522	421522	
INTEN ENG/ESOL	130	3486	317	188	1651	5	15	5665	8253	13918	13918	
ESOL		3486	317	188	1651	5	15	5665	8253	13918	13918	
111 K-3 ESE	111	10839	1025		2571			14436	16400	30837	30837	
112 4-8 ESE	112	9351	1637	1575	3509	19	115	16209	20263	36472	36472	
113 9-12 ESE	113	8726	3244	6500	11037	165	515	30189	30603	60793	60793	
254-ESE-LEVEL 4	254								91	91	91	
EXCEPTIONAL CHI		28917	5907	8076	17118	185	630	60835	67359	128194	128194	
VOCATIONAL	300	70507	1280	2628	4084	55	202	78758	9344	88102	88102	
VOCATIONAL		70507	1280	2628	4084	55	202	78758	9344	88102	88102	
TOTAL FOR FEFP		186780	28061	41264	82103	879	3189	342281	309456	651738	651738	
FOOD SERVICE												
TRANSPORTATION									224			

DISTRICT INDIRECT COSTS ARE FUNCTIONALLY DISTRIBUTED AS REPORTED BELOW.

- |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|
| 6100 PUPIL PERSONNEL       | 7100 BOARD OF EDUCATION    | 7700 CENTRAL SERVICES      |
| 6200 INSTRUCTIONAL MEDIA   | 7200 GENERAL ADMINISTRATIO | 7900 OPERATION OF PLANT    |
| 6300 INSTR & CURR DEVLPMNT | 7400 FACILITIES ACQ-CONSTR | 8100 MAINTENANCE OF PLANT  |
| 6400 INSTR STAFF TRAINING  | 7500 FISCAL SERVICES       | 8200 ADMIN. TECH. SERVICES |
|                            |                            | 6500 INSTR. TECH. SERVICES |

RECONCILIATION TO ANNUAL FINANCIAL REPORT									
RECREAT & ENRICHMNT	OTHER	NON-PGM CAPITAL	COMMUNITY SERVICE	DEBT SERVICE	FEDERAL INDIRECT	CHARTER SCHOOLS	TOTAL REPORTED	AFR TOTAL	ROUNDING / DIFFERENCE
		30282			16411		698656	698653	3-

FUND- 8  
SCHL- 0041 GEORGE W MUNROE ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
K-3 BASIC	101	219	28		840	1088	8247	9335		9335	
4-8 BASIC	102	22	14		443	480	4347	4827		4827	
BASIC EDUCATION		241	42		1284	1568	12594	14162		14162	
INTEN ENG/ESOL	130	555	7		213	775	2090	2866		2866	
ESOL		555	7		213	775	2090	2866		2866	
111 K-3 ESE	111	95	12		379	487	3721	4208		4208	
112 4-8 ESE	112	9	6		193	209	1897	2107		2107	
EXCEPTIONAL CHI		104	19		572	696	5618	6315		6315	
TOTAL FOR FEFP		901	68		2069	3040	20303	23344		23344	

FOOD SERVICE  
TRANSPORTATION

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	12	6400 INSTR STAFF TRAINING	11016	7700 CENTRAL SERVICES	9050
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	224	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	

FUND- 8  
SCHL- 0051 WEST GADSDEN HIGH SCHOOL

PROGRAM CATEGORY	NBR	DIRECT							TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY						
4-8 BASIC	102	2229	3719	7699	9827	97	563	24135	15823	39958		39958	
9-12 BASIC	103	4359	4410	9131	11655	115	667	30340	18766	49106		49106	
BASIC EDUCATION		6588	8129	16830	21482	212	1230	54475	34589	89064		89064	
112 4-8 ESE	112	314	761	1575	2011	19	115	4797	3238	8035		8035	
113 9-12 ESE	113	4274	955	1978	2525	24	144	9904	4066	13971		13971	
EXCEPTIONAL CHI		4588	1717	3554	4537	44	259	14702	7305	22007		22007	
VOCATIONAL	300	38771	688	1424	1818	17	104	42824	2927	45752		45752	
VOCATIONAL		38771	688	1424	1818	17	104	42824	2927	45752		45752	
TOTAL FOR FEFP		49948	10534	21809	27837	274	1594	112001	44822	156824		156824	

FOOD SERVICE  
TRANSPORTATION

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THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	10	6400 INSTR STAFF TRAINING	14122	7700 CENTRAL SERVICES	8266
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	176	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	22245

FUND- 8  
SCHL- 0061 HAVANA MIDDLE SCHOOL

----- PROGRAM -----		----- DIRECT -----							SCHOOL	SCHOOL	DISTRICT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT	TOTAL
4-8 BASIC	102	4965	562		458			5985	6293	12279		12279
BASIC EDUCATION		4965	562		458			5985	6293	12279		12279
INTEN ENG/ESOL	130								3	4		4
ESOL									3	4		4
112 4-8 ESE	112	436	75		61			573	844	1417		1417
EXCEPTIONAL CHI		436	75		61			573	844	1417		1417
TOTAL FOR FEFP		5401	637		519			6559	7141	13701		13701
FOOD SERVICE												
TRANSPORTATION												

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	4	6400 INSTR STAFF TRAINING	4157	7700 CENTRAL SERVICES	2907
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	72	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	



FUND- 8  
SCHL- 0071 EAST GADSDEN HIGH SCHOOL

PROGRAM CATEGORY	NBR	DIRECT							TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY						
9-12 BASIC	103	7280	6658	13541	25489	421	1110	54500	71221	125722		125722	
BASIC EDUCATION		7280	6658	13541	25489	421	1110	54500	71221	125722		125722	
INTEN ENG/ESOL	130	61	92	188	354	5	15	718	993	1712		1712	
ESOL		61	92	188	354	5	15	718	993	1712		1712	
113 9-12 ESE	113	3986	2223	4521	8511	140	370	19754	23644	43399		43399	
EXCEPTIONAL CHI		3986	2223	4521	8511	140	370	19754	23644	43399		43399	
VOCATIONAL	300	31735	592	1204	2266	37	98	35934	6416	42350		42350	
VOCATIONAL		31735	592	1204	2266	37	98	35934	6416	42350		42350	
TOTAL FOR FEFP		43063	9566	19454	36621	604	1594	110907	102277	213185		213185	
FOOD SERVICE TRANSPORTATION											188		

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	1163	6400 INSTR STAFF TRAINING	24315	7700 CENTRAL SERVICES	9874
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	862	7400 FACILITIES ACQ-CONSTR	3724	8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	62336

FUND- 8  
SCHL- 0091 HAVANA ELEMENTARY

----- PROGRAM -----		----- DIRECT -----							SCHOOL	SCHOOL	DISTRICT	
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT	TOTAL
K-3 BASIC	101	957	77		1235			2269	7406	9676		9676
4-8 BASIC	102	651	36		585			1273	3510	4784		4784
BASIC EDUCATION		1609	113		1820			3543	10916	14460		14460
INTEN ENG/ESOL	130	15	1		28			45	167	213		213
ESOL		15	1		28			45	167	213		213
111 K-3 ESE	111	95	11		176			282	1057	1340		1340
112 4-8 ESE	112	83	11		187			283	1126	1409		1409
EXCEPTIONAL CHI		179	22		364			565	2183	2749		2749
TOTAL FOR FEFP		1803	137		2212			4154	13268	17423		17423

FOOD SERVICE  
TRANSPORTATION

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	8	6400 INSTR STAFF TRAINING	6931	7700 CENTRAL SERVICES	6174
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	153	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	

FUND- 8  
SCHL- 0101 GADSDEN ELEMENTARY MAGNET

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
K-3 BASIC	101	2579	301		433	3313	3011	6325		6325	
4-8 BASIC	102	2514	104		150	2768	1044	3813		3813	
BASIC EDUCATION		5093	405		583	6082	4055	10138		10138	
111 K-3 ESE	111	1070	98		142	1311	988	2300		2300	
112 4-8 ESE	112	1953	116		167	2236	1162	3398		3398	
EXCEPTIONAL CHI		3023	215		309	3548	2151	5699		5699	
TOTAL FOR FEFP		8116	620		892	9630	6206	15837		15837	
FOOD SERVICE TRANSPORTATION											

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	3	6400 INSTR STAFF TRAINING	2932	7700 CENTRAL SERVICES	2244
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION	970	7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	55	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	

FUND- 8  
SCHL- 0141 GREENSBORO ELEMENTARY

PROGRAM		DIRECT							SCHOOL	SCHOOL	DISTRICT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT	TOTAL
K-3 BASIC	101	27	57		1630			1715	5020	6735		6735
4-8 BASIC	102	1610	31		888			2530	2735	5265		5265
BASIC EDUCATION		1638	88		2518			4245	7755	12001		12001
INTEN ENG/ESOL	130	108	27		789			925	2432	3358		3358
ESOL		108	27		789			925	2432	3358		3358
111 K-3 ESE	111	6	12		364			383	1122	1506		1506
112 4-8 ESE	112	51	8		237			296	730	1027		1027
EXCEPTIONAL CHI		57	21		601			680	1853	2533		2533
TOTAL FOR FEFP		1803	137		3909			5851	12041	17893		17893

FOOD SERVICE  
TRANSPORTATION

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	7	6400 INSTR STAFF TRAINING	6501	7700 CENTRAL SERVICES	5398
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	133	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	

FUND- 8  
SCHL- 0151 CHATTAHOOCHEE ELEMENTARY

PROGRAM		DIRECT							SCHOOL		DISTRICT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT	TOTAL
K-3 BASIC	101	180	117					297	5290	5588		5588
4-8 BASIC	102	2358	63					2421	2858	5279		5279
BASIC EDUCATION		2538	181					2719	8148	10868		10868
INTEN ENG/ESOL	130	57	2					59	105	165		165
ESOL		57	2					59	105	165		165
111 K-3 ESE	111	26	17					44	791	836		836
112 4-8 ESE	112	82	5					88	263	352		352
EXCEPTIONAL CHI		109	23					133	1055	1188		1188
TOTAL FOR FEFP		2705	206					2912	9309	12222		12222
FOOD SERVICE												
TRANSPORTATION												

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	4	6400 INSTR STAFF TRAINING	6166	7700 CENTRAL SERVICES	3062
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	75	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	

FUND- 8  
SCHL- 0171 GRETNA ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT							TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY						
K-3 BASIC	101	13415	904		976			15296	8358	23655		23655	
4-8 BASIC	102	3685	337		364			4387	3120	7508		7508	
BASIC EDUCATION		17100	1242		1340			19683	11479	31163		31163	
INTEN ENG/ESOL	130	2156	159		172			2489	1478	3967		3967	
ESOL		2156	159		172			2489	1478	3967		3967	
111 K-3 ESE	111	907	116		126			1150	1080	2230		2230	
112 4-8 ESE	112	577	67		73			719	627	1346		1346	
EXCEPTIONAL CHI		1485	184		199			1869	1707	3577		3577	
TOTAL FOR FEFP		20742	1586		1712			24042	14665	38708		38708	

FOOD SERVICE  
TRANSPORTATION

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	976	6400 INSTR STAFF TRAINING	7001	7700 CENTRAL SERVICES	3683
6200 INSTRUCTIONAL MEDIA	970	7300 SCHOOL ADMINISTRATION	1941	7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	91	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	

FUND- 8  
SCHL- 0191 ST. JOHN ELEMENTARY SCHOOL

----- PROGRAM -----		----- DIRECT -----										
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
K-3 BASIC	101				776			776	4904	5681		5681
4-8 BASIC	102				382			382	2412	2794		2794
BASIC EDUCATION					1158			1158	7317	8476		8476
INTEN ENG/ESOL	130				78			78	493	571		571
ESOL					78			78	493	571		571
111 K-3 ESE	111				126			126	795	921		921
112 4-8 ESE	112				23			23	150	174		174
EXCEPTIONAL CHI					149			149	946	1096		1096
TOTAL FOR FEFP					1386			1386	8756	10143		10143
FOOD SERVICE												
TRANSPORTATION												

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	5	6400 INSTR STAFF TRAINING	4817	7700 CENTRAL SERVICES	3838
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	95	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	

FUND- 8  
SCHL- 0201 STEWART STREET ELEMENTARY

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
K-3 BASIC	101	17012	1273		2119		20406	11540	31946		31946
4-8 BASIC	102	8303	596		992		9891	5400	15291		15291
BASIC EDUCATION		25315	1869		3111		30297	16941	47238		47238
INTEN ENG/ESOL	130	152	9		15		177	83	260		260
ESOL		152	9		15		177	83	260		260
111 K-3 ESE	111	8638	755		1256		10650	6842	17492		17492
112 4-8 ESE	112	4674	332		553		5560	3014	8575		8575
EXCEPTIONAL CHI		13312	1087		1810		16211	9857	26068		26068
TOTAL FOR FEFP		38780	2966		4937		46685	26881	73567		73567

FOOD SERVICE  
TRANSPORTATION

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	2925	6400 INSTR STAFF TRAINING	13379	7700 CENTRAL SERVICES	8426
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION	1941	7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	208	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	



FUND- 8  
 SCHL- 0211 JAMES A SHANKS MIDDLE SCHOOL

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
4-8 BASIC	102	9058	978				10037	23820	33858		33858
BASIC EDUCATION		9058	978				10037	23820	33858		33858
INTEN ENG/ESOL	130	376	16				393	404	798		798
ESOL		376	16				393	404	798		798
112 4-8 ESE	112	1073	220				1294	5370	6664		6664
EXCEPTIONAL CHI		1073	220				1294	5370	6664		6664
TOTAL FOR FEFP		10508	1215				11724	29595	41320		41320
FOOD SERVICE											
TRANSPORTATION											

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	11	6400 INSTR STAFF TRAINING	21565	7700 CENTRAL SERVICES	7824
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	193	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	

FUND- 8  
 SCHL- 0231 CARTER PARRAMORE ACADEMY

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
4-8 BASIC	102	485	130			615	4052	4668		4668	
9-12 BASIC	103	1954	152			2106	4732	6839		6839	
BASIC EDUCATION		2439	282			2722	8784	11507		11507	
112 4-8 ESE	112	94	30			125	954	1079		1079	
113 9-12 ESE	113	465	65			531	2029	2560		2560	
EXCEPTIONAL CHI		560	96			656	2983	3640		3640	
TOTAL FOR FEFP		2999	378			3378	11768	15147		15147	
FOOD SERVICE											
TRANSPORTATION											

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	5	6400 INSTR STAFF TRAINING	8110	7700 CENTRAL SERVICES	3564
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	88	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	

FUND- 8  
SCHL- 9102 HOPE ACADEMY

----- PROGRAM -----		----- DIRECT -----							SCHOOL	SCHOOL	DISTRICT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT	
4-8 BASIC	102								428	428		428
9-12 BASIC	103								152	152		152
BASIC EDUCATION									580	580		580
112 4-8 ESE	112								118	118		118
113 9-12 ESE	113								25	25		25
EXCEPTIONAL CHI									143	143		143
TOTAL FOR FEFP									724	724		724
FOOD SERVICE												
TRANSPORTATION												

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	6400 INSTR STAFF TRAINING	356	7700 CENTRAL SERVICES	358
6200 INSTRUCTIONAL MEDIA	7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	8 7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
			8200 ADMIN. TECH. SERVICES	
			6500 INSTR. TECH. SERVICES	

FUND- 8  
 SCHL- 9106 GADSDEN CENTRAL ACADEMY

----- PROGRAM -----		----- DIRECT -----							SCHOOL	SCHOOL	DISTRICT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT	
112 4-8 ESE	112								764	764		764
113 9-12 ESE	113								836	836		836
254-ESE-LEVEL 4	254								91	91		91
EXCEPTIONAL CHI									1692	1692		1692
TOTAL FOR FEFP									1692	1692		1692
FOOD SERVICE												
TRANSPORTATION												

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

6100 PUPIL PERSONNEL	1	6400 INSTR STAFF TRAINING	951	7700 CENTRAL SERVICES	721
6200 INSTRUCTIONAL MEDIA		7300 SCHOOL ADMINISTRATION		7900 OPERATION OF PLANT	
6300 INSTR & CURR DEVLPMNT	17	7400 FACILITIES ACQ-CONSTR		8100 MAINTENANCE OF PLANT	
				8200 ADMIN. TECH. SERVICES	
				6500 INSTR. TECH. SERVICES	

FUND- 9  
SCHL- 0000 INITIAL

PROGRAM		DIRECT							SCHOOL	SCHOOL	DISTRICT	TOTAL
CATEGORY	NBR	SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES	CAPITAL OUTLAY	TOTAL DIRECT	INDIRECT	COST	INDIRECT	TOTAL
9-12 BASIC	103	11654	1796					13451		13451		13451
BASIC EDUCATION		11654	1796					13451		13451		13451
INTEN ENG/ESOL	130	147	24					172		172		172
ESOL		147	24					172		172		172
113 9-12 ESE	113	2348	599					2947		2947		2947
EXCEPTIONAL CHI		2348	599					2947		2947		2947
TOTAL FOR FEFP		14149	2420					16570		16570		16570

FOOD SERVICE  
TRANSPORTATION

DISTRICT INDIRECT COSTS ARE FUNCTIONALLY DISTRIBUTED AS REPORTED BELOW.

- |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|
| 6100 PUPIL PERSONNEL       | 7100 BOARD OF EDUCATION    | 7700 CENTRAL SERVICES      |
| 6200 INSTRUCTIONAL MEDIA   | 7200 GENERAL ADMINISTRATIO | 7900 OPERATION OF PLANT    |
| 6300 INSTR & CURR DEVLPMNT | 7400 FACILITIES ACQ-CONSTR | 8100 MAINTENANCE OF PLANT  |
| 6400 INSTR STAFF TRAINING  | 7500 FISCAL SERVICES       | 8200 ADMIN. TECH. SERVICES |
|                            |                            | 6500 INSTR. TECH. SERVICES |

RECONCILIATION TO ANNUAL FINANCIAL REPORT									
RECREAT & ENRICHMNT	OTHER	NON-PGM CAPITAL	COMMUNITY SERVICE	DEBT SERVICE	FEDERAL INDIRECT	CHARTER SCHOOLS	TOTAL REPORTED	AFR TOTAL	ROUNDING / DIFFERENCE
							16570	16571	1

FUND- 9  
SCHL- 0071 EAST GADSDEN HIGH SCHOOL

PROGRAM CATEGORY	NBR	DIRECT					TOTAL DIRECT	SCHOOL INDIRECT	SCHOOL COST	DISTRICT INDIRECT	TOTAL
		SALARIES	BENEFITS	PURCHASED SERVICES	MATERIAL SUPPLIES	OTHER EXPENSES					
9-12 BASIC	103	11654	1796				13451				13451
BASIC EDUCATION		11654	1796				13451				13451
INTEN ENG/ESOL	130	147	24				172				172
ESOL		147	24				172				172
113 9-12 ESE	113	2348	599				2947				2947
EXCEPTIONAL CHI		2348	599				2947				2947
TOTAL FOR FEFP		14149	2420				16570				16570

FOOD SERVICE  
TRANSPORTATION

THOSE COSTS REPORTED IN THE COLUMN TITLED -SCHOOL INDIRECT- ARE DERIVED FROM TWO SOURCES: A) EXPENDITURES RECORDED BY SCHOOL AND B) SCHOOL LEVEL EXPENDITURES CENTRALLY RECORDED. FUNCTIONALLY DISTRIBUTED, THESE COSTS ARE AS REPORTED BELOW.

- |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|
| 6100 PUPIL PERSONNEL       | 6400 INSTR STAFF TRAINING  | 7700 CENTRAL SERVICES      |
| 6200 INSTRUCTIONAL MEDIA   | 7300 SCHOOL ADMINISTRATION | 7900 OPERATION OF PLANT    |
| 6300 INSTR & CURR DEVLPMNT | 7400 FACILITIES ACQ-CONSTR | 8100 MAINTENANCE OF PLANT  |
|                            |                            | 8200 ADMIN. TECH. SERVICES |
|                            |                            | 6500 INSTR. TECH. SERVICES |



FUND - 1

FUNCTION	DIRECT		SCHOOL INDIRECT		DISTRICT INDIRECT		TOTAL
	AMOUNT	PCT	AMOUNT	PCT	AMOUNT	PCT	
5000 INSTRUCTION:							
SALARIES	14,651,784	37.56					
EMPLOYEE BENEFITS	3,201,773	8.21					
PURCHASED SERVICES	1,092,033	2.80					
MATERIALS AND SUPPLIES	800,473	2.05					
OTHER EXPENSES	12,157	.03					
CAPITAL OUTLAY	25,716	.07					
SUBTOTAL INSTRUCTION	19,783,941						19,783,941
6100 PUPIL PERSONNEL			1,492,528	3.83			1,492,528
6200 INSTRUCTIONAL MEDIA			751,028	1.93			751,028
6300 INSTRUCTION AND CURRICULM DEV			541,296	1.39	408,716	1.05	950,013
6400 INSTRUCTIONAL STAFF TRAINING			136,752	.35	3,170	.01	139,923
6500 INSTRUCTION RELATED TECHNOLOGY			43,167	.11			43,167
7100 BOARD					578,409	1.48	578,409
7200 GENERAL ADMINISTRATION					463,449	1.19	463,449
7300 SCHOOL ADMINISTRATION			3,182,603	8.16			3,182,603
7400 FACILITIES ACQ. AND CONSTR.			26,799	.07	105,090	.27	131,890
7500 FISCAL SERVICES					448,824	1.15	448,824
7600 FOOD SERVICES			20,264	.05			20,264
7700 CENTRAL SERVICES			285,299	.73	52,444	.13	337,744
7800 PUPIL TRANSPORTATION			3,465,559	8.88	120,917	.31	3,586,477
7900 OPERATION OF PLANT			5,061,048	12.97	39,709	.10	5,100,758
8100 MAINTENANCE OF PLANT			1,545,406	3.96			1,545,406
8200 ADMINISTRATIVE TECH SERVICES			457,663	1.17			457,663
FUND 1	19,783,941	50.72	17,009,422	43.60	2,220,735	5.69	39,014,099



FUND - 4

FUNCTION	DIRECT		SCHOOL INDIRECT		DISTRICT INDIRECT		TOTAL
	AMOUNT	PCT	AMOUNT	PCT	AMOUNT	PCT	
5000 INSTRUCTION:							
SALARIES	1,160,265	9.92					
EMPLOYEE BENEFITS	251,865	2.15					
PURCHASED SERVICES	1,109,967	9.49					
MATERIALS AND SUPPLIES	698,574	5.97					
OTHER EXPENSES	16,486	.14					
CAPITAL OUTLAY	814,504	6.96					
SUBTOTAL INSTRUCTION	4,051,666						4,051,666
6100 PUPIL PERSONNEL			729,005	6.23			729,005
6200 INSTRUCTIONAL MEDIA			214,930	1.84			214,930
6300 INSTRUCTION AND CURRICULM DEV			738,957	6.32			738,957
6400 INSTRUCTIONAL STAFF TRAINING			1,520,782	13.00			1,520,782
6500 INSTRUCTION RELATED TECHNOLOGY			127,822	1.09			127,822
7100 BOARD							
7200 GENERAL ADMINISTRATION					1,243	.01	1,243
7300 SCHOOL ADMINISTRATION			30,437	.26			30,437
7400 FACILITIES ACQ. AND CONSTR.							
7500 FISCAL SERVICES							
7600 FOOD SERVICES			3,938,388	33.66	109,217	.93	4,047,606
7700 CENTRAL SERVICES			78,115	.67			78,115
7800 PUPIL TRANSPORTATION			158,101	1.35			158,101
7900 OPERATION OF PLANT			1,644	.01			1,644
8100 MAINTENANCE OF PLANT							
8200 ADMINISTRATIVE TECH SERVICES							
FUND 4	4,051,666	34.63	7,538,190	64.43	110,461	.94	11,700,319

FUND - 6

FUNCTION	DIRECT		SCHOOL INDIRECT		DISTRICT INDIRECT		TOTAL
	AMOUNT	PCT	AMOUNT	PCT	AMOUNT	PCT	
5000 INSTRUCTION:							
SALARIES	176,953	14.77					
EMPLOYEE BENEFITS	24,222	2.02					
PURCHASED SERVICES	177,236	14.79					
MATERIALS AND SUPPLIES	69,580	5.81					
OTHER EXPENSES							
CAPITAL OUTLAY	45,034	3.76					
SUBTOTAL INSTRUCTION	493,029						493,029
6100 PUPIL PERSONNEL			82,631	6.90			82,631
6200 INSTRUCTIONAL MEDIA			7,960	.66			7,960
6300 INSTRUCTION AND CURRICULM DEV			198,837	16.59			198,837
6400 INSTRUCTIONAL STAFF TRAINING			347,134	28.97			347,134
6500 INSTRUCTION RELATED TECHNOLOGY			57,765	4.82			57,765
7100 BOARD							
7200 GENERAL ADMINISTRATION					85	.01	85
7300 SCHOOL ADMINISTRATION			75	.01			75
7400 FACILITIES ACQ. AND CONSTR.							
7500 FISCAL SERVICES							
7600 FOOD SERVICES							
7700 CENTRAL SERVICES			4,999	.42			4,999
7800 PUPIL TRANSPORTATION			5,793	.48			5,793
7900 OPERATION OF PLANT							
8100 MAINTENANCE OF PLANT							
8200 ADMINISTRATIVE TECH SERVICES							
FUND 6	493,029	41.15	705,201	58.85	85	.01	1,198,317

FUND - 8

FUNCTION	DIRECT		SCHOOL INDIRECT		DISTRICT INDIRECT		TOTAL
	AMOUNT	PCT	AMOUNT	PCT	AMOUNT	PCT	
5000 INSTRUCTION:							
SALARIES	186,780	28.65					
EMPLOYEE BENEFITS	28,061	4.30					
PURCHASED SERVICES	41,264	6.33					
MATERIALS AND SUPPLIES	82,103	12.59					
OTHER EXPENSES	879	.13					
CAPITAL OUTLAY	3,189	.49					
SUBTOTAL INSTRUCTION	342,281						342,281
6100 PUPIL PERSONNEL			5,139	.79			5,139
6200 INSTRUCTIONAL MEDIA			970	.15			970
6300 INSTRUCTION AND CURRICULM DEV			2,457	.38			2,457
6400 INSTRUCTIONAL STAFF TRAINING			132,327	20.30			132,327
6500 INSTRUCTION RELATED TECHNOLOGY			84,582	12.97			84,582
7100 BOARD							
7200 GENERAL ADMINISTRATION							
7300 SCHOOL ADMINISTRATION			4,854	.74			4,854
7400 FACILITIES ACQ. AND CONSTR.			3,724	.57			3,724
7500 FISCAL SERVICES							
7600 FOOD SERVICES							
7700 CENTRAL SERVICES			75,396	11.56			75,396
7800 PUPIL TRANSPORTATION			224	.03			224
7900 OPERATION OF PLANT							
8100 MAINTENANCE OF PLANT							
8200 ADMINISTRATIVE TECH SERVICES							
	FUND 8		342,281	52.49	309,681	47.49	651,963

FUND - 9

FUNCTION	DIRECT		SCHOOL INDIRECT		DISTRICT INDIRECT		TOTAL
	AMOUNT	PCT	AMOUNT	PCT	AMOUNT	PCT	
5000 INSTRUCTION:							
SALARIES	14,149	85.39					
EMPLOYEE BENEFITS	2,420	14.61					
PURCHASED SERVICES							
MATERIALS AND SUPPLIES							
OTHER EXPENSES							
CAPITAL OUTLAY							
SUBTOTAL INSTRUCTION	16,570						16,570
6100 PUPIL PERSONNEL							
6200 INSTRUCTIONAL MEDIA							
6300 INSTRUCTION AND CURRICULM DEV							
6400 INSTRUCTIONAL STAFF TRAINING							
6500 INSTRUCTION RELATED TECHNOLOGY							
7100 BOARD							
7200 GENERAL ADMINISTRATION							
7300 SCHOOL ADMINISTRATION							
7400 FACILITIES ACQ. AND CONSTR.							
7500 FISCAL SERVICES							
7600 FOOD SERVICES							
7700 CENTRAL SERVICES							
7800 PUPIL TRANSPORTATION							
7900 OPERATION OF PLANT							
8100 MAINTENANCE OF PLANT							
8200 ADMINISTRATIVE TECH SERVICES							
FUND 9	16,570	100.00		0			16,570

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7a

**DATE OF SCHOOL BOARD MEETING:** November 20, 2012

**TITLE OF AGENDA ITEMS:** Purchase Order for ESE Programs

**DIVISION:** ESE Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the following purchase order for the ESE program:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
New Direction Solutions, LLC	183883	\$ 25,000.00	420

**FUND SOURCE:** Federal IDEA

**AMOUNT:** \$25,000.00

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

**THE SCHOOL BOARD OF GADSDEN COUNTY**

**DATE**  
10/19/12

**PURCHASE ORDER NO.**  
183883

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<p><b>VENDOR</b>    VN06480000</p> <p>NEW DIRECTION SOLUTIONS, LLC.          175 BROAD HOLLOW ROAD          MELVILLE                      NY 11747</p>	<p align="center"><b>SHIP TO THIS ADDRESS</b></p> <p>GADSDEN COUNTY PUBLIC SCHOOLS          35 MARTIN LUTHER KING JR BLVD          QUINCY                              FL 32351</p>
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PRINCIPAL / SUPERVISOR	COMPROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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*bcl aprdi* \_\_\_\_\_    **ATTN: SHARON THOMAS**

BLANKET ORDER 10/2012 - 6/2013  
 PROVIDE THERAPY SERVICES FOR  
 POSITIONS NOT FILLED BY SBGC  
 SPEECH LANGUAGE PATHOLOGIST  
 CONTRACT PROV. FOR TERMINATION  
 ACCESS TO RECORDS AND RECORDS  
 RETENTION ON FILE, SIGNED IN  
 ESE DIRECTOR OFFICE.

1	\$59/HR 2/DAYS WEEKLY	BLANKET ORDER 10/2012 - 6/2013 PROVIDE THERAPY SERVICES FOR POSITIONS NOT FILLED BY SBGC SPEECH LANGUAGE PATHOLOGIST CONTRACT PROV. FOR TERMINATION ACCESS TO RECORDS AND RECORDS RETENTION ON FILE, SIGNED IN ESE DIRECTOR OFFICE.	25000.00	25000.00
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PAY TERMS: NET 30

TOTAL            25,000.00

- All correspondence/shippments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
- If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
- Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	25,000.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		
420	5200	310	9001	4226330	100	25000.00		

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7b

**DATE OF SCHOOL BOARD MEETING:** November 20, 2012

**TITLE OF AGENDA ITEMS:** Purchase Order for Academic Services

**DIVISION:** K-12 Instruction

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the following purchase order that covers the final year in a contract originally approved beginning 7/1/10 for virtual education:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
K12 Florida, LLC	183977	\$ 17,977.50	110

**FUND SOURCE:** General Fund

**AMOUNT:** \$17,977.50

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

11/01/12

PURCHASE ORDER NO.

183977

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

PHONE (850) 627-9651 FAX (850) 627-2760

www.gcps.k12.fl.us

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b> VK01273000	<b>SHIP TO THIS ADDRESS</b>
K12 FLORDIA, LLC. 2370-2 S. 3RD ST. JACKSONVILLE FL 32250	GADSDEN COUNTY PUBLIC SCHOOLS 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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*Bd Apvd:*

ATTN: DR. SYLVIA R. JACKSON

1		EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT FLORIDA VIRTUAL SCHOOL SCHOOL YEAR 2012-2013 EXTENDED CONTRACT <u>7/1/10-6/30/13</u>	17977.50	17977.50
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PAY TERMS: NET 30

TOTAL 17,977.50

- All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
- If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
- Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	17,977.50	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		
110	5100	310	7001	1104740	100	17977.50		

VENDOR



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7c

**DATE OF SCHOOL BOARD MEETING:** November 20, 2012

**TITLE OF AGENDA ITEMS:** Purchase Order for Media and Technology

**DIVISION:** Media and Technology Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the following purchase order for the Media and Technology Department:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Mainline Information Systems	184017	\$ 21,383.30	110

**FUND SOURCE:** General Fund

**AMOUNT:** \$21,383.30

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

# THE SCHOOL BOARD OF GADSDEN COUNTY

**DATE**

**PURCHASE ORDER NO.**

11/08/12

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

184017

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b> VM01650000  MAINLINE INFORMATION SYSTEMS 1700 SUMMIT LAKE DRIVE TALLAHASSEE FL 32317	<b>SHIP TO THIS ADDRESS</b>  MEDIA/TECH GADSDEN CO SCHL BRD 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351
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PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTN: MEDIA & TECH/ D. YOUMANS

★ GSA CONTRACT # GS-35F-0216L

1	8Z8HYK1	MEMORY AND DISK UPGRAD	14070.20	14070.20
1	8Z8HYK2	VMWARE LICESENCE UPGRADE	7313.10	7313.10

**PAY TERMS: NET 30**

**TOTAL 21,383.30**

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2.  If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	21,383.30	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
110	8200	643	9001	1109990		21383.30	

**VENDOR**

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7d

**DATE OF SCHOOL BOARD MEETING:** November 20, 2012

**TITLE OF AGENDA ITEMS:** Purchase of Two Playgrounds for Head Start Program

**DIVISION:** Head Start/VPK

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the following purchase orders to purchase two playgrounds with the related ground-cover utilizing a bid from St. Johns County School District:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>
B.Y.O. Playground, Inc.	184065	\$25,966.96
B.Y.O. Playground, Inc.	184067	7,425.00
B.Y.O. Playground, Inc.	184066	6,490.00

**FUND SOURCE:** Head Start Project in the Federal Projects Fund 420

**AMOUNT:** \$39,881.96

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

# THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

11/15/12

PURCHASE ORDER NO.

184065

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

PHONE (850) 627-9651

FAX (850) 627-2760

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b>	VB00370000	<b>SHIP TO THIS ADDRESS</b>
	B.Y.O. PLAYGROUND, INC. 101 E TOWN PLACE SUITE 650 ST AUGUSTINE FL 32092	HEAD START/PK SB GADSDEN CO 500 WEST KING ST QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
SOF-ST JOHNS CO C#2011-10				
	PRPSL#	31385		
1	MIDWAY	TUNE LAGOON 4201-PP R\$21976.00	12087.00	12087.00
	COLOR:	PRIMARY COLORS		
1		ROCKY KIDS CRAWL TUNNEL 2411UP	2969.10	2969.10
	COLOR:	NAUTRAL AS SHOWN		
1	STJOHN	SUPER SCOOT 4144-PP R\$11940.00	7164.00	7164.00
	COLOR:	PRIMARY COLORS		
1		ARCH SWING SET R\$ 1257.00	1131.30	1131.30
	COLOR:	PRIMARY MATCH--YWL, RED OR BLUE		
1		SHIPPING TO ONE SITE-MIDWAY	2615.56	2615.56
		INSTALLERS WILL SPLIT & MOVE		

PAY TERMS: NET 30

TOTAL 25,966.96

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2.  If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	25,966.96	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	AMOUNT		
420	7400	641	9026	4210957		25966.96	

**VENDOR**

# THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

11/15/12

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

184067

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR** VB00370000

**SHIP TO THIS ADDRESS**

B.Y.O. PLAYGROUND, INC.  
 101 E TOWN PLACE  
 SUITE 650  
 ST AUGUSTINE FL 32092

HEAD START/PK SB GADSDEN CO  
 500 WEST KING ST  
 QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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SOF-ST JOHNS CO C#2011-10

1	PROPSL #31431	SEE ATTACHED FOR DETAILS: ST JOHNS ELEM HS/PK REMOVAL, DISPOSAL OF EXISTING INSTALLATION 13 TONS RBR MULCH	7425.00	7425.00
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PAY TERMS: NET 30

TOTAL 7,425.00

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2.  If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	7,425.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	7400	350	9026	4210957		7425.00	

# THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

11/15/12

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

184066

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR** VB00370000

**SHIP TO THIS ADDRESS**

B.Y.O. PLAYGROUND, INC.  
 101 E TOWN PLACE  
 SUITE 650  
 ST AUGUSTINE FL 32092

HEAD START/PK SB GADSDEN CO  
 500 WEST KING ST  
 QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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SOF-ST JOHNS CO C#2011-10

1	PROPSL# 31417  INCLDS:	SEE ATTACHED FOR DETAILS: MIDWAY HEADSTART REMOVAL, DISPOSAL OF EXISTING INSTALLATION of 4 TONS RUBR MULCH	6490.00	6490.00
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PAY TERMS: NET 30

TOTAL 6,490.00

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2.  If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	6,490.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	7400	350	9026	4210957		6490.00	

**VENDOR**

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7e

**DATE OF SCHOOL BOARD MEETING:** November 20, 2012

**TITLE OF AGENDA ITEMS:** Purchase Order for Head Start Early Childhood Program

**DIVISION:** Head Start and VPK

**PURPOSE AND SUMMARY OF ITEMS:**

**Board approval is requested for the following purchase order for the Head Start Program:**

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
McGraw-Hill/School Edu Group	183994	\$ 68,643.73	420

**FUND SOURCE:** Head Start Program in Federal Projects Fund

**AMOUNT:** \$68,643.73

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

11/01/12

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

183994

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

**VENDOR** VM05980000

**SHIP TO THIS ADDRESS**

MCGRAW-HILL/SCHOOL EDU GROUP  
 1333 BURR RIDGE PKWY  
 2ND FLOOR  
 BURR RIDGE IL 60527

HEAD START/PK SB GADSDEN CO  
 500 WEST KING ST  
 QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		RET. TO G. MCPHERSON, ED. COOR		
22	9780021243148	EARLY CHILDHOOD STUDY DLM ENGLISH PACKAGE 16 HEADSTART 6 VPK	2971.59	65374.98
1		SHIPPING AND HANDLING	3268.75	3268.75

PAY TERMS: NET 30

TOTAL 68,643.73

- All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
- If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
- Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	68,643.73	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	5500	510	9026	4210957		49922.71	
110	5500	510	9026	1105610		18721.02	





## **GADSDEN COUNTY SCHOOL DISTRICT'S HEAD START/PREKINDERGARTEN PROGRAM**

**Carolyn Harden, Program Director**  
35 Martin Luther King Jr. Blvd.  
Quincy, FL 32351  
TEL: (850) 627-3861/Fax: (850) 875-8790

### ***MEMORANDUM***

To: Bonnie Wood

From: Carolyn Harden 

Re: Purchase of 2011 Edition of DLM Curriculum

Date: October 30, 2012

The Head Start / Pre-K Program is currently using the 2003 version of the DLM Early Childhood Express. We would like to purchase the updated 2011 version as it addresses areas which the older version does not. The updated curriculum contains a more comprehensive language and literacy focus. It also covers many other areas and provides an abundance of materials and resources. The curriculum is presented using an integrated approach that will make it more meaningful to the children we serve.

Additionally, the Head Start Reauthorization Act of 2007 requires that within the next few years, all programs correlate their curriculum with the Head Start Standards and their state standards. McGraw Hill has done this with the 2011 version which will ensure that our program is meeting this standard. It is also one of the State of Florida's approved curricula for VPK programs.

Your approval of this request will be greatly appreciated.

---

2012-2013 Policy Council Officers

**Denorice Dillard**  
Chairperson

**Shawanna Lamb**  
Co-Chairperson

**Danette West**  
Secretary

[Return to Normal View](#)

## Florida Department of Education

[DOE](#)  
[Home > Early Learning / Prekindergarten](#)

### Early Learning / Prekindergarten

#### Curriculum

Each VPK provider's curriculum must be developmentally appropriate, designed to prepare a student for early literacy, enhance the age-appropriate progress of students in attaining the state-adopted performance standards, and prepare students to be ready for kindergarten based on the statewide kindergarten screening. (Section 1002.67(2)(b), Florida Statutes). VPK providers may select or design the curriculum for their classrooms, unless on probation for continuing failure to meet kindergarten readiness rates.

Legislation implementing the VPK Education Program requires the Department of Education to review and approve curricula for use by private providers and public schools that have been placed on probation as a result of their kindergarten readiness rates falling below the minimum rate adopted by the State Board of Education. DOE must maintain a list of such curricula.

The following documents provide information regarding the VPK Curriculum Approval Process as well additional resources related to curriculum and VPK programs.

#### 2012-13 Voluntary Prekindergarten (VPK) Education Program Curriculum Approval Process New!

The Florida Department of Education is beginning the 2012 Voluntary Prekindergarten (VPK) Curriculum Approval Process for Providers on Probation.

The Department of Education welcomes public input on the draft documents below. After reviewing these documents, you may participate in an online survey.

- The timeline for the 2012-2013 Curriculum Approval Process is currently being revised. The two documents below are expected to be incorporated by rule, pending approval of the State Board of Education. It is expected that this item will be taken up at the October 9, 2012, meeting. It is expected that the new list of approved curricula will be available to VPK providers in 2013.
- [Draft Curriculum Approval Specifications \(PDF, 416KB\) PROPOSED, Pending approval of State Board of Education](#)
- [Draft Policies and Procedures for Curriculum Approval \(PDF, 317KB\)](#)

PROPOSED, Pending approval of State Board of Education

### 2010 Voluntary Prekindergarten (VPK) Education Program Curriculum Approval Process

The Florida Department of Education has completed the 2010 Voluntary Prekindergarten (VPK) Curriculum Approval Process for Low Performing Providers.

- [Memo #10-13 \(PDF, 132KB\) August 16, 2010 - 2010 Voluntary Prekindergarten \(VPK\) Curriculum Approval Process and Approved Curriculum List for Low Performing Providers](#)
- [Voluntary Prekindergarten \(VPK\) Curriculum Approval Process for Low Performing Providers 2010 Final Report \(PDF, 2MB\) This report outlines the entire curriculum approval process and includes ancillary forms and documents.](#)

### Approved VPK Curriculum Packages for use by programs on probation

Please note that information on individual curricula is provided by the publisher and is based on the publisher's submission for the VPK Curriculum Approval Process for Low Performing Providers (2010). Other versions of the curriculum may exist, but the submission (packaged curriculum materials and professional development) outlined here is the only version approved for use by those who fail to meet the minimum Kindergarten Readiness Rate for two consecutive years (s. 1002.67(2)(c), F.S.).

<b>Curriculum Title</b>	<b>Publisher</b>
<a href="#">Beyond Centers &amp; Circle Time Curriculum Series (PDF, 533KB)</a>	Kaplan Early Learning Company
<a href="#">Creative Curriculum (PDF, 445KB)</a>	Teaching Strategies, Inc.
<a href="#">DLM Early Childhood Express + SRA Number Worlds/Building Blocks (PDF, 953KB)</a>	School Education Group, a division of The Mc-Graw-Hill Companies, Inc.
<a href="#">Early Literacy and Learning Model/Plus (ELLM/Plus) (PDF, 370KB)</a>	Florida Institute of Education at the University of North Florida
<a href="#">HighReach Learning for Pre-K (PDF, 416KB)</a>	HighReach Learning
<a href="#">High/Scope Preschool Curriculum (PDF, 307KB)</a>	High/Scope Educational Research Foundation
<a href="#">InvestiGator Club (PDF, 289KB)</a>	Robert-Leslie Publishing

<a href="#">Let's Begin with the Letter People Comprehensive Program</a> (PDF, 276KB)	Abrams Learning Trends
<a href="#">Links to Literacy Complete Curriculum</a> (PDF, 288KB)	Kaplan Early Learning Company
<a href="#">Literacy Express Comprehensive Preschool Curriculum</a> (PDF, 277KB)	Literacy Express
<a href="#">Little Treasures</a> (PDF, 327KB)	School Education Group, a division of The Mc-Graw-Hill Companies, Inc.
<a href="#">Opening the World of Learning (OWL)</a> (PDF, 452KB)	Pearson Education, Inc., publishing as the Pearson Learning Group
<a href="#">Pre-K Reading Comprehensive Program with Math Extension Kit (Houghton Mifflin)</a> (PDF, 475KB)	Houghton Mifflin Harcourt School Publishers
<a href="#">Saxon Early Learning</a> (PDF, 391KB)	Saxon, an imprint of Houghton Mifflin Harcourt Supplemental Publishers Inc.

### Documents from 2010 Curriculum Approval Process for Low Performing Providers

- [Florida Voluntary Prekindergarten \(VPK\) Education Program Curriculum Approval Specifications](#) (PDF, 685KB) This document outlines, in detail, the specifications including each item scored by reviewers during the 2010 curriculum approval process. The Curriculum Evaluation Form is included as an appendix.
- [Florida Voluntary Prekindergarten \(VPK\) Education Program 2010 Policies and Procedures for Curriculum Approval](#) (PDF, 293KB) This document outlines policies and procedures followed by reviewers and publishers during the 2010 curriculum approval process. Forms are included as appendices.
- [Florida Administrative Weekly notice](#) This notice announces the 2010 curriculum approval process.

### **Meeting and Training Announcements related to 2010 Curriculum Approval Process for Low Performing Providers**

- [Florida Administrative Weekly notice](#) This notice outlines details of the 2010 Publisher's Meeting
- [Florida Administrative Weekly notice](#) This notice outlines details regarding the training of the Curriculum Review Committee for the 2010 curriculum approval process.

### Professional Development

Training Phase	Audience	Timeline	Description
<b>Year One: New Teacher Implementation Training</b>	Site Directors, Teachers and Classroom Assistants	<b>One half-day (3 hours) training session</b>	<ul style="list-style-type: none"> <li>• Program overview/Research Base</li> <li>• Description and Use of Materials and Resources</li> <li>• Lesson Format</li> <li>• Classroom Environment</li> <li>• Scheduling</li> <li>• Assessment</li> <li>• Alignment to Florida VPK Standards</li> </ul>
<b>Year One: Site Administrator Training</b>	Site Directors	<b>One Hour</b>	<p>Regional training sessions will be held for administrators to support the implementation of DLM. Topics to be covered include:</p> <ul style="list-style-type: none"> <li>• Research Behind Program</li> <li>• Technology</li> <li>• Fidelity Checklists</li> <li>• Assessment</li> </ul>
<b>Year One: Mentor Training</b>	Mentors, Peers, Outside Experts	<b>One half-day (3 hours)</b>	<ul style="list-style-type: none"> <li>• Program Training</li> <li>• Assessment</li> <li>• Differentiating Instruction</li> <li>• Supporting Classroom Teachers</li> <li>• Fidelity Checklists</li> </ul>
<b>Year One: Follow-Up Training</b>	Directors Teachers and Classroom Assistants	<b>30-Minute Live and Pre-Recorded Webinars</b>	<ul style="list-style-type: none"> <li>• Make-Up Training</li> <li>• Differentiating Instruction</li> <li>• Utilizing Technology</li> <li>• Training in the 7 Domain</li> <li>• Additional Topics, Upon Request</li> </ul>
<b>Beyond Year One: New Teacher Training</b>	Site Directors Teachers and Classroom Assistants	<b>One half-day (3 hours) training session.</b>	<p>Training for New Teachers not Trained in Year One</p> <ul style="list-style-type: none"> <li>• Program overview/Research Base</li> <li>• Description and Use of Materials and Resources</li> <li>• Lesson Format</li> <li>• Classroom Environment</li> <li>• Scheduling</li> <li>• Assessment</li> <li>• Alignment to Florida VPK Standards</li> </ul>
<b>Beyond Year One: Site Administrator Training</b>	Site Directors	<b>One Hour</b>	<p>Regional training sessions will be held for administrators to support the implementation of DLM. Topics to be covered include:</p> <ul style="list-style-type: none"> <li>• Research Behind Program</li> <li>• Technology</li> <li>• Fidelity Checklists</li> <li>• Assessment</li> </ul>
<b>Beyond Year One: Mentor Training</b>	Mentors, Peers, Outside Experts	<b>One half-day (3 hours)</b>	<ul style="list-style-type: none"> <li>• Program Training</li> <li>• Assessment</li> <li>• Differentiating Instruction</li> <li>• Supporting Classroom Teachers</li> <li>• Fidelity Checklists</li> </ul>

**Cost of curriculum package and list of curriculum materials submitted**

<i>The DLM Early Childhood Express</i>		
Materials:	ISBN	2011 Pricing
<b>The DLM Complete English/Spanish Package (all components/packages listed below are part of the Complete English/Spanish Package)</b>	978-0-07-658348-5	3,815.58
<b>Teachers Treasure Package</b>	978-0-07-658360-7	1,072.95
Teachers Edition 1	978-0-07-658079-8	
Teachers Edition 2	978-0-07-658080-4	
Teachers Edition 3	978-0-07-658081-1	
Teachers Edition 4	978-0-07-658082-8	
Teachers Edition 5	978-0-07-658083-5	
Teachers Edition 6	978-0-07-658084-2	
Teachers Edition 7	978-0-07-658085-9	
Teachers Edition 8	978-0-07-658086-6	
Teachers Treasure Book (Bilingual)	978-0-07-658189-4	
Building Blocks Online 1yr subscription (online access card)	978-0-07-605936-2	
Alphabet Wall Cards (English)	978-0-07-658115-3	
Alphabet Wall Cards (Spanish)	978-0-07-658105-4	
Oral Language Development Cards (Bilingual)	978-0-07-658109-2	
Sequencing Cards	978-0-07-658106-1	
DLM Research & Professional Development Guide	978-0-07-658208-2	
Home Connections Resource Guide (Bilingual)	978-0-07-658209-9	
Photo Library DVD	978-0-07-600413-3	
Math and Science Flip Chart	978-0-07-658188-7	
ABC Takehome Book	978-0-07-658186-3	
<b>Rhymes and Chants Package</b>	978-0-07-658357-7	117.15
Rhymes & Chants Flip Chart	978-0-07-658187-0	
Rhymes & Chants (English/Spanish) Audio CD	978-0-07-658228-0	
<b>Social Emotional Package</b>	978-0-07-658355-3	117.15
What Do I Do Flip Chart (Bilingual)	978-0-07-658099-6	
What Do I Do (English/Spanish) Audio CD	978-0-07-658100-9	
ABC Picture Cards (English/Spanish)	978-0-07-658126-9	
DLM online (1 year) (online access card)	978-0-07-658364-5	
ABC Big Book	978-0-07-658112-2	
ABC Big Book (Spanish)	978-0-07-658114-6	
<b>Big Book Package (English)</b>	978-0-07-658288-4	916.38
<i>Yellowbelly and Plum Go to School</i>	978-0-07-658136-8	
<i>Max and Mo's First Day at School</i>	978-0-07-658137-5	
<i>Amelia's Show and Tell Fiesta (Bilingual)</i>	978-0-07-658138-2	
<i>Lots of Feelings</i>	978-0-07-658139-9	
<i>Eyes, Nose, Fingers, Toes</i>	978-0-07-658151-1	
<i>Jonathan and His Mommy</i>	978-0-07-658152-8	
<i>Rush Hour</i>	978-0-07-658153-5	
<i>Quinto's Neighborhood (Bilingual)</i>	978-0-07-658154-2	
<i>Flower Garden</i>	978-0-07-658155-9	
<i>I Like Making Tamales</i>	978-0-07-658156-6	

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Florida Department of Education • Office of Early Learning  
2010 Curriculum Approval Process for Low Performing Providers

<i>Nature Spy</i>	978-0-07-658140-5	
<i>What Do Wheels Do All Day?</i>	978-0-07-658141-2	
<i>Castles, Caves, and Honeycombs</i>	978-0-07-658142-9	
<i>Who Is the Beast?</i>	978-0-07-658143-6	
<i>Move!</i>	978-0-07-658144-3	
<i>I am a Peach</i>	978-0-07-658145-0	
<i>I'm Growing!</i>	978-0-07-658146-7	
<i>My Garden</i>	978-0-07-658147-4	
<i>Who Likes Rain?</i>	978-0-07-658148-1	
<i>Matthew and the Color of the Sky</i>	978-0-07-658149-8	
<i>Ada, Once Again!</i>	978-0-07-658150-4	
<i>Growing Vegetable Soup</i>	978-0-07-658157-3	
<i>Rise and Exercise!</i>	978-0-07-658158-0	
<i>Jamal's Busy Day</i>	978-0-07-658159-7	
<b>Big Book Package (Spanish)</b>	978-0-07-658289-1	916.38
<i>Barrigota y Pipón van a la escuela</i>	978-0-07-658061-3	
<i>Max &amp; Mo van a la escuela</i>	978-0-07-658062-0	
<i>Amelia's Show and Tell Fiesta (Bilingual)</i>	978-0-07-658138-2	
<i>Montones de sentimientos</i>	978-0-07-658064-4	
<i>Ojos, nariz, dedos y pies</i>	978-0-07-658066-8	
<i>Juan y su mamá</i>	978-0-07-658067-5	
<i>Hora pico</i>	978-0-07-658069-9	
<i>Quinito's Neighborhood (Bilingual)</i>	978-0-07-658154-2	
<i>Un jardín de flores</i>	978-0-07-658075-0	
<i>Me gusta hacer tamales</i>	978-0-07-658076-7	
<i>Espía de la naturaleza</i>	978-0-07-658077-4	
<i>¿Qué hacen las ruedas todo el día?</i>	978-0-07-658078-1	
<i>Castillos, cuevas y panales</i>	978-0-07-658087-3	
<i>¿Quién es la bestia?</i>	978-0-07-658088-0	
<i>¡A moverse!</i>	978-0-07-658089-7	
<i>Yo soy el durazno</i>	978-0-07-658090-3	
<i>¡Estoy creciendo!</i>	978-0-07-658091-0	
<i>Mi jardín</i>	978-0-07-658092-7	
<i>¿A quién le gusta la lluvia?</i>	978-0-07-658093-4	
<i>Matias y el color del cielo</i>	978-0-07-658094-1	
<i>¡Otra vez Ada!</i>	978-0-07-658095-8	
<i>A sembrar sopa de verduras</i>	978-0-07-658096-5	
<i>A ejercitarse, ¡uno, dos, tres!</i>	978-0-07-658097-2	
<i>El intenso día de Jamal</i>	978-0-07-658068-2	
<b>Concept Big Book Package (English)</b>	978-0-07-658351-5	161.07
Concept Big Book 1	978-0-07-658128-3	
Concept Big Book 2	978-0-07-658129-0	
Concept Big Book 3	978-0-07-658130-6	
Concept Big Book 4	978-0-07-658131-3	
<b>Concept Big Book Package (Spanish)</b>	978-0-07-658352-2	161.07
Concept Big Book 1 (Spanish)	978-0-07-658132-0	
Concept Big Book 2 (Spanish)	978-0-07-658133-7	

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Florida Department of Education • Office of Early Learning  
2010 Curriculum Approval Process for Low Performing Providers

Concept Big Book 3 (Spanish)	978-0-07-658134-4	
Concept Big Book 4 (Spanish)	978-0-07-658135-1	
<b>Little Book Classroom Package (English)</b>	978-0-07-658347-8	1,046.82
<i>Yellowbelly and Plum Go to School</i> (6-pack)	978-0-07-658291-4	
<i>Max and Mo's First Day at School</i> (6-pack)	978-0-07-658262-4	
<i>Amelia's Show and Tell Fiesta (Bilingual)</i> (6-pack)	978-0-07-658263-1	
<i>Lots of Feelings</i> (6-pack)	978-0-07-658264-8	
<i>Eyes, Nose, Fingers, Toes</i> (6-pack)	978-0-07-658265-5	
<i>Jonathan and His Mommy</i> (6-pack)	978-0-07-658266-2	
<i>Rush Hour</i> (6-pack)	978-0-07-658267-9	
<i>Quinito's Neighborhood (Bilingual)</i> (6-pack)	978-0-07-658292-1	
<i>Flower Garden</i> (6-pack)	978-0-07-658293-8	
<i>I Like Making Tamales</i> (6-pack)	978-0-07-658294-5	
<i>Nature Spy</i> (6-pack)	978-0-07-658295-2	
<i>What Do Wheels Do All Day?</i> (6-pack)	978-0-07-658296-9	
<i>Castles, Caves, and Honeycombs</i> (6-pack)	978-0-07-658297-6	
<i>Who Is the Beast?</i> (6-pack)	978-0-07-658303-4	
<i>Move!</i> (6-pack)	978-0-07-658304-1	
<i>I am a Peach</i> (6-pack)	978-0-07-658305-8	
<i>I'm Growing!</i> (6-pack)	978-0-07-658306-5	
<i>My Garden</i> (6-pack)	978-0-07-658307-2	
<i>Who Likes Rain?</i> (6-pack)	978-0-07-658308-9	
<i>Matthew and the Color of the Sky</i> (6-pack)	978-0-07-658309-6	
<i>Ada, Once Again!</i> (6-pack)	978-0-07-658310-2	
<i>Growing Vegetable Soup</i> (6-pack)	978-0-07-658311-9	
<i>Rise and Exercise!</i> (6-pack)	978-0-07-658312-6	
<i>Jamal's Busy Day</i> (6-pack)	978-0-07-658313-3	
<b>Little Book Classroom Package (Spanish)</b>	978-0-07-658325-6	1,046.82
<i>Barrigota y Pipón van a la escuela</i> (6-pack)	978-0-07-658314-0	
<i>Max &amp; Mo van a la escuela</i> (6-pack)	978-0-07-658315-7	
<i>Amelia's Show and Tell Fiesta (Bilingual)</i> (6-pack)	978-0-07-658263-1	
<i>Montones de sentimientos</i> (6-pack)	978-0-07-658317-1	
<i>Ojos, nariz, dedos y pies</i> (6-pack)	978-0-07-658318-8	
<i>Juan y su mamá</i> (6-pack)	978-0-07-658319-5	
<i>Hora pico</i> (6-pack)	978-0-07-658320-1	
<i>Quinito's Neighborhood (Bilingual)</i> (6-pack)	978-0-07-658292-1	
<i>Un jardín de flores</i> (6-pack)	978-0-07-658326-3	
<i>Me gusta hacer tamales</i> (6-pack)	978-0-07-658327-0	
<i>Espía de la naturaleza</i> (6-pack)	978-0-07-658328-7	
<i>¿Qué hacen las ruedas todo el día?</i> (6-pack)	978-0-07-658329-4	
<i>Castillos, cuevas y panales</i> (6-pack)	978-0-07-658330-0	
<i>¿Quién es la bestia?</i> (6-pack)	978-0-07-658331-7	
<i>¡A moverse!</i> (6-pack)	978-0-07-658332-4	
<i>Yo soy el durazno</i> (6-pack)	978-0-07-658333-1	
<i>¡Estoy creciendo!</i> (6-pack)	978-0-07-658334-8	
<i>Mi jardín</i> (6-pack)	978-0-07-658335-5	
<i>¿A quién le gusta la lluvia?</i> (6-pack)	978-0-07-658336-2	

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Florida Department of Education • Office of Early Learning  
2010 Curriculum Approval Process for Low Performing Providers

<i>Matías y el color del cielo</i> (6-pack)	978-0-07-658337-9	
<i>¡Otra vez Ada!</i> (6-pack)	978-0-07-658338-6	
<i>A sembrar sopa de verduras</i> (6-pack)	978-0-07-658339-3	
<i>A ejercitarse, ¡uno, dos, tres!</i> (6-pack)	978-0-07-658340-9	
<i>El intenso día de Jamal</i> (6-pack)	978-0-07-658341-6	
<b>Listening Library Audio CD's Package (English/Spanish)</b>	978-0-07-658258-7	96.66
Listening Library Audio CD 1 (English/Spanish)	978-0-07-658108-5	
Listening Library Audio CD 2 (English/Spanish)	978-0-07-658227-3	
Listening Library Audio CD 3 (English/Spanish)	978-0-07-658241-9	
Listening Library Audio CD 4 (English/Spanish)	978-0-07-658242-6	
Listening Library Audio CD 5 (English/Spanish)	978-0-07-658243-3	
Listening Library Audio CD 6 (English/Spanish)	978-0-07-658244-0	
Listening Library Audio CD 7 (English/Spanish)	978-0-07-658245-7	
Listening Library Audio CD 8 (English/Spanish)	978-0-07-658246-4	
<b>My Theme Library Classroom Package (English 6-Packs)</b> One per unit	978-0-07-658259-4	205.77
<b>My Theme Library Classroom Package (Spanish 6-Packs)</b> One per unit	978-0-07-658260-0	205.77
<b>Manipulative Package</b> Package Includes: Puppets (2), Alphabet Letter Tiles English/Spanish, Farm Animal Counters, Transportation Counters, Red/Yellow Counters, Step-by-Step Number Line, Primary Balance Scale, Pattern Blocks (plastic), Blue/Yellow Pattern Shapes (foam), Connecting Cubes, Jumbo Hand Lens (set of 6), Magentic Wands (set of 6)	978-0-07-658356-0	455.10

Price listed is for informational purposes only. Publisher retains the right to adjust price at any time.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7f

DATE OF SCHOOL BOARD MEETING: November 20, 2012

TITLE OF AGENDA ITEMS: Contracts for Federal Projects

DIVISION: Federal Projects

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase order:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Children Are Our Future	184064	\$ 88,903.00	420

FUND SOURCE: Title I

AMOUNT: \$ 88,903.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

# THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

11/15/12

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

184064

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b> VC08700000  CHILDREN ARE OUR FUTURE P O BOX 1602 QUINCY                      FL 323531602	<b>SHIP TO THIS ADDRESS</b>  FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY                      FL 32351
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PRINCIPAL / SUPERVISOR 	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTN: ROSE RAYNAK / DM

WHAT: BOARD APPROVED / /  
 SERVE AS DIRECTOR FOR SVCS TO  
 GRETN A ELEM. & ST. JOHN ELEM.  
 WITH AFTERSCHOOL TUTORIAL SVCS  
 DURING THE 2012-13 SCHOOL YEAR

ACTVS: INDENTIFICATION OF LOW PERFORM  
 STUDENTS & ENROLLMENT INTO  
 AFTERSCHOOL PROGRAM FOR  
 READING, MATH & WRITING

WHEN: NOVEMBER 28, 2012-MAY 30, 2013

5	FEES:	\$14,817/MONTHLY FOR 5 MONTHS	14817.00	74085.00
1		\$14,818 FOR 1 MONTH	14818.00	14818.00
			<b>TOTAL</b>	<b>88,903.00</b>

PAY TERMS: NET 30

All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.

If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.

Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL PROGRAM	88,903.00 <sup>n</sup> AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT				
420	5100	128	0191	4221236	100	44451.50		
420	5100	128	0171	4221236	100	44451.50		

**School Board of Gadsden County, Florida**  
**CONTRACTUAL AGREEMENT**  
**Fiscal Year: 2012-2013**

This contractual agreement is made between the School Board of Gadsden County, Florida, a school district, 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 **Children Are Our Future, Inc. (CAOF)** a for-profit educational consulting agency organized and existing as a Florida corporation with its principal place of business at P.O. Box 1602, Quincy, FL 32353 for the purposes of providing professional development and instructional support, herein referred to as "CONTRACTOR". 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 her response to a Bid Process and Recommendation for Award of Contract for contracted services to Gadsden County for the provision of Afterschool Tutorial Services, which was approved by the Gadsden County School Board on November 27, 2012 and as further set forth below. The CONTRACTOR understands and agrees that all services contracted or are to be performed solely by the CONTRACTOR and may not be subcontracted for or assigned without the prior written consent of the RECIPIENT.

**The RECIPIENT and the CONTRACTOR understand and agree that this AGREEMENT is valid only if approved and funds awarded for the same by the Florida Department of Education for Title I, Part A. In addition, the RECIPIENT and CONTRACTOR understand and agree that continuation of this AGREEMENT through 2013 is contingent upon continued funding of the Title I, Part A grant by the Florida Department of Education.**

**ARTICLE 2. SCOPE OF SERVICES**

The CONTRACTOR agrees to use expertise and community partnerships to serve as the Director for providing Gretna Elementary and St. John Elementary Schools with Afterschool Tutorial Services during the 2012-2013 school year. Such activities will include identification of low performing students and enrollment into afterschool programs and other activities as detailed below. Any changes to the Services must be made by mutual agreement in writing. The CONTRACTOR'S principal contact for the services will be Ms. Sherrie Taylor.

**CAOF will:**

- Provide academic and personal enrichment services with a focus on one-to-one tutoring to improve student achievement in Reading, Math, and Writing to meet needs prescribed by AIMS.
- Contractor will collaborate with local school libraries to provide supplemental reading materials.
- Priority will be given to students enrolled in grades 3-5 and those students who are currently performing below grade level and/or who have previously scored a Level 1 or 2 on the state accountability test (FCAT).

- A maximum of 80 students will be served at each elementary school with a pupil to teacher ratio of no more than 1 teacher to 18 students.
- Students will receive two hours of academic enrichment (tutorial) services daily and personal enrichment services weekly from CAOF.
- Operational service hours will be Monday through Thursday from 3:30 p.m. until 6:00 p.m. starting November 28, 2012 and ending May 17, 2013.
- Snacks and transportation will be provided daily to all students.
- CAOF will ensure that sufficient safety mechanisms are in place while youth are attending the program and that students are safely transported home.
- Students will be pre and post-tested for reading, fluency, writing and language arts, and math
- Participants will receive a bi-monthly report card from CAOF to monitor individual needs for academic support
- Program curriculum for reading will be SRA/McGraw-Hill Open Court Imagine It! and will incorporate small and large group learning and infuse technology.
- Students will rotate daily through the computer lab to utilize FCAT Explorer and other FCAT-oriented software
- Student will also use Scholastic resources, supplemental lessons, interactive games and puzzles and be required to keep journals
- Program curriculum for math will be Every Day Mathematics and will be supplemented by Harcourt-Brace Math Advantage
- Enrichment will include physical fitness activities, nutritional awareness, character education, and cultural awareness
- Students will rotate weekly through a variety of extra-curricular activities with Positive Action curriculum and participation in community service activities

**CAOF deliverables include:**

- 80% of participating students will increase their reading skills in reading fluency, early literacy, spelling and comprehension.
- 80% of participating students will increase their academic success in school and maintain a C or higher average in Writing and Language Arts and achieve grade level or above on FCAT 2013.
- 80% of participating students will increase their academic success in school and maintain a C or higher average in Math and achieve grade level or above on FCAT 2013.

**ARTICLE 3. DURATION OF AGREEMENT**

This AGREEMENT shall begin on November 28, 2012 and end on May 30, 2013 contingent upon the approval and funding by the Florida Department of Education as stated in Article 1 above. As required by law, this AGREEMENT shall be subject to annual review and renewal.

**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

<b>Term</b>	<b>Definition</b>
	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</b>	means a procedure whereby funds are advanced to the recipient to cover its estimated disbursement needs for a given initial period.

#### **ARTICLE 5. PAYMENT**

The RECIPIENT shall pay the CONTRACTOR upon the receipt of monthly invoices from the CONTRACTOR that includes documentation describing the services that were rendered by the CONTRACTOR and deliverables completed in support of the project for the monthly period that the invoice covers. Invoices will require a minimum of ten (10) days to be processed for payment after an invoice has been approved for payment by School Board of Gadsden County. In full and complete compensation for all services provided by the CONTRACTOR under this Agreement, the RECIPIENT shall pay to Children Are Our Future, Inc. a total amount of no more than \$88,903.00 (eighty eight thousand nine hundred and three dollars). CAOF will invoice the RECIPIENT monthly in the amount of \$14,817.00 for five months with the last invoice being for \$14,818.00 for the remaining month of service to be provided to the program. Invoices shall be prepared and addressed to: Ms. Rose Raynak, Director of Federal Programs for Gadsden County Schools. The monthly invoices will be sent in by the 20<sup>th</sup> of each month and will be payable on the last day of the month. The invoices will document the services provided and deliverables completed, including student sign in sheets, results of pre and post testing, samples of student portfolios, and other documentation of services and content as applicable.

(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 \$88,903.00

(d) In the event it becomes necessary for the CONTRACTOR to commence collection proceedings or retain an attorney to enforce any of the terms of this Agreement, RECIPIENT shall pay attorneys' fees and the costs of collection incurred by the CONTRACTOR.

#### **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. The CONTRACTOR shall retain all required records for five (5) years after the RECIPIENT makes the final payment and all other pending matters are closed. The CONTRACTOR shall maintain accurate, current, and complete disclosure of all financial and/or activity results/records of the project in accordance with established Federal and District requirements

#### **ARTICLE 8. TERMINATION OF AGREEMENT**

The parties hereto contemplate this contract to run for the duration of the grant award subject to annual review and renewal 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. Upon termination, RECIPIENT shall be responsible for payment of all costs incurred by CONTRACTOR in the performance of the Agreement prior to termination.

#### **ARTICLE 9. AMENDMENTS**

Any changes must be mutually agreed upon and incorporated in written amendments to this AGREEMENT.

#### **ARTICLE 10. 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. CONTRACTOR shall be acting as independent CONTRACTOR in the performance of this Agreement, and shall be responsible for the payment of claims for loss, personal injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the Services for which they may be held liable under applicable law. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this Agreement.

#### **ARTICLE 11. 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 12. ADMINISTRATION OF AGREEMENT**

(a) The RECIPIENT'S contract administrator and contact is Ms. Sherrie Taylor and/or her designee.

- (b) The CONTRACTOR contract administrator and contact is Ms. Rose Raynak, Director of Federal Programs and/or her designee.
- (c) All written and verbal approvals must be obtained from the parties' contract administrator or their designees.
- (d) This contract shall be governed by and construed under the laws of the State of Florida.

**ARTICLE 13. 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.

CONFLICT OF INTEREST: As of the date of this Agreement, the CONTRACTOR is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the Agreement.

**ARTICLE 14. 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 Ms. Sherrie Taylor, Owner Children Are Our Future, Inc. have executed this AGREEMENT.

\_\_\_\_\_  
 Ms. Sherrie Taylor, Program Director  
 Children Are Our Future, Inc.

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Mr. Reginald James  
 Superintendent of Schools

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Mr. Judge Helms  
 Chairman, Gadsden County School Board

\_\_\_\_\_  
 Date



**GCSD After-School Tutorial Program Grant Application**

**Children Are Our Future, Inc.**

**Post Office Box 1602**

**Quincy, Florida 32353**

**Sherrie Taylor – Program Director**

**850-627-4239**

***I, Sherrie Taylor, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate district school district, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.***

***Sherrie Taylor* 10/17/18 **Signature and Date****

*Proposal amended 11/15/12 after consultation with Children Are Our Future, Inc. Senior recommended for contract*

## NARRATIVE

### MANAGEMENT APPROACH

It is the mission of Children Are Our Future, Inc. to provide comprehensive, holistic and collaborative programs and services to meet the growing needs and new challenges facing our 21<sup>st</sup> century, at risk youth of Gadsden County. Our comprehensive program entails providing academic, personal, and cultural enrichment services to our youth. We strive for excellence and believe in effective programming, operated in an efficient manner. The Program Director regularly monitors the goals and objectives of the program in terms of quantitative and qualitative performance measures, establishes indicators for the program, and makes adjustments to the program to ensure it is meeting the needs of the targeted student population. The Director will maintain the program's timetable for implementation of services and deliverables to make sure they are met or adjustments are made to program services if needed. The Program Director will review data results and outcomes which are tabulated monthly (e.g. written formative reports, written summarative reports) and make results available to all key stakeholders. If any project is not meeting the stated outcome or objectives, it will be revised or modified. The program will strictly adhere to any deadlines given by the Gadsden County School District.

### CAPABILITIES AND EXPERIENCE

Children Are Our Future (CAOF) is a community nonprofit organization founded by Sherrie Taylor in 1993. Since its inception, Children Our Future has provided afterschool academic enrichment services to the community, serving over 2,300 families and 5,000 students in Gadsden County. As a certified Supplemental Educational Services provider through the Florida Department of Education, CAOF offers high quality research based instruction. CAOF received a rating of "Excellent" for the last two consecutive school terms, 2010-2011 and 2011-2012. Embracing public and private partnerships, CAOF has partnerships with the Gadsden County School System for data collection and transportation services, the Gadsden County Public Library for literary services, the Gadsden County Health Department, professional associations (arts/crafts guilds, etc.), churches, youth clubs, and private businesses.

### WORK STATEMENT AND SCHEDULE

**Target Population** - For students enrolled in Gretna Elementary School and St. John Elementary School, Children Are Our Future, Inc. will provide academic and personal enrichment services with a focus on one-to-one tutoring to improve student achievement in Math, Reading, and Writing. Priority will be given to students enrolled in grades 3-5 and those students who are currently performing below grade level and/or who have previously scored a Level 1 or 2 on the state accountability test (FCAT). A maximum of ~~90~~ students will be served at each school with a pupil to teacher ratio of ~~18~~ students to 1 teacher. Students will receive two hours of academic enrichment (tutorial) services daily and personal enrichment services weekly from CAOF. Operational service hours will be: Monday through Thursday from 3:30 p.m. until 6:00 p.m. starting ~~October 29, 2012~~ and ending May 17, 2013. Snacks and transportation will be provided daily to all students. CAOF shall ensure that sufficient safety mechanisms are in place while youth are attending the program and that students are safely transported home.

*80 students at each school*

*80 going to 1:18 ratio*

### Project Curriculum

The selected activities and curriculum material have been researched, tested and approved by the educational community, and used regularly to support and enhance the Florida academic system. The

*November 28, 2012 pending Board approval*

activities and curriculum used by CAOF support the common core standards as well as the Just Read! Florida Initiatives' Recommended Reading List. Utilizing the computer lab of the school, participants will gain access to FCAT Explorer, Success Maker, Reading and Math programs to further enhance their Reading, Writing and Math skills.

**PERFORMANCE DELIVERABLE #1 - READING**

- ❖ 80% of participants will increase their reading skills in the components of reading fluency, early literacy, spelling and comprehension.

**Specific Measure and Data Sources**

- ❖ The Program will provide group and one-to-one tutoring in Reading daily or as needed to meet the needs as prescribed by AIMS.
- ❖ The local school library will provide books to the program bi-monthly.
- ❖ Participants will be guided to read a variety of books including history, poetry and biographies to support "Just Read, Florida."

**Method of Data Collection**

- ❖ Students will take reading pre-test to assess and identify participants' reading level.
- ❖ Participants will be guided to read a variety of books to include history, poetry and biographies to support "Just Read, Florida."
- ❖ Participants will take part in weekly Reading Group Discussions to enhance comprehension.
- ❖ Student attendance will be taken daily by CAOF instructors; Daily Attendance Log.
- ❖ Participation log will be kept for each activity.
- ❖ Students will participate in FDOE approved Reading online programs and activities.
- ❖ Students will take Reading post-test to assess progress made and reading level.

**Timeline** *11/28/12 - 12/20/12*

- ❖ ~~10/30/12 - 11/29/12~~ *11/28/12 - 12/20/12* Pre testing - Gadsden County Schools Test Maker and Reading (Reading Prompts)
- ❖ 11/30/12 - 1/30/13 Academic enrichment Activities including Reading online
- ❖ 2/1/13 - 3/30/13 FCAT Prep & In-house Assessment; Reading Prompts
- ❖ 4/1/13 - 5/1/13 Enrichment Activities including Reading online
- ❖ 5/1/13 - 5/15/13 Post testing - Reading Prompts

**Methods for Assessing Progress**

- ❖ Regular School Reading grades each 9 weeks (School Report Card)
- ❖ Bi-monthly portfolios
- ❖ Pre and Post-test results
- ❖ Online Reading program progress reports (Imagine It! Success Maker, etc.)
- ❖ Standardized Reading tests (FCAT, Sat-10)
- ❖ Local school library and CAOF records will show student participation and progress using literacy-to-learn programming

*Start date 11/28/12  
Pending Board approval*

Children Are Our Future will utilize the SRA/McGraw-Hill Open Court Imagine It! Reading program currently being used in the selected schools. Imagine It! incorporates direct instruction for small and large group learning, plus it has a technology component which allows students the opportunity for individual Reading skill practice on classroom computers. The Imagine It! and Scholastic programs have technology

components giving students opportunities to complete computer based activities which reinforce what has been taught. Reading tutorials are all rooted in the Sunshine State Standards Benchmarks for Reading. They address components of the Just Read Florida Initiative as well. Students engage in activities that address basic reading skills as well as enrichment skills integrating writing and visual arts. We use the reading club model to form weekly student reading and discussion groups. Students use the local school library to check out books to prepare for the club discussions.

**PERFORMANCE DELIVERABLE #2 - WRITING**

- ❖ 80% of participants will increase their academic success in school and maintain a “C” or higher average in Writing and Language Arts and achieve grade level or above on FCAT 2013.

**Specific Measure and Data Sources**

- ❖ All participants will receive intensive academic tutoring and remedial instruction as needed, using individual/small group, volunteers or mentor instruction, for a total of four (4) hours each week in Writing and Language Arts.

**Method of Data Collection**

- ❖ A Writing Journal will be kept by each student and reviewed by staff for progress.
- ❖ Student attendance will be taken daily by CAOF instructors; Daily Attendance/Participation Log.
- ❖ Each nine weeks, the Program Director and instructional staff will review all participants' regular school report cards to monitor program effectiveness and student achievement.
- ❖ Participants will receive a bi-monthly report card from CAOF that monitors the individualized instructional needs for academic support and success, representing student achievement in the program, not the school district.

**Timeline**

- ❖ ~~11/30/12 - 11/29/12~~ <sup>11/28/12 - 12/20/12</sup> Pre testing - Gadsden County Schools Test Maker and Writing (Writing Prompts)
- ❖ 11/30/12 – 1/30/13 Academic enrichment Activities
- ❖ 2/1/13 – 3/30/13 FCAT Prep & In-house Assessment; Writing Prompts
- ❖ 4/1/13 – 5/1/13 Enrichment Activities
- ❖ 5/1/13 – 5/15/13 Post testing – Writing Prompts

**Methods for Assessing Progress**

- ❖ Writing Prompts Results
- ❖ Journal Review by qualified staff
- ❖ Regular School Writing/Language Arts grades each 9 weeks (School Report Card)
- ❖ Bi-monthly portfolios
- ❖ Pre and Post-test results
- ❖ Standardized tests (FCAT, Sat-10 and Florida Writes)

All of the academic subject area classes and tutorial activities facilitated by Children Are Our Future, Inc. are designed to increase student achievement. Reading, Writing, Mathematics, and individual tutorials incorporate FCAT skills through the use of FCAT instruction and supplementary materials. Students rotate daily through a computer lab where they utilize the FCAT Explorer internet resource and other FCAT-oriented software. Students also use the Scholastic Online resource to access Reading, Writing and Math materials, supplemental lessons through interactive games and puzzles to reinforce basic Reading,

*Start date 11/28/12 pending Board approval*

Writing, and Math skills. All students will take pre and post tests. They will keep a journal and be given writing prompts throughout the year on topics of their interest. The journal will be viewed by qualified staff to assist students in their area(s) of deficiency. Strategies will then be implemented to strengthen students where their deficiency lies.

**PERFORMANCE DELIVERABLE #3 - MATH**

- ❖ 80% of participants will increase their academic success in school and maintain a “C” or higher average in Math and achieve grade level or above on FCAT 2013.

**Specific Measure and Data Sources**

- ❖ All participants will receive intensive academic tutoring, homework assistance and remedial instruction as needed, using individual/small group, volunteers or mentor instruction, for a total of four (4) hours each week in Math.

**Method of Data Collection**

- ❖ Each nine weeks, the Site Coordinator and instructional staff will review all participants' regular school report cards to monitor program effectiveness and student achievement.
- ❖ Participants will receive a bi-monthly report card from CAOF that monitors the individualized instructional needs for academic support and success, representing student achievement in the program, not the school district.
- ❖ Student attendance will be taken daily by CAOF instructors; Daily Attendance Log.

**Timeline**

- ❖ ~~10/30/12 - 11/29/12~~ <sup>11/28/12 - 12/20/12</sup> Pre testing - Gadsden County Schools Test Maker and Math
- ❖ 11/30/12 – 1/30/13 Academic enrichment Activities including Math online
- ❖ 2/1/13 – 3/30/13 FCAT Prep & In-house Assessment;
- ❖ 4/1/13 – 5/1/13 Enrichment Activities including Math online
- ❖ 5/1/13 – 5/15/13 Post testing

**Methods for assessing progress**

- ❖ Regular School Math grades each 9 weeks (School Report Card)
- ❖ Bi-monthly portfolios
- ❖ Pre and Post-test results
- ❖ Standardized Math tests (FCAT, Sat-10)
- ❖ Online Math skills practice tests

The program's Math curriculum is Everyday Mathematics, which was developed by the University of Chicago in conjunction with McGraw-Hill. It builds students' Mathematical knowledge from the basics to higher-order thinking and critical problem solving. This curriculum program provides a balanced blend of whole-group, small group, and individual activities thereby allowing students to learn from the teacher, coordinate with peers, and develop a concrete understanding of Math through personal practice. One feature that makes Everyday Mathematics ideal for our program is its potential for open-ended and long-term tasks. This requires abstract thinking, the application of multiple skills, and hands-on exploration of key concepts. Additionally, Children Are Our Future will utilize the Harcourt-Brace Math Advantage program currently used in the selected counties. This program allows the teacher to teach Math skills to students in large and small groups using a variety of methods.

*start date 1/28/12  
pending  
Board approval*

**PERFORMANCE DELIVERABLE #4 - PERSONAL ENRICHMENT**

- ❖ 100% of participants will participate in personal enrichment activities to include: Physical Fitness and Health, Character Education, and Cultural Enrichment.

**Specific Measure and Data Sources**

Physical Fitness and Health

- ❖ 100% of participants will engage in physical fitness activities at the Center and learn of activities that they can do on their own. (walking, exercising, etc.)
- ❖ Participants will learn the nutritional needs of the body and understand the dangers of obesity.

Character Education:

- ❖ 100% of participants will engage in character education activities using the Positive Action program.
- ❖ Participants will learn character building skills to help with conflict resolution as well as help them become more self-aware and responsible for their own actions.
- ❖ Participant will understand the value of and participate in community service activities.

Cultural Awareness

- ❖ 100% of participants will engage in Cultural Awareness activities to include educational field trips.
- ❖ Students will understand the concept of diversity and the benefits of diversity.

**Method of Data Collection**

- ❖ Participants will take part in pre-screening evaluations to identify any existing health issues and concerns at the beginning of the program.
- ❖ Student attendance records will show program participation, while regular school day performance will reflect improvements in overall conduct and attitudes.

**Timeline**

- ❖ **Physical Fitness and Health, Character Education, and Cultural Enrichment**
- ❖ ~~10/30/12~~ ~~11/30/12~~ Presidential Physical Fitness and Health Screenings; Self-assessment on behaviors, drugs and gangs
- ❖ 11/30/12 – 1/30/13 Personal Enrichment Activities; Field Trip; Community Service Project
- ❖ 2/1/13 – 3/30/13 Presidential Challenge Assessment; In-house Self-Assessment
- ❖ 4/1/13 – 5/15/13 Enrichment Activities; Field Trip; Community Service Project

**Methods for assessing progress**

- ❖ Health Screenings and Presidential Challenge Results (Bi-annual)
- ❖ Pre- and post-test in Behavior Modification, Drug Awareness and Gangs

Students rotate weekly through a variety of extra-curricular activities: **Character Education:** We strongly believe character affects every aspect of your life and can determine your level of academic success as well as success in life. We have incorporated the Positive Action curriculum with community service activities as our primary teaching guide. Its research-based philosophy and framework have proven to improve student attitudes and achievement level. **Physical Fitness and Health:** CAOF will utilize the school's playground to engage students in group activities encouraging team-building skills as well as unstructured play. We will teach students to appreciate diversity through our **Cultural Enrichment** activities. Students will also experience diversity and cultural awareness through our educational field trips.

*11/28/12  
to 12/20/12  
based on  
start date  
of 11/28/12  
pending  
Board  
approval*

**PRICE QUOTATION – BUDGET (Gretna & St. John Elementary)**

(1)	(2)	(3)	(4)	(5)
ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	
Program Director- oversee grant operations, program coordination (25 hrs/wk @ \$25/hr for 25 weeks) <i>21 wks</i>	.05	15,625.00 <i>13,250</i>	100%	
Teachers- coordinates classroom activities 8 hrs/wk @ \$20/hr for 25 weeks) <i>21 wks</i>	10	40,000.00 <i>33,600</i>	100%	
Paraprofessionals – assist in classrooms (8 hrs/wk @ \$12/hr for 25 weeks) <i>21 wks</i>	26	4,800.00 <i>12,096</i>	100%	
Bus Drivers (Gretna, St John) (8 hrs/wk @ \$12/hr for 25 weeks) <i>21 wks</i>	2	4,032 <i>4,800.00</i>	100%	
Transportation Mileage - transport students from after school program (50 miles x 2 schools x \$1.25 x 100 days) <i>83 days</i>		12,500.00 <i>10,315</i>	100%	
Field Trips - trips to 2 museums & space tech 3 trips x 2 schools x 90 students @ \$10.00/stu <i>80 students</i>		5,400.00 <i>4,800</i>	100%	
Computer Software - (Software for students' learning program)		2,000.00	100%	
Classroom Supplies - (Paper, folders, pencils, pens, staplers, cartridges)		1,500.00	100%	
Education Materials - (Reading, Math, Writing, Lang. Arts & computer books & ref. materials)		3,500.00	100%	
Copying and Printing - (Copying grade sheets, lesson plans, progress reports, etc.)		875.00	100%	
Program Supplies (P. E. Equipment, Character Ed. & Cultural Enrichment)		3,000.00	100%	
<b>Total</b>		<b>94,000.00</b> <i>\$88,903</i>		

## Request for Proposal Sealed Bid Review

10:00 a.m. Monday, October 22, 2012

Superintendent's Office, District School Board

Gadsden County School Board Policy states that all contracts for over \$15,000 in expenditures during one fiscal year must be either bid or have the appropriate sole source documentation attached before School Board Approval. The following area was advertised in the Twin City News on October 11th, 2012 requesting proposals to meet district needs:

1. After-school Tutorial Program Services – Gretna and St. John Elementary Schools

The following sealed bids were received in the GCPS Business and Finance Department before the deadline of October 18, 2012 at 4:30 p.m.:

1. Communities In Schools of Gadsden – bid at \$61,500 per school for a total of \$123,000
2. Children Are Our Future, Inc. – bid at \$47,000 per school for a total of \$94,000

Review Committee Members included:

- Superintendent, Mr. Reginald James
- Deputy Superintendent, Ms. Rosalyn W. Smith
- Education Transformation Office Director, Mr. James R. Mills
- Federal Programs Director, Ms. Rose Raynak

Meeting Minutes

- Meeting was called to order by Ms. Smith.
- All sealed bids were presented to the committee by Ms. Raynak who received them from Ms. King's office in Business and Finance.
- Both responses were opened by the committee
- Responses were reviewed for content and to ensure they addressed the criteria set forth in the individual RFP's (copies of the RFPs were provided to the committee by Ms. Raynak as they appeared in the newspaper.)
- The committee recommended the following agency to be forwarded to the School Board for approval:
  - Children Are Our Future, Inc. based on being the lowest bidder
- Ms. Smith called for a vote and it was unanimous to recommend Children Are Our Future, Inc. based on the proposal of equivalent services offered at the lowest bid
- The meeting was adjourned by Ms. Smith at 10:30 a.m.

**NOTE:** The official published Request for Proposal that was noticed in the newspaper set the budget period from date of approval by GCPS School Board to June 30, 2012. Proposal submitted by Children Are Our Future, Inc. said their start date would begin October 29, 2012. Based on the length of elapsed time between the bid committee recommendation and possible implementation date of November 28, 2012 (pending Board approval), the recommended bid by Children Are Our Future, Inc. has been prorated and adjusted (after consultation and agreement with contractor) to a final figure of \$88,903.00 being recommended for the services proposed.



*R. W. Smith*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7g

DATE OF SCHOOL BOARD MEETING: November 20, 2012

TITLE OF AGENDA ITEM: System Upgrade for Skyward System Migration

DIVISION: Technology Department

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

**PURPOSE AND SUMMARY OF ITEM:**

Board approval is requested for Purchase Order 184017 to Mainline Information Systems in the amount of \$21,383.30. The requested sum will be used to upgrade the current system, hardware and software, to accommodate the migration of our current student data to the new Skyward Student System.

FUND SOURCE: Capital Outlay

AMOUNT: \$21,383.30

PREPARED BY: Darlean Youmans *DY*

POSITION: Administrative Technology Coordinator

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: \_\_\_\_\_

2012 NOV -9 AM 10: 57  
GARDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT

**THE SCHOOL BOARD OF GADSDEN COUNTY**

DATE

PURCHASE ORDER NO.

11/08/12

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

184017

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<p><b>VENDOR</b> VM01650000</p> <p>MAINLINE INFORMATION SYSTEMS                  1700 SUMMIT LAKE DRIVE                  TALLAHASSEE FL 32317</p>	<p align="center"><b>SHIP TO THIS ADDRESS</b></p> <p>MEDIA/TECH GADSDEN CO SCHL BRD                  35 MARTIN LUTHER KING JR BLVD                  QUINCY FL 32351</p>
---	---

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
------------------------	-------------	----------------

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
----------	-------------	-------------	------------	-------

ATTN: MEDIA & TECH/ D. YOUMANS

		GSA CONTRACT # GS-35F-0216L		
1	BZ8HYK1	MEMORY AND DISK UPGRAD	14070.20	14070.20
1	BZ8HYK2	VMWARE LICESENCE UPGRADE	7313.10	7313.10

PAY TERMS: NET 30

TOTAL 21,383.30

- All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
- If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
- Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	21,383.30	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
110	B200	643	9001	1109990		21383.30	



GSA  
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Acquisition  
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## Contractor Information

(Vendors) [How to change your company information](#)

<p><b>Contract #:</b> GS-35F-0216L  <b>Contractor:</b> MAINLINE INFORMATION SYSTEMS, INC.  <b>Address:</b> 1700 SUMMIT LAKE DR                  TALLAHASSEE, FL 32317-7935  <b>Phone:</b> 850-219-5183  <b>E-Mail:</b> <a href="mailto:Rob.Butler@mainline.com">Rob.Butler@mainline.com</a>  <b>Web Address:</b> <a href="http://www.mainline.com">http://www.mainline.com</a>  <b>DUNS:</b> 626916779  <b>NAICS:</b> 443120</p>	<p><b>Socio-Economic :</b> Other than small business  <b>EPLS :</b> Contractor not found on the Excluded Parties List System  <b>Govt. Contracting Officer:</b>                  MONA SETTLE                  Phone: 703-605-2655                  E-Mail: <a href="mailto:mona.settle@gsa.gov">mona.settle@gsa.gov</a></p> <p><b>Contract Clauses/Exceptions:</b>  <a href="#">View the specifics for this contract</a></p>
--	--

Source	Title	Contract Number	Contractor T&Cs /Pricelist	Contract End Date	Category	View Catalog
70	GENERAL PURPOSE COMMERCIAL INFORMATION TECHNOLOGY EQUIPMENT, SOFTWARE, AND SERVICES	GS-35F-0216L		Feb 6, 2016	132 12 132 3 132 32 132 33 132 34 132 51 132 8	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">     </div> <div style="text-align: center;"> </div> </div>

11/8/2012

Darlean Youmans  
Coor. of Data Processing  
Gadsden County School Board  
35 Martin L. King, Jr. Blvd.  
Quincy, FL 32351

Dear Darlean,

I would like to thank you for sharing your time to discuss our new IBM System x Offerings. Based on our discussions, I have attached a proposal for the IBM System x that is relevant to your environment.

This proposal reflects our objective to assist Gadsden County School Board in achieving its goals by leveraging our proven X Architecture and to help minimize impact to your normal operations. System x servers provide innovative technology features that deliver time-saving, cost-savings benefits. With outstanding value for money, the System x servers are the best of IBM engineering delivered in an industry-standard platform.

The IBM System x platform can help you realize financial impact over the next three years and can affect your business in positive ways by helping to:

- Rapidly respond to changing business requirements and exploit new opportunities
- Reduce the total cost of acquisition and operations
- More efficiently use IT resources and assets
- Base your business on a solid platform that helps assure high availability

This proposal demonstrates our long-term commitment to a successful relationship with you in achieving your business objectives. Thank you for considering the attached proposal to meet your requirements. I look forward to discussing the elements of this proposal with you in detail. Please feel free to contact me for any additional information.

Sincerely,

*Paul Middleton*

Paul Middleton  
Account Executive  
Mainline Information Systems  
Jacksonville, Florida 32259

IMPROVE SERVICE. MANAGE COST. REDUCE RISK.



From the  
**DATA CENTER**  
to the **DESKTOP**

## Blade Upgrade

Quote Number: 8Z8HYK-1

Date: 11/8/2012

**Prepared For:**

Darlean Youmans  
Coor. of Data Processing  
Gadsden County School Board  
35 Martin L. King, Jr. Blvd.  
Quincy, FL 32351  
(850) 627-9651  
youmans\_d@firn.edu

**Prepared By:**

Paul Middleton  
Account Executive  
Mainline Information Systems, Inc.  
(904) 260-1758  
paul.middleton@mainline.com

**CONFIDENTIAL**

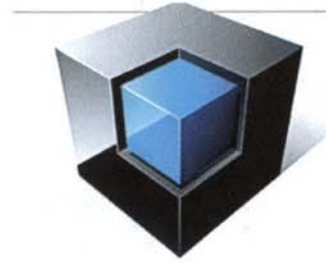
PLEASE NOTE: This Proposal contains system configuration, pricing, and other business information that has been developed by Mainline Information Systems, Inc. using proprietary methodologies designed to provide optimal solutions to your firm's business needs as you have expressed them to us. The information contained herein is therefore confidential in nature and is to be treated as your firm would treat its own confidential information and not disclosed to any employee of your firm not having a need to know or anyone who is not an employee of your firm without our express written permission.

**IMPROVE SERVICE. MANAGE COST. REDUCE RISK.**



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## Cost Savings, Consolidation & Performance

IBM System x Servers

### Expertise and Experience from a Local Solution Provider

Mainline Information Systems has achieved IBM's System x Specialty for our dedication to x86 technology and our commitment to providing our customers with innovative solutions that deliver proven performance, cost savings, reliability, availability and scalability.

Mainline uses a team of experts, which includes account executives, systems engineers, systems architects and project managers to support our clients through every stage of solution implementation. This team works together to provide comprehensive and cost effective technology solutions for our clients. Mainline holds more than 400 technical certifications across the entire IBM solution portfolio.

Mainline works with leading technology manufacturers and software providers – such as IBM, HP, VMware, Red Hat, and Cisco – leveraging decades of innovation to enable companies to succeed through highly efficient, cost effective and easily managed infrastructure. Mainline provides infrastructure solutions and services for consolidation, optimization, virtualization, business continuity, security, systems management and networking. We also help our clients with IT asset management using in-house experts in multi-vendor maintenance and financing.

Nothing better illustrates Mainline's technical and industry-specific expertise than feedback from our customers. Since the customer is at the heart of everything we do, it is important that their experience be understood. To date, Mainline has achieved a 98% customer satisfaction rating and is always working hard to increase quality and speed of service for our customers.

### The Mainline Team: Certified Experts with Extensive Experience

Mainline's technical experts have an average of more than 25 years in the industry. Our account team takes the time to understand each customer's business, then, recommend technology to enhance that business. Our execution model combines local product specialists, senior systems engineers, solution architects and customer care specialists, forming a team of resources that truly sets Mainline apart from other solution providers.

### System x and BladeCenter Servers and Tools:

- Are designed to lower energy usage through improved efficiency & cooling technologies
- Reduce total cost of ownership
- Enable efficient management of IT resources
- Leverage consolidation & virtualization to increase hardware utilization & decrease the actual number of physical servers

System x and BladeCenter servers can help cut costs with technologies that not only increase performance per watt, but also help plan and control their power usage. With the IBM Director extension, IBM Virtualization

Manager, managing your virtualized server is even easier, giving you a single interface to manage physical and virtual systems from almost anywhere.

### Manage Growth & Complexity

The proliferation of servers brings management and asset control issues. Intelligent, open management tools on System x servers, such as IBM Director, help simplify your infrastructure and reduce costs while tracking and deploying assets, optimizing performance, and enabling remote maintenance.

A smart system design that includes multiple layers of redundancy and memory protection combined with advanced availability tools, like light path diagnostics and Predictive Failure Analysis®, deliver industry-leading capabilities to identify hardware problems before they happen and fix them quickly. These tools help keep your systems up and running. Plus, most System x servers possess a “call-home” feature enabling the servers to independently place help calls directly to IBM service and support, saving time and minimizing downtime! With the ability to scale up to 8 sockets, you can grow as needed.

### Security & Risk Mitigation

The rising volume and sophistication of new threats have increased the demand for improved security and resiliency measures for businesses of all sizes. By enhancing security and resiliency, IT becomes more responsive and better prepared to meet the needs of the business. IBM System x and BladeCenter Servers deliver:

- Infrastructure security & resiliency
- Information & data protection
- Regulatory compliance capabilities

Proactive, secure, integrated tools provided by System x and BladeCenter servers enable a single, secure, consistent interface to manage your IT. An intelligent system design that includes multiple layers of redundancy, memory protection and advanced availability tools provides the critical resiliency you need.



## IBM System Storage EXP3500 Express

*Low-cost, high-performance 6 Gbps SAS expansion units*



### Highlights

- Provides a highly available storage system by supporting attachment to the IBM System Storage DS3500 Express external controller
- Next-generation SAS expansion enclosure supports high bandwidth and random I/O applications with 6 Gbps x4-wide SAS ports
- Can support up to 24.0 TB of SAS disk storage in a single enclosure and up to 384 TB when fully expanded up to 192 drives
- Uses enterprise class, engineering and development to help ensure best-of-breed technology and robustness
- High-performance SAS, capacity-optimized SAS hard disk drives and self-encrypting drives (SEDs) intermix support
- Redundant components help support continuous access to data for data availability 24x7
- IBM® System Storage® EXP3512 and System Storage EXP3524 expansion units can be intermixed behind a single System Storage DS3500 for optimal data utilization and efficiency
- EXP3512 can offer the highest flexibility with support for a full range of requirements—high capacity and low cost to high-performance critical applications
- EXP3524 is ideal for IOPs-intensive applications and energy efficiency requirements with the highest IOPs/watt and 134 percent improvement in IOPs/U (compared to EXP3000 expansion unit)
- Power supplies designed to meet multiple power efficiency standards
- Uses Storage Bridge Bay (SBB) standard architecture designed for robust system environments

The IBM System Storage EXP3512 and System Storage EXP3524 expansion units are designed to affordably meet the demanding data requirements of today and tomorrow by building on over 30 years of design expertise. IBM's legacy in enterprise storage systems, with next-generation 6 Gbps SAS drive technology, enables the System Storage EXP3500 expansion units to deliver best-of-breed technology, reliability and performance. With two models available, the EXP3500 expansion units are 2U cabinet-mountable 6 Gbps drive enclosures that are designed to support either a total of twelve 3.5-inch SAS drives (EXP3512) or twenty-four 2.5-inch SAS drives (EXP3524) for optimal flexibility and efficiency. The EXP3500 expansion units can be a key component of a high-performance storage solution. With each external SAS port on the environmental service module (ESM) supporting a 6 Gbps x4-wide connection, the EXP3500 can achieve excellent throughput to the host.

With global commerce and 24x7 information available on-demand, businesses require continuous access to information in order to be productive, competitive and to ensure customer satisfaction. The EXP3500 expansion units offer the assurance of high availability with redundant power supplies and ESMS which help ensure that contact with the drives continues even in the rare instance of a component failure. With hot-swappable components, you can remove and replace ESMS, power supplies and drives with minimal or no downtime. The struggle to manage escalating data volumes also will not stop, even in a slow-growth economy. The EXP3500 expansion units, with next-generation 6 Gbps SAS back-end technology, provides organizations with a seamless path to external storage—improving performance and scalability, while lowering power consumption—all within a small footprint.

## Features and Benefits

### *Next-generation SAS expansion enclosures*

- Affordable entry point with midrange performance and reliability
- 6 Gbps x4 wide SAS ports supports high bandwidth and random I/O applications

### *Scalable up to 192 drives with optional mixing of EXP3512 and EXP3524 enclosures*

- Start small and grow your configuration as storage demands change
- A choice of EXP3512 and EXP3524 allows for flexibility to choose the optimal enclosure based on organizational requirement
- EXP3512 can offer the highest flexibility with support for a full range of requirements—high capacity and low cost to high-performance critical applications
- EXP3524 is ideal for IOPs-intensive applications and energy-efficiency requirements with the highest IOPs/watt and 134% improvement in IOPs/U (compared to EXP3000 expansion unit)

### *Supports high-performance SAS, capacity-optimized SAS drives and SEDs*

- Multiple drive support increases efficiencies, which provides large consolidation and virtualization projects while helping keep costs low
- Support of self-encrypting drives enables relentless data protection

### *Redundant and hot-swappable ESMs, power supplies and drives*

- Key component of a highly available and reliable storage configuration
- Support constant access to data 24x7

### *Power supplies designed to meet multiple power efficiency standards*

- Power efficiencies help meet green initiatives and reduce overall energy expenditures

## GSA Contract Pricing

### Mainline's GSA Contract

---

The pricing in this proposal meets the GSA pricing and in some cases the discounts exceed the GSA discounts.

Contract #: GS-35F-0216L  
Contractor: MAINLINE INFORMATION SYSTEMS, INC.  
Address: 1700 SUMMIT LAKE DR  
TALLAHASSEE, FL 32317-7935  
Phone: 850-219-5183  
E-Mail: [Rob.Butler@mainline.com](mailto:Rob.Butler@mainline.com)  
Web Address: <http://www.mainline.com>  
DUNS:

URL location:

[http://www.gsaelibrary.gsa.gov/ElibMain/contractorInfo.do?contractNumber=GS-35F-0216L&contractorName=MAINLINE+INFORMATION+SYSTEMS%2C+INC.&executeQuery=](http://www.gsaelibrary.gsa.gov/ElibMain/contractorInfo.do?contractNumber=GS-35F-0216L&contractorName=MAINLINE+INFORMATION+SYSTEMS%2C+INC.&executeQuery=YES)  
[YES](http://www.gsaelibrary.gsa.gov/ElibMain/contractorInfo.do?contractNumber=GS-35F-0216L&contractorName=MAINLINE+INFORMATION+SYSTEMS%2C+INC.&executeQuery=YES)

## Memory and Disk Upgrade (8Z8HYK-1-1)

<u>Product Code</u>	<u>Product Name</u>	<u>Qty</u>	<u>Unit List</u>	<u>Sales %</u>	<u>Unit Sales</u>	<u>Extended Sales</u>
49Y1431	** EOL 12/31/2012 ** - 8GB (1x8GB, 2Rx4, 1.5V) PC3-10600 CL9 ECC DDR3 1333MHz VLP RDIMM	18	\$169.00	5.0 %	\$160.55	\$2,889.90
1746A2E	IBM System Storage EXP3512 Express Storage Expansion Unit	1	\$3,399.00	15.0 %	\$2,889.15	\$2,889.15
49Y1861	450GB 3.5in 15K 6Gb SAS HDD	12	\$579.00	11.0 %	\$515.31	\$6,183.72
88Y8212	3 Year Onsite Repair 24x7 4 Hour Response	1	\$1,200.00	5.0 %	\$1,140.00	\$1,140.00
69Y0245	Environmental Services Module (ESM)	1	\$849.00	11.0 %	\$755.61	\$755.61
39R6529	IBM 1m SAS Cable	2	\$119.00	11.0 %	\$105.91	\$211.82
<b>Grand Total</b>					<b>\$14,070.20</b>	

## VMWare License Upgrade for Additional Memory (8Z8HYK-1-2)

<u>Product Code</u>	<u>Product Name</u>	<u>Qty</u>	<u>Unit List</u>	<u>Sales %</u>	<u>Unit Sales</u>	<u>Extended Sales</u>
VS5-ENT-EPL-UG-A	Academic Upgrade: VMware vSphere 5 Enterprise to vSphere 5 Enterprise Plus for 1 Processor-vSphere 5 Enterprise Plus. SNS is Required. Original FAC or Serial Number w/active SnS required. Only Partners authorized with a VMware Academic Specialization may have access to quote the Academic SKU's	6	\$409.00	5.0 %	\$388.55	\$2,331.30
VS5-ENT-PL-P-SSS-A	Academic Production Support/Subscription for VMware vSphere 5 Enterprise Plus for 1 processor for 1 year- Technical Support, 24 Hour Sev 1 Support -- 7 days a week.. Only Partners authorized with a VMware Academic Specialization may have access to quote the Academic SKU's	6	\$874.00	5.0 %	\$830.30	\$4,981.80
<b>Grand Total</b>						<b>\$7,313.10</b>

## Proposal Acceptance and Signature Page

Proposal for  
**Gadsden County School Board**  
 11/8/2012  
 Proposal Number: 8Z8HYK-1

Please select the solution(s) which best meet your needs:

Quote #	Configuration Name	Price
<input type="checkbox"/> 8Z8HYK-1-1	Memory and Disk Upgrade	\$14,070.20
<input type="checkbox"/> 8Z8HYK-1-2	VMWare License Upgrade for Additional Memory	\$7,313.10
	<b>Grand Total</b>	<b>\$21,383.30</b>

PO#: \_\_\_\_\_

Your signature below indicates your acceptance of this Proposal subject to Mainline's Purchase Agreement, which is hereby incorporated by reference and made a part hereof, except to the extent the Product Code references other terms and conditions. Execution of this Proposal or issuance of a Purchase Order authorizes Mainline to place on order, ship, and invoice the above listed Equipment, Third Party Products and Services, as applicable. Unless otherwise defined herein, all capitalized terms shall have the meanings ascribed to them in the applicable terms and conditions.

Price is valid for 30 days and subject to applicable taxes. Payment terms are net 30 days. The pricing set forth herein is based upon the applicable manufacturer's current pricing matrix and the application of all charges and/or credits. Mainline will advise Client in writing, prior to shipment, of any changes in pricing by the manufacturer that would affect this Proposal.

Please return an executed copy of this Proposal Acceptance and Signature Page to me via mail or fax at 888-381-6851. Thank you for your confidence in Mainline.

\_\_\_\_\_ Date  
 Gadsden County School Board Representative's  
 Authorized Signature/Title

\_\_\_\_\_ Date  
 Gadsden County School Board Representative's  
 Print Name/Title

\_\_\_\_\_ Date  
 Mainline Representative's  
 Authorized Signature/Title





SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

DATE OF SCHOOL BOARD MEETING: November 20, 2012

TITLE OF AGENDA ITEM: School Advisory Council Rosters

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

According to Florida Statues each school is to submit School Advisory Council Rosters to the School Board for approval. Each advisory council shall be composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Attached are School Advisory Council Rosters.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Audrey Lewis

POSITION: Parent Services Coordinator

---

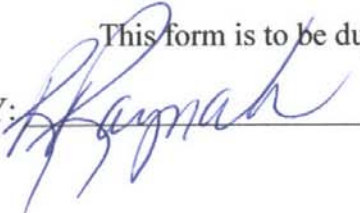
INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

This form is to be duplicated on light blue paper.

REVIEWED BY: 

**Gadsden County  
School Advisory Council Membership Roster**

School Year 2012-2013

School: James A. Shanks Middle School Telephone # (850) 875-8737

Principal's Signature Lamar Kirkland Date 8/20/12

SAC Chairperson's Signature Janey Dupont-Butler Date 11/8/2012

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Lamar Kirkland	21 Loblolly Lane Midway, FL 32343	575-8135	M	B	Principal	
Janey Dupont-Butler	P.O. Box 60 Quincy, FL 32351	875-9583	F	B	SAC Chair	Elected
Christina Robinson	320 David Thomas La	509-9028	F	B	Parent	Elected
Sherika Butler-Fields	335 Goldwire Road Quincy, FL 32351	274-8451	M	B	Parent	Elected
Sylvester Henderson	811 7 <sup>th</sup> Street Quincy, FL 32351	627-1117	M	B	Community	Elected
Stinson, Bill	5800 Old Federal Rd Quincy, FL 32351	627-7111	M	W	Community	Elected
Eugenia Combs	P.O. Box 382 Quincy, FL 32351	627-2643	F	B	Teacher	Elected
Pamela Jones	285 Hidden Lake Rd Havana, FL 32333	539-4941	F	B	Teacher	Elected
Fabiola Garcia	315 N. Key Street Quincy, FL 32351	875-3806	F	H	Community	Elected
Martha Beavers	45 Oak Grove Lane Quincy, FL 32351	627-2752	F	B	Staff	Elected
Kimberly McNeal	495 Spooner Rd Quincy, FL 32351	408-4525	F	B	Parent	Elected
Coswellyn Woods	165 Cypress Circle Quincy, FL 32351	442-4982	F	B	Parent	Elected
Shirley Commodore	3337 Little Zion Rd Sneads, FL	592-8768	F	B	Teacher	Elected
Rosita Ali	2510 Elliott St Tallahassee, FL 32304	545-2779	F	B	Staff	Elected
Melinda Michael	6981 Shady Grove Rd Quincy, FL 32442	272-3537	F	W	Teacher	Elected

**Gadsden County Public Schools  
School Advisory Council Membership Roster**

School Year 2012.2013

School Gadsden Technical Institute

Telephone (850) 875-8324

Principal's Signature *[Signature]*

Date Revised: 10.16.12

SAC Chairperson's Signature *[Signature]*

Date 10/16/12

Akins, Shelia <i>GTI/LPN</i>	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	F	B	Coordinator Nursing	Elected
Christopher, Jeff <i>GTI/Automotive</i>	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	M	W	Teacher	Elected
Clark, Michael <i>GTI/Welding</i>	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	M	W	Teacher	Elected
Farmer, Margaret <i>GTI/Stud. Service</i>	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	F	B	Teacher	Elected
Drake, Doris <i>GTI/LPN</i>	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	F	B	Teacher	Elected
Gibson, Don <i>GTI/Barbering</i>	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	M	B	Teacher	Elected
Howard, Bobby <i>Quincy Auto Pts</i>	1141 W. Jefferson Quincy, Fl 32351	850 627-9551	M	W	Business Partner	Elected
Jackson, Kareen <i>GTI/Business</i>	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	M	B	Teacher	Elected
McMillan, Bill <i>Concrete Serv</i>	1131 Dade St. Quincy, Florida 32351	850 875-1471	M	W	Business Partner	Elected
McMillian, M.E. <i>CNA</i>	434 Rosewood Street Quincy, Florida 32351	850 559-6098	F	W	Business Partner	Elected
McPhaul, David <i>GTI/Small Eng</i>	201 MLK, Jr. Blvd. Florida 32351	850 875-8324	M	W	Teacher	Elected
McSwain, Juanja <i>BE/AE</i>	1126 Brumby Street Quincy, Florida 32351	850 875-3388	F	B	Parent	Elected Chair
McSwain, Lamorris <i>Student</i>	1126 Brumby Street Quincy, Florida 32351	850 274-5875	M	B	Student	Elected
Moody, Latoya <i>GSS</i>	79 LaSalle Dr. Quincy, FL 32351	850 627-9758	F	B	Business Partner	Elected
Monroe, Dwanna <i>HNC/RN</i>	1780 St. Hebron Rd. Quincy, Florida 32351	850 627-6374	F	B	Business Partner	Elected Secretary
Pouncey, Maria <i>PAEC/Migrant</i>	500 W. King Street Quincy, Florida 32351	850 875-3806	F	H	Business Partner	Elected
Powell Thelma <i>Adult Education</i>	219 Crawford Street Quincy, Florida 32351	850 627-2335	F	B	Parent	Elected
Randolph, Fred <i>GTI/Adult Ed</i>	201 MLK, Jr. Blvd. Quincy, Florida 32351	850 875-8324	M	B	Teacher	Elected
Reffner, Georgeann <i>GTI/PCT</i>	201 MLK, Jr. Blvd. Quincy, Florida 32351	850 875-8324	F	W	Teacher	Elected
Riggins, Dale <i>GTI/Carpentry</i>	201 MLK, Jr. Blvd. Quincy, Florida 32351	850 875-8324	M	B	Teacher	Elected
Sloan-Young, Lenora <i>GTI/Nail Tech</i>	201 MLK, Jr. Blvd. Quincy, Florida 32351	850 875-8324	F	B	Teacher	Elected
Thomas, Kimberly <i>Thomas Hair Salon</i>	939 Tharpe Street Tallahassee, Fl 32310	850 577-0200	F	B	Business Partner	Elected
Thomas, Queen <i>Retired</i>	698 Mt. Hosea Church Quincy, Fl 32351	850 627-3222	F	B	Business Partner	Elected

GTI

Westbrook, K. GTI/LPN	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	F	B	Teacher	Elected
Whitmore, Larry GTI/Small Eng	1241 Tolar-White Quincy, FL 32351	850 442-9028	M	W	Business Partner	Elected Co-Chr
Williams, Eddie AE/Teacher	201 MLK, Jr. Blvd. Quincy, Florida 32351	850 875-8324	M	B	Teacher	Elected

**Gadsden County  
School Advisory Council Membership Roster**

School Year 2012-2013  
Greensboro Elementary School

Telephone # 442-6327

Principal's Signature Stephen Pitts

Date 10-3-12

SAC Chairperson's Signature Melissa Pride

Date 10-3-12

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Paula Avalos	183 Juniper Rd, Greensboro FL, 32330	442-4460	F	H	Parent	Chosen by peers
Shakelia Epps	733 Hanna Mill Rd Quincy, FL, 32351	491-3620	F	B	Parent	Chosen by peers
Tiffany Gonzalez	P.O Box 1238 Quincy FL, 32353	408-0101	F	B	Parent	Chosen by peers
Monica Grimaldo	155 Penny Keever Ln Greensboro FL 32330	491-1868	F	H	Parent	Chosen by peers
Elvia Vargas	PO Box 540 Greensboro, FL 32330	442-4557	F	H	Parent	Chosen by peers
Jennifer Rodriguez	187 Juniper Rd Greensboro, FL 32330	442-6281	F	W	Parent	Elected
Mary Hudgins	2168 Lakeview Point Rd, Quincy FL, 32351	743-9414	F	H	Parent	Chosen by peers
Melissa Pride	PO 292 Greensboro, FL 32330	508-5610	F	W	Chairperson	Chosen by peers
Stephen Pitts	559 Greensboro Hwy Quincy, FL 32351	442-6327	M	W	Principal	assigned
Sandra Joseph	559 Greensboro, Hwy, Quincy, FL, 32351	442-6327	F	B	Teacher	assigned
Gloria Castenada	559 Greensboro, Hwy, Quincy, FL, 32351	442-6327	F	H	Teacher	assigned
Kathryn Pouncey	35 Martin Luther King Jr. Quincy, FL 32351	627-9651	F	H	District Support	assigned
Buddy Pitts	P.O Box 226 Greensboro, FL, 32330	442-4488	M	W	Business Partner	assigned
Sycamore Methodist Church Sharon Bentley	3246 Sycamore Rd. Quincy, Florida 32351	442-4543	M	W	Business Partner	assigned
Greensboro United Methodist Church Patsy Pitts	PO Box 226 Greensboro, FL 32330	442-4488	F	W	Business Partner	assigned
Miracle Temple Church of God Shirley Walker	PO BOX 477 Gretna, Florida 32332	856-9211	F	B	Business Partner	assigned

**Gadsden County  
School Advisory Council Membership Roster**

School Year: 2012-2013

School: Chattahoochee Elementary

Telephone #: (850) 662-2080

Principal's Signature: *Elgin King*

Date: 10/16/12

SAC Chairperson's  
Signature: *Sharon Reed*

Date: 10/16/12

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Sharon Reed	River Road Chatt., FL 32324	567-9643	F	B	Grandparent/ SAC Chair	Peer Selected
Cheryl Carter-Jackson	1984 O'Hara Ave. Sneads, FL 32460	294-7632	F	B	Parent/SAC Co-Chair	Peer Selected
Irene W. Harris	P. O. Box 134 Chatt., FL 32324	567-2531	F	B	Community/ SAC Secretary	Peer Selected
Earthy Lightfoot	2080 Aspalaga Rd. Quincy, FL 32351	273-2717	F	B	Parent	Peer Selected
Arlena Chambers	412 Liberia Street Chatt., FL 32324	508-8410	F	B	Parent	Peer Selected
Ivan Jackson	1984 O'Hara Ave. Sneads, FL 32460	294-7632	M	B	Parent	Peer Selected
Frances Brown	7429 Blue Star Chatt., FL 32324	363-9953	F	W	Parent	Peer Selected
Amos F. Williams	122 Davis Street Quincy, FL 32351	294-7352	M	B	Parent	Peer Selected
John Tishimbalanga	208 Bates Street Chatt., FL 32324	394-9245	M	B	Parent	Peer Selected
Lydia Tishimbalanga	208 Bates Street Chatt., FL 32324	394-9245	F	B	Parent	Peer Selected
Isdora Mendoza	159 Smith Lane Chatt., FL 32324	663-2642	F	H	Parent	Peer Selected
Mike Allen	2015 Hardaway Rd. Chatt., FL 32324	728-0106	M	W	Parent	Peer Selected
Linda Henley	11 East Brent Street Chatt., FL 32324	663-2692	F	W	Parent	Peer Selected
Greg Downing	Bridging The Gap Outreach	264-4142	M	B	Community	Peer Selected

CES

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Joycelyn Lewis	335 Maple Street Chatt., FL 32324	662-2080	F	B	Teacher	Peer Selected
Dwan Knight	335 Maple Street Chatt., FL 32324	662-2080	F	B	Teacher	Peer Selected
Mellany Wiggins	538 Baldwin Road Chatt., FL 32324	662-2080	F	B	Teacher	Peer Selected
Diane White	P. O. Box 997 Chatt., FL 32324	229 662-2106	F	B	Teacher	Peer Selected
Tonja White-Carroll	335 Maple Street Chatt., FL 32324	662-2080	F	B	Guidance Counselor	Peer Selected
Tylisa Chapman-Thomas	6595 Main Street Chatt., FL 32324	663-3901	F	B	Teacher	Peer Selected
Marilyn McClendon	325 Congo Road Chatt., FL 32324	933-1694	F	B	Staff	Peer Selected
Elijah Key, Jr.	335 Maple Street Chatt., FL 32324	662-2080	M	B	Principal	Peer Selected

GADSDEN COUNTY  
EAST GADSDEN HIGH SCHOOL  
SCHOOL ADVISORY COUNCIL

School Year 2012 - 2013

School East Gadsden High School Telephone # (850) 662-2300

Principal's Signature Dr. Lisaee Ross Date 10/22/12

SAC Chairperson's Signature Angela Buzen Date October 22, 2013

NAME	ADDRESS	PHONE #	SEX	RACE	POSITION	METHOD OF SELECTION*
Thomas, Dr. Kimball	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	M	B	Principal	Election
Allen, April	27001 Blue Star Memorial Hwy Havana, Florida 32333	743-9182	F	B	Teacher	Election
Beamon, Patricia	109 High Street Quincy, Florida 32351	875-1693	F	B	Parent	Election
Bryant, Cametra	27001 Blue Star Memorial Hwy Havana, Florida 32333	539-2882	F	B	Parent	Election
Burgess, Angela	P. O. Box 23 Quincy, Florida 32353	662-1226	F	B	Parent/ Business	Election
Bush, Daisy	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Teacher	Election
Campbell, Michaellean	27001 Blue Star Memorial Hwy Havana, Florida 32333	627-2173	F	W	Teacher	Election
Chandler, Rheunette	215 S E 3 <sup>rd</sup> Street Havana, Florida 32333	539-4997	F	B	Community	Election
Cunningham, Shanekquah	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Student	Election
Farmer, Erica	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Teacher	Election
Farmer, Sallie	24372 Blue Star Highway Quincy, Florida 32351	875-3409	F	B	Parent	Election
Gordon, Brianna	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Student	Election
Green, Destiny	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Student	Election
Harley, Angelina	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Teacher	Election
Henderson, Sylvester	811 West 7 <sup>th</sup> Street Quincy, Florida 32351	627-1117	M	B	Parent	Election
Jackson, Dee	P. O. Box 213 Gretna, Florida 32332	228-0856	F	B	Parent	Election
Lewis, Jari	1391 Jamison Road Havana, Florida 32333	627-0919	F	B	Parent	Election
McClurkin, Willie D.	27001 Blue Star Memorial Hwy Havana, Florida 32333	875-1580	F	B	Counselor	Election
Miller, Willie Dawkins	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Counselor	Election
Mills, Pamela	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Teacher	Election
Pouncey, Maria	315 North Key Street Quincy, Florida 32351	875-3806	F	L	Community	Election
Randolph, Patricia	3397 Bainbridge Highway Quincy, Florida 32352	875-3376	F	B	Parent	Election



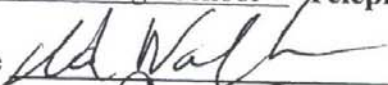
EGIT

Saenz, Debbie	2490 Fantana Trail Quincy, Florida 32351	627-3642	F	W	Parent	Election
Sapp, Emanuel	821 2 <sup>nd</sup> Street Quincy, Florida 32351	627-8897	B	M	Parent	Election
Sherman, Tammy	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Teacher	Election
Showers, Jerome	6933Havana Highway Havana, Florida 32333	539-5736	M	B	Faith-based	Election
Showers, Tynease	6933 Havana Highway Havana, Florida 32333	539-3740	F	B	Business	Election
Tribue, Rosemary	628 South 9 <sup>th</sup> Street Quincy, Florida 32351	875-2953	F	B	Community	Election

**Gadsden County  
School Advisory Council Membership Roster**

School Year 2012-2013

School West Gadsden High School Telephone # (850) 442-9500

Principal's Signature 

Date 10/19/12

SAC Chairperson's Signature 

Date 10/17/12

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Anitria Daniels	1223 Hill Street Quincy, FL 32351	850-339-9623	F	B	Chair	Peer Selected
Gwen Bryant	74 Kenon Lane Quincy, FL 32351	850-294-9907	F	B	Vice Chair	Peer Selected
Tiffany Gonzalez	200 Providence Rd. Quincy, FL 32351	850-408-0101	F	B	Secretary	Peer Selected
Mike Allen	2015 Hardaway Road Chattahoochee, FL 32324	850-728-0106	M	W	Treasure	Peer Selected
Dr. Ida Walker	200 Providence Rd. Quincy, FL 32351	850-442-9500	F	B	Principal	Peer Selected
Mary Jackson	19 ATSCO Street Quincy, FL 32351	850-875-1099	M	B	Parent	Peer Selected
Janice Johnson	19 ATSCO Street Quincy, FL 32351	850-856-9991	F	B	Parent	Peer Selected
Paula Avalos	105 Albert Shepherd Rd Quincy, FL 32351	850-442-4460	F	H	Parent	Peer Selected
Lety Paz	107 Albert Shepard Rd Quincy, FL 32351	850-442-4770	F	H	Parent	Peer Selected
Pauline West	1128 Point Milligan Rd Quincy, FL 32352	850-627-6030	F	B	Parent	Peer Selected
Haston Johnson	200 Providence Rd. Quincy, FL 32351	850-442-9500	M	W	Teacher	Peer Selected
Jonathan Wilson	200 Providence Rd. Quincy, FL 32351	850-442-9500	M	B	Teacher	Peer Selected
Gwen Streeter	1127 Sherwood Lane Chattahoochee, FL	850-663-4258	F	B	Parent	Peer Selected
Stephanie Tolbert	200 Providence Rd. Quincy, FL 32351	850-442-9500	F	B	Teacher	Peer Selected
Romeko Baker	200 Providence Rd. Quincy, FL 32351	850-442-9500	M	B	Security Officer	Peer Selected
Deputy Jones	200 Providence Rd. Quincy, FL 32351	850-442-9500	M	B	Resource Officer	Peer Selected
Terrill Shaw	1223 Hill Street Quincy, FL 32351	850-442-9500	M	B	Student	Peer Selected
Matthew Allen	2015 Hardaway Road Chattahoochee, FL 32324	850-442-9500	M	W	Student	Peer Selected
Jaeqwaun Hover	74 Kenon Lane Quincy, FL 32351	850-442-9500	M	B	Student	Peer Selected
Jasani Hover	74 Kenon Lane Quincy, FL 32351	850-442-9500	M	B	Student	Peer Selected
Luis Avalos	105 Albert Shephard Rd Quincy, FL 32351	850-442-9500	M	H	Student	Peer Selected
Jazlyn Gonzalez	200 Providence Rd. Quincy, FL 32351	850-442-9500	F	H	Student	Peer Selected
Shirley Brown	344 RosaDale Tower Rd Chattahoochee FL 32324	850-663-2579	F	B	Parent	Peer Selected
Antonio Brown	344 RosaDale Tower Rd Chattahoochee FL 32324	850-663-2579	M	B	Student	Peer Selected
Myrna Linsangan	200 Providence Rd. Quincy, FL 32351	850-442-9500	F	P	Librarian	Peer Selected

**Gadsden County  
School Advisory Council Membership Roster**

**School Year 2012-2013**

**School Stewart Street Elementary Telephone # 850-627-3145**

Principal's Signature Lisa Robinson Date 10/16/12

SAC Chairperson's Signature Sandra Woods Date 10/16/12

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Lisa Robinson	749 S Stewart Street	627-3145	F	B	Principal	Vote
Sandra Woods	405 Strong Rd Apt. 142B	508-2596	F	B	Chairperson	Vote
Felecia James	373 MLK Blvd.	445-8126	F	B	Parent Liaison	Vote
Dorothy Thomas	586 Shiloh Road	510-8693	F	B	Community Leader	Vote
Barbara Sconiers	108 W Clark Street	363-4751	F	B	Parent	Vote
Henry Austin	1416 Cane Creek Road	875-1925	M	B	Parent	Vote
Bertha Alexander	215 South Love St.	627-1913	F	B	Parent	Vote
Sue Woodall	541 N Charles Willis	284-7580	F	B	Parent	Vote
Bobbie Burns	635 Strong Rd Apt 72	510-8632	F	B	Parent	Vote
Simone Smith	206 Davis St	405-1464	F	B	Parent	Vote
Teresa Williams	550 Slash Circle	274-0541	F	B	Parent	Vote
Kristina Mendoza	75 Mossy Oaks 2 Ave	692-3284	F	W	Parent	Vote
Jose Vasquez	326 Patten Street	627-0480	M	H	Parent	Vote

Shonda Pruitt	749 s Stewart st	627-3145	F	B	Teacher	Vote
Gracie Powell-Jones	749 S Stewart St	627-3145	F	B	Teacher	Vote
Maya Rozier	749 S Stewart St	627-3145	F	B	Teacher	Vote
Nicole Dixon	749 S Stewart St	627-3145	F	B	Teacher	Vote
Karen Toussaint	749 S Stewart Street	627-3145	F	W	Teacher	Vote

## Gadsden County School Advisory Council Membership Roster

School Year 2012-2013

School George W. Munroe Elementary Telephone # 850-875-8800

Principal's Signature Hilday Jackson Date 8/29/2012

SAC Chairperson's Signature Sheila Robinette Date 8/29/2012

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Charise Thomas	850 Porter Mitchell Rd. Quincy, Florida 32352	850-228-2507	F	B	Parent Liaison	Peer Selection
Elizabeth Penajor	71 Rentz Rd. Quincy, FL. 32351	850-875-2939	F	H	Parent	Peer Selection
Precious Alls	1106 Pine Avenue Quincy, Florida 32351	850-294-4007	F	B	Parent	Peer Selection
Carlos Hutley	1128 Pt. Milligan Road Quincy, Florida 32351	850-322-6653	M	B	Parent	Peer Selection
Martha Woods	64 N. Cleveland St. #1307 Quincy, Florida 32351	850-567-9784	F	B	Parent	Peer Selection
April Allen	225 River Rd. E. 3A Quincy, Florida 32351	850-743-9182	F	B	Parent	Peer Selection
Victor Thompson	603 Phobe Street Quincy, Florida 32351	850-868-0365	M	B	Parent	Peer Selection
Julie Jackson	77 Russ Lane Quincy, Florida 32351	850-491-3377	F	B	Parent	Peer Selection
Pherie Jackson	P.O. Box 1396 Quincy, FL. 32353	850-459-2683	F	B	Parent	Peer Selection
Latricia Jorge	211 10 Avenue Quincy, Florida 32351	229-200-5798	F	B	Parent	Peer Selection
Nuria Valnes	249 Cheesborough Ave. Quincy, Florida 32351	850-212-0205	F	H	Parent	Peer Selection
Ciera Daniels	120 S. Patton St. Quincy, Florida 32351	850-284-6592	F	B	Parent	Peer Selection
Audua Kinch	1381 Hammermill Road Quincy, Florida 32351	850-363-5427	F	B	Parent	Peer Selection
Catherine Roberts	2076 S. Atlanta Street Quincy, Florida 32351	850-627-1941	F	B	Parent	Peer Selection
Sheila Robinette	294 Post Plant Road Quincy, Florida 32351	850-294-0846	F	W	Parent	Peer Selection
Donella Russ	P.O. Box 155 Quincy, Florida 32351	850-627-2230	F	B	Parent	Peer Selection
Marrrian Franklin	855 Parker Mitchell Rd. Quincy, Florida 32352	850-875-1306	F	B	Parent	Peer Selection

## School Advisory Council Membership Roster

School Year 2012-2013

School George W. Munroe Elementary Telephone # 850-875-8800

Principal's Signature *Hilda Jackson* Date 8/29/2012

SAC Chairperson's Signature *Sheila Robinson* Date 8/29/2012

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Hilda Jackson	1830 W. King Street Quincy, Florida 32351	850-875-8800	F	B	Principal	Assigned
Sarah Graham	1830 W. King Street Quincy, Florida 32351	850-875-8800	F	B	Teacher	Peer Selection
Laticia Shaw-Hall	1830 W. King Street Quincy, Florida 32351	850-875-8800	F	B	Parent	Peer Selection
Zola Akins	1830 W. King Street Quincy, Florida 32351	850-875-8800	F	B	Teacher	Peer Selection
Karen Carter	1830 W. King Street Quincy, Florida 32351	850-875-8800	F	B	Community Member	Peer Selection

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: November 20, 2012

TITLE OF AGENDA ITEM: Review of Traneisha Galloway Charter School of Business and Integrated Technology Application

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Pursuant to School Board Policy 3.90, the School Board shall by a majority vote of the full Board approve or deny a formal application no later than sixty(60) days after receiving.

After review from the Gadsden Charter School Review Committee and School board members, this application is submitted for approval or denial.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Rosalyn W. Smith

POSITION: Deputy Superintendent

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered                   

CHAIRMAN’S SIGNATURE: page(s) numbered

## Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

<b>OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST</b>
--

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

<b>DENY</b>	<b>APPROVE</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name of Person Completing Assessment: Rosalyn W. Smith      Date: 10/15/12

Title: Deputy Superintendent

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

Bonnie Wood, Asst. Supt./Business & Finance  
 Dr. Sylvia Jackson, K-12 Director  
 Dr. Pink Hightower, Director of Personnel  
 Kathryn Pouncey, Coor. Of ESOL  
 Joe Lewis, Director of Transportation  
 Sharon Thomas, Director of ESE



### I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

#### **1. Mission, Guiding Principles and Purpose**

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

#### **Statutory References:**

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
<p>Curriculum alignment to Common Core State Standards – Rosalyn Smith</p> <p>The name of the school Traneisha L. Galloway Charter School of Business and Integrated Technology is forward thinking and suggests a specific instructional focus. – Sylvia Jackson</p>	
Concerns and Additional Questions	Reference
<p>Are the guiding principals limited to only Reading and Math for K-5 or K-8? Rosalyn Smith</p> <p>It is unclear how the name of the school, vision/mission, and indentified curriculum are connected. How does the School curriculum and programs go beyond the standard curriculum for Reading and Math (offered in any traditional Elementary education program) to provide business and Integrated technology educational experiences for students? Sylvia Jackson</p>	

**2. Target Population and Student Body**

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

**Statutory Reference(s):**

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

**Evaluation Criteria:**

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
K-5 (ESE/ESOL) – Kathryn Pouncey Suggested enrollment meets FLDOE Class Size Reduction Requirements. - S. Jackson	Page 17

Concerns and Additional Questions	Reference
Will this charter serve students identified as at-risk? The mission of the Charter is inclusive for all identified sub-groups and demographics, but the school population consists of students with disabilities: ESE/ESOL – Kathryn Pouncey  The target population identified on page 2 is different from target populations identified within the document. - S Jackson	Page 2: K-5 Page 7: PK-6 Page 9: K-8

### 3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

#### Statutory Reference(s):

s. 1002.33(7)(a)(2)

#### Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school's mission and responds to the needs of the school's target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school's target population.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Imagine It and Excel Math are acceptable core curriculum materials for Reading and Mathematics - S. Jackson	Pages 18-24

Concerns and Additional Questions	Reference
<p>It is not clear how the identified curriculum will go beyond the Imagine It and Excel Math program to provide an engaging and innovative learning experience that is different from what students would receive in a traditional public elementary school program. - Sylvia Jackson</p> <p>1. School mission addresses all targeted population; however, the educational program design does not address specific means research-based practices for all targeted population.</p> <p>2. How does Professional Development support teaching methods and high standards for learning?</p> <p>3. Educational Program Design lacks clarity and a logical sound basis. - Rosalyn Smith</p>	Pages 18-24

**4. Curriculum Plan**

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

**Statutory Reference(s):**

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school’s mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State-Common Core Standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Research Based Program (SRA & Excel Math) will allow students to attain CCSS – Rosalyn Smith	

Concerns and Additional Questions	Reference
<p>It is unclear as to how science and social studies instruction will be addressed. It is unclear if there is a plan to ensure Common Core State Standards will be effectively addressed through instructional processes. Where does business and integrated technology fit into the curriculum and instruction offered to students? Underlying questions remain regarding how instruction will be monitored; whether there are researched based instructional practices beyond those identified in Imagine It; and whether there is a core framework for teaching and learning. S. Jackson</p> <p>Does curriculum plan address a comprehensive elementary program scope including science, social studies, language arts, etc.?? - R. Smith</p>	Pages 24-35

**5. Student Performance, Assessment and Evaluation**

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

**Statutory Reference(s):**

s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

**Evaluation Criteria:**

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>It is unclear how students will be provided curriculum and instruction that prepares them for the 4th grade writing and 5th grade science assessment, it is unclear if the school has a model or plan to ensure students are continuously meeting and increasing their learning proficiencies. It is unclear if there will be valid formative assessments to monitor student learning., It is unclear if the school intends to use FAIR, the IOWA Benchmark test, and the FCAT as both formative and summative assessments (not an allowable use for the FCAT). Sylvia Jackson</p> <p>Annual Measurable Objectives outcomes have replaced Adequate Yearly Progress. - Rosalyn Smith</p>	<p>Pages 35-42</p>

**6. Exceptional Students**

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

**Statutory Reference(s):**

s. 1002.33(16)(a)(3)

**Evaluation Criteria:**

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application gives a strong philosophical view of serving Exceptional students.	Pages 42-47

Concerns and Additional Questions	Reference
<p>Section E: The school must make sure that not only are IEP Goals being mastered but also students are making progress to meet grade level expectations.</p> <p>Section H: How will the school ensure small group and intensive instruction? In addition to RtI, the school should provide a Multi-tiered System of Support and Problem-Solving methods for all students.</p> <p>Section B: If disabled students need more support than what's described in Section A, how will it be provided?</p>	

**7. English Language Learners**

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

**Statutory Reference(s):**

s. 1002.33(10)

**Evaluation Criteria:**

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English language learner students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
If there are 15 students or more whose first language is other than English, will the school provide a bilingual para or teacher in order to be in compliance with the Florida META Consent Decree? – Kathryn Pouncey	

**8. School Climate and Discipline**

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

**Statutory Reference(s):**

s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)

**Evaluation Criteria:**

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
This replicates the Gadsden County Public School District Student Code of Conduct – Rosalyn Smith	



## II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

### 9. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

#### Statutory Reference(s):

s. 1002.33(7)(a)(15); s. 1002.33(9)

#### Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board's responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
It gives clear responsibilities of the Governing Board.	

Concerns and Additional Questions	Reference
The organizational chart is not clearly communicated	Page 52

**10. Management**

The Management section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

**Statutory Reference(s):**

s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

**Evaluation Criteria:**

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>- Plan does not clearly define the roles and responsibilities to implement day-to-day activities</li> <li>- Plan does not specify how staffing would be implemented</li> <li>- Plan does not reconcile staffing to revenue stream</li> </ul>	

**11. Education Service Providers**

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

**Statutory Reference(s):**

s. 1002.33(7)(a)(9)

**Evaluation Criteria:**

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school’s mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.

Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
The contract will not meet with an education service provider.	

**12. Employment**

The Employment section should define the policies and procedures that frame the school's relationship with its staff.

**Statutory Reference(s):**

s. 1002.33(7)(a)(14); s. 1002.33(12)

**Evaluation Criteria:**

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
A plan that includes differentiated and performance pay – Pink Hightower	

Concerns and Additional Questions	Reference
No compensation plan is included – Bonnie Wood	

**13. Student Recruitment and Enrollment**

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

**Statutory Reference(s):**

s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

**Evaluation Criteria:**

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
A well-defined Recruitment and Enrollment Plan - P Hightower	

Concerns and Additional Questions	Reference
- Plan does not contain specifics about how students will be attracted to the school – Bonnie Wood	

### III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

#### 14. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

**Statutory Reference(s):**

s. 1002.33(7)(a)(13); s. 1002.33(18)

**Evaluation Criteria:**

A response that meets the standard will present:

- A realistic plan for acquiring a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

**15. Transportation**

The Transportation section should describe how the school will address these services for its student body.

**Statutory Reference(s):**

s. 1002.33(20)

**Evaluation Criteria:**

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
During the first year the anticipated enrollment of 114 students with about 30% requiring transportation doesn't create a hardship for Gadsden County District.	Page 72 of application

Concerns and Additional Questions	Reference
Those persons who reside within the 2 mile walking limit are not eligible for transportation and parents need to be advised of this during the time of admission.	Board Policies 8.31 & 8.32

**16. Food Service**

The Food Service section should describe how the school will address these services for its student body.

**Statutory Reference(s):**

s. 1002.33(20)(a)(1)

**Evaluation Criteria:**

A response that meets the standard will present:

- A food service plan that will serve all students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
Plan does not address the food safety and transportation Required for a food service program.	



**17. Budget**

The Budget section should provide financial projections for the school over the term of its charter.

**Statutory Reference(s):**

s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

**Evaluation Criteria:**

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school's mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"><li>- Plan does not include any revenue projections</li><li>- Plan does not include realistic projected expenditures</li><li>- Plan does not relate revenue to expenditures</li><li>- Plan does not outline "line of credit" source or payments</li></ul>	

**18. Financial Management and Oversight**

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

**Statutory Reference(s):**

s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
- Plan does not describe adequate cash flow - Plan does not identify the company for the financial management or how payment to the vendors will be made - Plan does not address internal controls - Plan does not include attachment #7 "Finance/Accounting Policy and Procedure Manual"	

**19. Action Plan**

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

**Statutory Reference(s):**

s. 1002.33(7)(a)(16)

**Evaluation Criteria:**

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
Plan does not include a realistic implementation schedule	

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# **Gadsden County School District**

## **Model Florida Charter School Application**

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2012

To Open

2013 - 2014

**Revised April 2012**

**If there are any changes required by the outcome of the 2012 Legislative Session, an amended application will be provided as soon as possible.**

**APPLICATION COVER SHEET**

**NAME OF PROPOSED CHARTER SCHOOL:**

**Traneisha L. Galloway Charter School of Business and Integrated Technology**

**NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: N/A**

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

**NAME OF CONTACT PERSON: Traneisha Galloway**

**TITLE/RELATIONSHIP TO NONPROFIT:**

**MAILING ADDRESS: 1588 Rustling Pines Blvd  
Midway, Florida 32343**

**PRIMARY TELEPHONE: ( 850 ) 850-228/-9457 ALTERNATE TELEPHONE: (850 ) 597-8486**

**E-MAIL ADDRESS: TraneishaL. [Galloway@gmail.com](mailto:Galloway@gmail.com)**

**NAME OF EDUCATION SERVICE PROVIDER (if any): N/A**

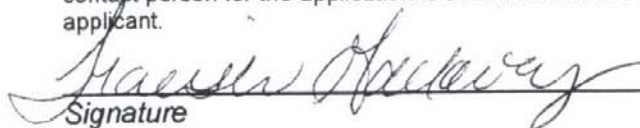
**NAME OF PARTNER/PARENT ORGANIZATION (if any): N/A**

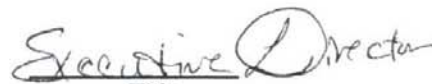
**Projected School Opening\*: 2013-2014**

\*If an approved applicant decides to defer opening school one year past the 2012-2013 school year, the district will grant a one year extension. However, if an approved applicant wants to defer for more than one academic school year, the applicant must reapply. The applicant must submit a letter of request to defer opening to the Charter School Office.

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K-5	114	
Second Year	K-5	114	
Third Year	K-5	114	
Fourth Year	K-5	114	
Fifth Year	K-5	114	

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

  
Signature

  
Title

TRANSITA Galloway  
Printed Name

August 1<sup>st</sup> 2012  
Date

**Answer each question thoroughly with good, specific detail. Restate the question or description statement from the application before the response so it is clear to which item you are referring.**

Part

**I**

# Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment, and outcomes.

## 1. MISSION, GUIDING PRINCIPLES AND PURPOSE

- A. Provide the mission statement for the proposed charter school.

*The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.*

Vision: Providing students with individual support and development appropriate educational program as well as a plan that meet the student needs, resulting in high academic achievement producing life-long learners in an inclusive society.

Mission: The mission of Traneisha L. Galloway charter school is to create a safe learning environment to cultivate and equip the whole child with the knowledge and capability to succeed in today's society. We strive to promote edifying opportunities that leads to the road of success within this rapidly changing, diverse society.

- B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.  
*In accordance with the law, charter schools shall be guided by the following principles:*

1. Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

The school purposes to meet high standards of student academic achievement by aligning its curriculum with the Next Generation Sunshine - Common Core State Standards and the educational requirement of the NO Child Left Behind Act (NCLB). This mixture is to meet high academic standards that link with a high degree of local parental choice and community involvement; provides for the standards: flexibility and diversity envisioned by the Charter School Statute. Reaching high performances at the school means, "cultivate the whole child and equip the whole child with the knowledge and capability to succeed in today's society," given appropriate learning tools, measurable progress supported by consistent data, and variety differentiated instructional that match a student learning style. The school's curriculum will be SRA Imagine It! Reading Program with cross connection including, the Curriculum

Connections Kit contains cross-curricular activities in science, social studies, math, and art. It also includes opportunities for functional reading. The Math Curriculum will be Excel Math.

The school is committed to providing parents and students with a thorough explanation of the curriculum, expectations and requirements of the school. Nevertheless, the information about the school will be carried out in several ways such as: open house, published information and brochures, etc. Once the student is enrolled and there after the start of school parents continue to have flexibility to monitor their child's behavioral and academics progress online and/or through parents' conferences. Since, the school shadows a continuous improvement model; parents have access to real time progress monitoring on their child's level of performance according to class work, test grade and weekly progression of the Next Generation Sunshine State- Common Core State Standards. Parents have every right to be aware of their child's performance therefore information is provided to parents that allow them to schedule a conference, ask question or shadow their child just to be aware of their child academics success.

2. Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.

The Traneisha L. Galloway Charter School is committed to producing high academic achievement. We believe that successful academics cannot happen if the organization does not run effectively and if the school is not faithful to the terms of its charter. If the proposed school is chartered, Governing Board, in conjunction with the Executive Director, will establish a process for collecting data that will serve as evidence of the school's effectiveness of operation and which will inform potential changes in the school operation if needed.

During the school's planning year and in the first year of operation, the Executive Director, Head of School and Governing Board will collect baseline data on the school's enrolled students as data from other charter schools and the Gadsden County School District, to determine ambitious yet realistic goals to set for the school accountability plan.

All data on students and the school as a whole will be accessible via the school information management system. Teachers will record the majority of this information weekly, using internally developed assessment tools that measure students' progress towards standardized (standardized what?. In addition, the school will administrator standardized tests and record the results of these evaluations in the school system. Information on the student achievement assessments will be disaggregated through the information management system and used by teachers, groups of teachers, and the Head of School to adjust curriculum and instruction in the school. The Executive Director and Head of School will review data on student achievement and other key school outcomes quarterly in order to ensure that the school will fulfill its mission.

On the other hand, the school's governing board has local control over the budget and approval of expenditures, and it is ultimately responsible for the results produced in the school, based upon its charter. The Governing Board will delegate certain day-to-day responsibilities to the school who will be responsible for controlling expenditures according to the budget and for producing academic results according to the Governing Board's directives; thus ensuring that accountability and responsibility continue to be monitored in this chain of command.



The school will have a clear budget and an Administrative Assistant to monitor financial expenditures at the school, consistent with the budget. The Administrative Assistant will report to the Principal; the Principal will report to and the director will report to the governing board, which will review routine expenditures and purchase orders to ensure that they are in financial compliance. The Governing Board will receive and review monthly financial statements and academic progression reports to ensure that expenditures and academics results are consistent with the goals of the District's citizens and the charter.

3. Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.

The proposed charter school is explicitly designed to accommodate all students. Students who enter the school below grade level will be given individualized attention in meeting proficiency of difficulty. Students will be required to utilize tutoring services after school, with support from literacy specialists, and will receive intensive instructional support during Reading Periods. In addition, the school will ensure that teachers, students and parents always know exactly how their child(ren) are progressing and in which areas they need more guided and individualized instruction for mastery.

In the content area of reading the students baseline assessment will be conducted at the beginning of each year to determine a student's reading level and whether or not they are reading on grade-level. Baseline assessment provides all stakeholders with information needed to identify students' strengths and weaknesses and to effectively target instruction. Baseline assessments include but are not limited to the Florida Comprehensive Assessment Tests and Florida Assessments for Instruction in Reading (FAIR).

- C. Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

*In accordance with the law, charter schools shall fulfill the following purposes:*

1. Improve student learning and academic achievement.

The drive of the school is to generate high academic performance achievement for all learners, and thereby meeting the statutory requirement of improving student learning and academic achievement. High achievement will be attained through a curriculum rooted in solid educational research aligned to the Next Generation Sunshine State-Common Core Standards, the Imagine It! Curriculum continuous assessment data related to students performance, analysis of students learning gains and a staff that understands that without students engagement, learning will not take place. The school will improve students' learning and academic achievement through implementation of the following SRA Imagine It! Reading Program and Excel Math educational principal:

► **Imagine It! Curriculum**

As outlined below, the school will adapt *Imagine It!* Curriculum as aligned with the Next Generation Sunshine State-Common Core Standards. The structure for what is taught at each grade-level, to ensure students achievement, *Imagine It!* Curriculum assures the following:

***Imagine It! curriculum Key principals***

- Instruction in five key areas of Reading
- Explicit instruction supported by progress monitoring
- Time-saving lesson format
- Easy-to-follow instructions
- Differentiated Instruction in every lesson
- Strong Inquiry/higher-order thinking strand
- Frequent assessment opportunities with prescriptions
- Innovative technology features
- Robust writing strand
- In-depth vocabulary instruction
- Substantive fluency instruction and practice
- Activities designed to foster student engagement at all levels

**1. Who developed the *SRA Imagine It!* program?**

*Imagine It!* is a comprehensive Pre-K–6 grade reading and language arts program that incorporates feedback from teachers nationwide with the most recent research in the areas of reading and writing. Its proven, research-based pedagogy ensures that this reading curriculum is empowering, engaging, and exciting. *Imagine It!* fully meets the requirements of No Child Left Behind as a research-based program. It is the result of 45 years of research and field study. The authors, who are researchers themselves, continue to update the program as new studies are published that reflect the latest findings on effective instructional methods.

The program authors are Carl Bereiter, Andrew Biemiller, Joe Campione, Iva Carruthers, Doug Fuchs, Lynn Fuchs, Steve Graham, Karen Harris, Jan Hirshberg, Anne McKeough, Peter Pannell, the late Michael Pressley, Marsha Roit, Marlene Scardamalia, Marcy Stein, and Gerald H. Treadway Jr.

**2. How does *Imagine It!* address the five main areas of reading?**

**Phonemic Awareness:** Phonological and phonemic awareness activities in *Imagine It!* are based on a solid developmental progression that gives children the opportunity to work and play with words and sounds. Children first explore sentences and learn that sentences are made up of words. Then they work with rhymes and parts of words – syllables. Finally children manipulate the individual sounds in words. All the activities are fun and engage students in playing with and exploring the parts and sounds of language.

Research suggests the majority of instructional time should be focused on blending and segmenting phonemes. These activities are supported by discrimination and elision activities (deleting and substituting sounds) and general wordplay.

**Systematic, Explicit Phonics:** Beginning in Kindergarten, students are introduced to sounds and letters. Students learn that sounds can be mapped onto letters, and those

sounds and letters can be blended to read words. In Grade 1, students make the shift from mapping sounds onto letters to mapping sounds onto spellings. The introduction of sounds, letters, and spellings is systematic, explicit, and sequential so students can build on what they've learned. Sound/Spelling Cards are key to teaching phonics in *Imagine It!*

**Fluency:** The concept of fluency is introduced in the early grades in *Imagine It!* When reading aloud, teachers model fluency as they use expression and intonation to support meaning. In Pre-K and Kindergarten, emergent readers learn about concepts of print that support fluency: learning about spaces and ending punctuation, reading from left to right, and automatically recognizing high-frequency sight words. Students apply this knowledge to reading *Pre-Decodables*. These skills are then combined with phonics skills to read *Decodables*, books containing phonetically regular and high-frequency sight words.

While fluency begins in Grade 1 fluency instruction continues in Grades 2-3. *Imagine It!* includes *Student Readers*, *Leveled Readers*, and the *Leveled Science and Social Studies Readers* for additional practice.

**Vocabulary:** Words for instruction in *Imagine It!* were not chosen arbitrarily. They were selected based on the vocabulary research of Andrew Biemiller, Ph.D., who developed a comprehensive database of words students with large vocabularies know by the end of Grade 6. Biemiller's work identifies words all students need to know.

Because vocabulary knowledge is so critical to comprehension, vocabulary instruction is integrated throughout every part of the lesson in *Imagine It!* – before, during, and after reading.

**Comprehension:** Students need to learn and use critical strategies to help them make sense of text. In *Imagine It!*, the teacher uses "think-alouds," initially to model how to use important reading comprehension strategies and then gradually prompts student to use these strategies. Strategies include setting reading goals, visualizing, predicting and confirming predictions, asking questions and answering questions, summarizing, clarifying, making connections and adjusting reading rate. Because students actually use the strategies, they are engaged in making sense of what they are reading and their understanding dramatically increases.

In addition students learn to use critical reading skills such as cause and effect, main idea and supporting detail, compare and contrast, drawing conclusions, and the like.

### **3. How does this program address "response to intervention"?**

SRA embraces the RtI 3-Tier Instructional approach. *Imagine It!* is a Tier 1 program, meaning it is a core curriculum for students performing at, above, or near grade-level. However, it incorporates intervention materials to support struggling readers as well as challenge materials for students reading above grade level.

Screening in *Imagine It!* helps teachers identify students who may be at risk. For those students, needing Tier 2 intervention, *Imagine It!* has intervention materials to support students in the program. For Tier 3 students needing more intensive support, SRA has programs that support the core program, *Imagine It!*

Early Interventions in Reading 2012, SRA

**Prevent failure, promote literacy and promise success**

Revised for 2012! Solid research is at the heart of **SRA Early Interventions in Reading**. Designed to work comfortably with your core reading program or for Tier II interventions, this early intervention program provides the significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations. **SRA Early Interventions in Reading** helps you identify struggling readers in Grades K-3 and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands - phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

**NEW Features to Transform Struggling Readers into Skilled Readers!**

- Prevention level targeting phonemic awareness, print concepts, and decoding
- Integrated technology to save you preparation time
- Vocabulary and concept instruction for English and early language learners
- Professional development videos modeling best instructional practices
- Visuals to build background and conceptual understanding

Kaleidoscope 2008 Edition

- Grade Levels K - 8
- ***Focus on Intervention for struggling readers in grades K-8***
- ***Kaleidoscope***, aids students whose reading level is two or more grades below their chronological grade level. *Kaleidoscope* condenses and intensifies the instruction, making it possible to deliver two years of instruction in one year.

**4. How does this program address higher-order thinking?**

Higher-order thinking is integrated throughout *Imagine It!* As students are reading and learning to use strategies like predicting and visualizing, they are making inferences while summarizing requires the reader to analyze and evaluate information from the text.

The strong **Inquiry** strand in *Imagine It!* promotes curiosity, investigation, and higher-order thinking. Students appreciate that reading and writing are tools for learning that can enhance their lives. In every unit in the program, students use the content they are learning as the basis for inquiry, exploration, and research that address their questions, wonderings, and interests.

**Inquiry** develops across the unit. Each unit begins with student-led discussions that prompt questions and areas of interest about the unit theme. Students then begin asking questions

related to the unit theme. Then they transform the question into a conjecture – what they think the answer may be based upon what they know now.

From there, students collect facts and ideas by doing experiments, searching the Internet, surveying other students, conducting interviews, reading a variety of books and articles, and so on. Then, based upon the analysis, synthesis and evaluation of the information collected, students can confirm or revise their conjectures. Because students in *Imagine It!* are part of a learning community, individuals or groups share their findings, which adds to the class's knowledge of the theme.

In addition, the **Concept/Question Board** is an integral part of the classroom learning environment and is used throughout each unit to support comprehension and inquiry as students explore and add new information to expand and deepen understanding about the unit theme. It is a place where students share and evaluate their growing knowledge about a concept by posting newspaper clippings, articles, interviews, surveys, information taken from the Internet, photographs, and such and connect school learning to the real world.

### **5. What about cross-curricular connections?**

*Imagine It!* addresses science, social studies, math, and fine arts in a number of ways.

First, about 60% of the unit themes focus on science and social studies topics such as energy, ecology, American history, or geography. During the Inquiry strand described above, students research these topics to build their knowledge.

In addition, the **Curriculum Connections Kit** contains cross-curricular activities in science, social studies, math, and art. It also includes opportunities for functional reading.

Leveled Readers for Science and Social Studies also are included in *Imagine It!* These reading materials cover science and social studies content while building background, developing content area vocabulary, and providing valuable reading practice for all students in the classroom.

### **6. SRA *Imagine It!* uses a four-step assessment program, developed by Doug and Lynn Fuchs.**

*SRA Imagine It!* contains assessment authored by respected assessment experts Doug and Lynn Fuchs. The goal of assessment should be to provide teachers with an accurate understanding of how well a student reads, if a student is at risk for reading problems in the future, and the degree to which the student has mastered the various component skills that underlie competent reading.

The four-step assessment cycle built into *Imagine It!* includes screening, progress monitoring, diagnosis, and outcome evaluation.

Benchmark Assessments form the backbone of the new *SRA Imagine It!* These assessments differ from traditional tests because each assessment measures skills from the entire year-long curriculum. (In contrast, many classroom tests address only the skills or content most recently taught in a particular unit.) Benchmarks have the same format, sample the same content, and are of equivalent difficulty. Over the course of the year, these

assessments indicate students' increasing mastery of the year's content. Think of it: you can actually see scores increase over an instructional year. Teachers can quickly see students who doing well and identify those who need additional specific support.

In other words, think about benchmarks as a yardstick. You want to reach a certain point. Each time you measure, you should be closer to your goal.

### **7. How does *Imagine It!* help students develop their word knowledge or vocabulary?**

Vocabulary knowledge is correlated to achievement throughout school. The purpose of vocabulary instruction is to introduce students to new words and to teach a variety of strategies for learning, remembering, and incorporating unknown vocabulary words into their existing reading, writing, speaking, and listening vocabularies.

Vocabulary instruction in *Imagine It!* was developed by Andrew Biemiller following these research-based steps:

- Vocabulary Warm-Up introduces vocabulary words in context.
- Definitions are directly taught.
- Guided Vocabulary Practice extends understanding.
- Additional practice with games and activities reinforces word knowledge.
- Vocabulary is read in the reading selection.
- End of week vocabulary review solidifies word knowledge.

According to Biemiller, acquiring vocabulary is in some ways like acquiring word-identification skills, or number and computational skills. We progress best if we systematically build upon earlier skills and word knowledge. Because word meanings are learned in a rough sequence, we can determine words that children with limited vocabularies are likely not to know but children with extensive vocabularies will know. If the sequence is really important – as we believe it is – then offering effective education must include ensuring that all children have had a reasonable opportunity to acquire the word meanings known or acquired by successful readers and writers. *Imagine It!* teaches those words identified in Biemiller's groundbreaking research.

### **8. How does *Imagine It!* help students develop their writing skills?**

*SRA Imagine It!* is designed to ensure students acquire the writing skills and strategies, needed to become skilled writers. These include:

Knowledge about the qualities of good writing, characteristics of different genres, intended audience, and writing topics.

Ability to use basic composing processes and strategies such as pre-writing, drafting, monitoring, evaluating, editing, and publishing.

Understand the importance of basic writing skills such as handwriting, spelling, sentence construction, grammar, and usage.

Have the interest and motivation to write well.

The research-based instruction in *Imagine It!* focuses on explicitly teaching and modeling writing strategies. The program incorporates predictable writing routine, graphic organizers, group work, and more.

Leading researchers in the field of writing Steve Graham and Karen Harris have incorporated their findings into *Imagine It!* Research shows that the quality of student writing can be improved by:

- Teaching explicitly and modeling writing strategies
- Encouraging students to work together collaboratively
- Using prewriting activities like graphic organizers
- Making goals for writing clear and specific
- Teaching students to construct more varied sentences
- Providing models of good writing for students to emulate
- Using a word processor as a tool for composing

**9. What role does Self-Regulated Strategy Development (SRSD) play in this program?**

The Self-Regulated Strategy Development (SRSD) model for teaching writing incorporated into *Imagine It!* was developed over more than 25 years of research by one of the program's authors, Karen Harris.

The goals of SRSD are:

- Mastery of higher-level cognitive processes involved in composition
- Autonomous, reflective, and self-regulated use of effective writing strategies
- Knowledge of the characteristics of good writing; and positive attitudes about writing and one's own capabilities as a writer. In other words: writing expertise.

It includes explicit development of critical self-regulation strategies: goal setting, self-monitoring, self-instruction, and self-reinforcement.

## Excel Math

**Excel Math is a proven mathematics curriculum for Kindergarten through Sixth grade students.** Used in classrooms for more than 30 years, Excel Math curriculum carefully presents math in a spiraling fashion. Students learn and review different concepts throughout the year while developing a solid foundation of math skills.

**Excel Math works in the real world.** It was developed by reviewing math curricula, observing classroom teachers, collecting suggestions from teachers, and considering requirements from all states. The program was conceived and developed by one author, preventing fragmentation seen in other products. It enhances existing skills, and gives students distributed practice and spaced repetition of each concept. Excel Math students develop a strong foundation in math!

### **Primary Objectives of Excel Math**

**Develop Higher-Order Thinking Skills:** The students work with a variety of concepts each day. They tackle a variety of word problems. They learn to evaluate and solve problems, rather than perform algorithms by rote.

**Build Proficiency:** Excel Math introduces new concepts while reviewing previously-taught concepts. It gives students opportunity to master the old, while being challenged with the new.

**Produce Confidence:** Students receive immediate feedback on their progress through Excel Math's unique CheckAnswer system.

### **Benefits of Excel Math**

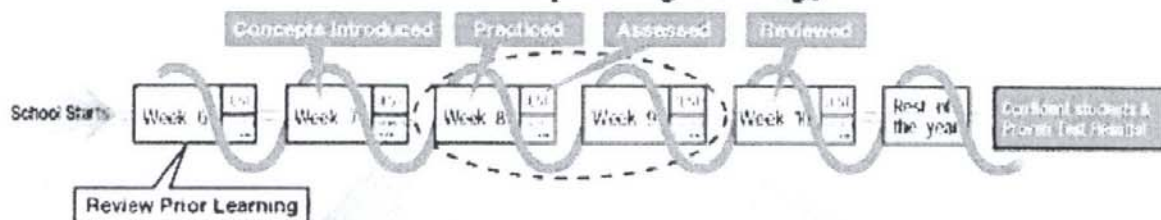
**Integrates Lessons:** Excel Math smoothly moves from one lesson to the next, gradually building on existing layers. This approach helps students see that math concepts are related and progressive.

**Balances New and Review:** Each Lesson Sheet is made up of a variety of problems that incorporate review as well as introduction of new skills. Students are continuously challenged with new material, yet given the chance to continue mastering previous concepts.

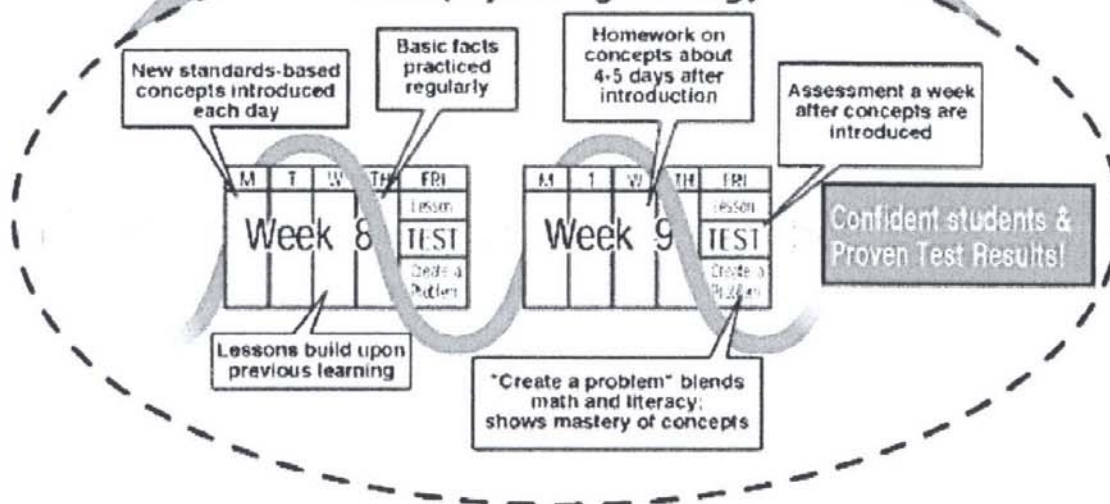
Excel Math lessons are much more than just worksheets. Using strategically placed spaced repetition, Excel Math gives you a proven approach to teach math concepts for long-term retention. **Excel Math** gives you powerful features and advantages, including our unique **Spiraling Strategy:**



## School Year Spiraling Strategy



## Weekly Spiraling Strategy



**Enhances Student / Teacher Interaction:** There is more time to do math because no time is spent copying from a book. This gives the teacher time to interact with and assist students who are doing Guided Practice.

**Encourages Self-correction:** Grades 2-6 use our CheckAnswer system that allows students to check their own work. They add the answers for a set of problems (A-C) and compare that sum with the CheckAnswer (D). If there's a mismatch, students know at least one answer is incorrect, and can re-check their own work. This is the best kind of feedback.

(A)	(B)	(C)	(D)
74			5,927
24	3,621	426	
+ 42	- 1,242	x 8	140
<b>140</b>	<b>2,379</b>	<b>3,408</b>	2,379
			+ 3,408
			<b>5,927</b>

**Provides Regular Assessment:** Homework is available on 4 out of 5 lessons (grades 2-6). Students are frequently assessed on how they are doing.

**Reduces Ability Grouping:** Excel Math's gradual spiraling mix of concepts means students do not need to be divided into groups by ability levels. This makes record keeping easier and reduces issues associated with grouping based on ability and/or achievement levels.

**Requires Minimal In-Service:** All materials (lessons, homework, tests, manipulative suggestions, glossary) are provided. Lesson plans are simple, non-scripted and give the teacher several ways to present the material.

**Improves Test Scores:** Schools across the country report consistently improved test scores when they use **Excel Math**.

2. Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.

Traneisha L. Galloway Charter School is explicitly designed to accommodate all students. Students who enter the school low-performing in reading will be given individualized attention in meeting proficiency in areas of difficulty. Students will be required to utilize tutoring services after school, will have support from a reading coach, and will receive intensive instructional support during reading periods. In addition, students will be given an extended hour of the day with hands on experience to reinforce their learning. Traneisha L. Galloway's standards-based approach ensures that teachers, students, and parents always know exactly how students are progressing and in which areas they need more guided and individualized instruction for mastery. There will also be additional help sessions provided here are the following:

#### **Academic /Homework Help Session**

The school will require low-performing students to attend the help sessions to get additional help in academic areas during office hours throughout the week to assist students in need of extra practice. Teachers are asked to be available outside of instructional periods. This extra help with the students is critical for those who need a structured practice environment; nevertheless provide uninterrupted feedback throughout the educational process.

#### **Tutoring**

When learning gains are not processing at an agreed upon rate for all stakeholders there are additional resources available. For students that require extra help through intervention, tutoring will be available at our school. These sessions are derived from our teachers planning and after school are applied to those students requiring extra intervention to bring them u to grade level expectations. Teachers use a set curriculum in small group setting targeted to students' skill deficiencies are determined by diagnostic and formative data.

On the other hand, involving parents and students involving them in a collaborative manner is critical to successful implementation. Initiating and strengthening collaboration among school, home, and communities, provides the basis support and reinforcement of students' learning. Our plan for assisting remedial students accounts for collaboration between all stakeholders as well as continuous monitoring of progress throughout the learning process.

3. Encourage the use of innovative learning methods.

The school will deliver educational best practices to students with the McGraw Hill Framework, which is innovated in its approach to data analysis for individual students learning.

4. Require the measurement of learning outcomes.

1. Baseline data on each student (including intake interview notes, previous school records, standardized test scores and students work samples) are recorded in the school's information management system.
2. Teachers access data via the information management system in order to determine which students might be at risk (due to high/low cognitive skills, levels of performance, circumstances related to background, etc.)
3. Form teacher's teams to conduct meeting on each students that is likely need ESL, special education, counseling, tutoring, mentoring, or literacy support, schedule in class and out of class services, and meet with parents and students for input.
4. Form teams to conduct meeting about students performing above grade level in order to discuss available support services, including providing students with high lever grade course work, or differentiating work and meet with parents and students for input.
5. Teacher designs curriculum and instruction anticipating specific students' needs
6. Teachers assess students work continuously in order to revise curriculum and instruction so that it challenges all students appropriately. Professional development time will be dedicated to responding to assessments of students' progress.

- D. Describe how the charter school will fulfill, if applicable, the optional purposes of charter schools found in section 1002.33(2)(c), F.S. This section is optional.

*In accordance with the law, charter schools may fulfill the following purposes:*

1. Create innovative measurement tools.
2. Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.
3. Expand the capacity of the public school system.
4. Mitigate the educational impact created by the development of new residential dwelling units.
5. Create new professional opportunities for teachers, including ownership of the learning program at the school site.

## **2. Target Population and Student Body**

- A. Describe the anticipated target population to be served.

*If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.*

The school will serve a maximum of 114 students age 5 (by September 1<sup>st</sup>)- in grades kindergarten through fifth grade. In accordance with Federal and State anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a), the school will not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, or disability in the admission of students.

The School's population shall consist of the following:

- Pursuant to F.S. 1002.22(10)(a), the school shall be open to any age/grade appropriate student residing within the School District. In compliance with Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act, and the Americans with Disabilities Act all students regardless of disability will have equal access to the school. In accordance with state law, where all necessary accommodations that do not impose an "undue hardship" will be made by the school to include students with disabilities.
- Pursuant to F.S. 1002.33 (10)(f), students served in Exceptional Student Education (ESE) or English of Speakers of Other Languages (ESOL) programs shall have equitable opportunity of being selected for enrollment.
- Pursuant to F.S. 1002.33 (10)(g), students may withdraw from the school at any time and enroll in another public school in accordance with district policy.
- Pursuant to F.S. 1002.33(10)(b), the School will enroll any eligible student who submits a timely application, unless the number of application exceeds the capacity of the program, class grade level, or building at which that time a lottery shall be conducted.

- B. Provide the following projection for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.

The table below provides the projected student enrollment for each year of the Charter.

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	18	18	18	18	18
1 <sup>st</sup> Grade	18	18	18	18	18
2 <sup>nd</sup> Grade	18	18	18	18	18
3 <sup>rd</sup> Grade	18	18	18	18	18
4 <sup>th</sup> Grade	20	20	20	20	20
5 <sup>th</sup> Grade	22	22	22	22	22
Total	114	114	114	114	114

- C. Provide a description of how the student population projections were developed.

The Executive Director and Governing Board main goal is to increase academics achievement one child at a time. Therefore, providing smaller classroom size allow adequate direct instruction, one-on-one instructional and extra attention in small setting to increase students academics success. On the other hand, we want our students to matriculate through the school all the way up to their 5th grade year. This will ensure continuous improvement and proper academic tracking. Every year the school will accept new students according to demand and availability

### 3. Educational Program Design

- A. Diagnosis/ Assessment Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.

The school will follow the District's annual calendar, including the numbers of days. The School's course offering reflects FLDOE course coding and the School's instructional day will accommodate a minimum of 300 minutes.

- B. Describe the proposed charter school's educational program.

The Educational Model is implemented within a McGraw Hill framework of continuous improvement to ensure its validity and the development of supporting tools to meet the needs of each individual student. The Education Model was developed based on 45 years of research of McGraw Hill Framework as a structure that drives administrators and teachers to better understand, be able to explain, and make predictions about the elements needed for each student to master the Next Generation Sunshine State-Common Core Standards. Educational best practices, technology, communication and documentation tools are revised and created to support the implementation of the model so that teachers have support necessary to meet the needs of each student.

The Imagine It! Educational Model has the following steps

- Screening/ Baseline Assessment
- Progress Monitoring/ Data-Driven Instruction
- 
- Outcome evaluation/ Grading
- Reporting and Decision Making

***SRA Imagine It!* uses a four-step assessment program, developed by Doug and Lynn Fuchs.**

*SRA Imagine It!* contains assessment authored by respected assessment experts Doug and Lynn Fuchs. The goal of assessment should be to provide teachers with an accurate understanding of how well a student reads, if a student is at risk for reading problems in the future, and the degree to which the student has mastered the various component skills that underlie competent reading.

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In other words, think about benchmarks as a yardstick. You want to reach a certain point. Each time you measure, you should be closer to your goal.

The above outline was designed to provide the process of improving student learning of academics achievement. The steps are used to promote teachers reflecting upon the work of each of their students individually and then carry over to with implementation of strategies and supplementation to help each student. The Educational Model is used to withstand a constant cycle of tracking progress for master of standards so that students are able to fin success in their own methods of learning.

#### **Supportive Instrument of the Educational Model**

Data Conference: Throughout the year, as part of staff development, a member of the leadership team will lead a Data Conference to ensure that teachers have a clear understanding of the importance of data review and to instruct them in how to pin point what is needed in each classroom including but not limited to recognizing skills that each individual students needs to master. These particular Data Conferences include school-wide goal setting and classroom goal setting. The teacher then uses the data analyzed and meets with students to set individual students goal.

#### **Objective & Individual Learning Plans:**

The objective is viewed as a facilitator for the cohesion of the school as a team working toward the same goals. After the Data Conference, teachers meet with students to set personal individual goals. These objective are academic driven and allow students to track their own academic growth giving them a sense of success. An objective is also used after formative assessments as a mean to track improvement on academics standards.

Built within the objective (setting goals) is the development of an Individual Learning Plan for each student. The Individual Learning Plan is designed to track an individual student strengths and weakness and cumulative progress in attaining a year's worth of learning at a particular grade level. The individual planning is a collaborative effort among the student, parent, the teacher and other staff involved with the student's academic achievement. The Individual Learning Plans pinpoints the student's strengths and weakness and lists objective for improvement.

The following information is gathering when assessing the student's strength and weakness:

1. The results of any achievement testing and classroom assessments

2. The student's academic track prior to his/her performance
3. Reports and observations from the student current teachers
4. Information and suggestions from the student parents and the students
5. Student information about what they like to learn and parent information about how their child learns best (e.g. individual, small or large group etc.)
6. Non-assessed student work and project based learning

A measure of each student's rate of academic gains will be determined at the end of the school term and the comparison of learning gains made throughout the year.

#### Classroom Technology

Classroom technology will be used to assist teachers in providing instruction to students to help drive students into the 21<sup>st</sup> century. 21<sup>st</sup> century technology components will be used. Teachers and students will have technology integrated in the classroom through variety of modalities such as:

- Desktop computers
- Interactive White Board
- Audio Station
  1. Computers
  2. Headphones

Teachers will be trained to infuse technology into students learning to reach academic achievement for each student. The goal of the technology within a classroom is to take out of the hands of the teachers and put it in the hands of the students for an optimal experiential learning environment.

#### Monitoring and Evaluation

School Site Visit Observation: The school will participate in the District School site Observation Process which occurs, at a minimum, twice a school year. The school site visit observation is a one-day in depth process in which members of the school board and the Executive Director network support the school by observing the teachers and providing feedback on instruction. The purpose of the school site visit observation process is to support the school with the implementation and monitoring of teacher instructional strategies that support student's engagement.

The District school site visit observation process is a two-fold process. The first part is a preparedness piece that is completed prior to the school site visit by the leadership team. Included in the preparedness section are the areas of classroom curriculum design, classroom management and students motivation. Classroom curriculum design examines the teachers sequencing and pacing of content along with the experiences students have with that content. Classroom management examines teacher action in establishing and enforcing rules and procedures, carrying out discipline actions, maintaining effective teacher and student relationships and maintaining an appropriate mental set for management. The actual environment of the classroom is also considered; this is place where a student can feel safe and nurtured. The last piece of the preparedness section focuses on student motivation, or what "drives" student behavior.

The second part of the school site visit process is the school study piece. In addition to classroom management and student motivation, instructional strategies are examined. The observer, a

school district member, who takes part in the lesson for 30–45 minutes to examine how the teacher is integrating Educational Best Practices within his/her lesson promote student learning.

After visiting all classroom, the team reflects on their day based upon the data collected. The data, recommendations and commendations are compiled into a presentation and delivered to staff provide them to support within their professional development.

Based on the recommendations and commendations, the leadership team refines its professional development focus for the school year, if necessary.

### Classroom Walk-thru

Although the site visit form is a more detailed document, the principal have clearly defined articulates their dedication to teachers support by the school district walk-thru challenge. The challenge clearly articulates that the Principal have determined that each teacher will be visited by an administrative each week. The walk thru form will be used as a non-evaluative tool, it's a way to communicate areas of strengths of the teacher as well possible opportunities for growth.

### Teacher Performance Evaluation

The School District teacher evaluation supports the monitoring of the educational model by evaluating the use of evidence based research strategies that the teacher has been exposed to through professional development and provided feedback on through the District School Site Visit process from a mentor teacher as well as through the weekly walk thru. All new teachers receive a "practice" teacher performance evaluation in the fall to prepare them for the spring performance evaluation.

### School-Wide Academic Monitoring

After each site visit and each benchmark test, the Executive Director meets with the Principal and the School Leadership Team to discuss strengths and the opportunities for growth for the school, as well as each grade level and subject area. Based on these discussions and the data collected, the leadership team makes recommendations such as professional development training, individualized professional development, opportunities, targeted mentoring and increased observations.

### Professional Development

Professional development is provided weekly through the school leadership team, mentor teachers or the Principal. Professional development plans are submitted to the Executive Director for review prior to the beginning of the school year and reviewed after each benchmark or state testing scores. In addition to professional development throughout the year, prior to school beginning all teachers report for a planning week which includes daily professional development sessions.

New teachers to the charter school experience an in-depth professional program through the Beginning Teacher Program. Two weeks prior to school starting, new teachers begins receiving professional development focused on classroom management, instructional technology, classroom curriculum designed and vendor/textbook training. During the school year, new teachers will take part in the Beginning Teacher Program in which they meet monthly to discuss issues relevant to new teachers, meet to collaborate with mentor and complete portfolio to



demonstrate what they have achieved through their first year of teaching. Additionally, staff will participate in Professional Development opportunities through the county.

C. Describe the research base for the educational program.

The foundational program of ***SRA Imagine It!*** has consistently proven its effectiveness across the country with a diverse population of students for over four decades.

- Students' results from standardized tests are used to validate the program
- Field testing shows that the explicit, systematic instructional approach used to develop ***SRA Imagine It!*** is more effective for at-risk students than other approaches as measured by a variety of tests, including standardized measures\*
- Comprehensive reports from the National Reading Panel and the National Institute of Child Health and Human Development (NICHD) support the strategies and instructional models used to develop ***SRA Imagine It!***

The results of students' in moderate LEP/Low SES areas show the effectiveness of the program in assuring the success of all students.

When it comes to building reading comprehension, a strong vocabulary makes all the difference. Research has shown that students with inadequate vocabularies rarely succeed in school, due largely to the fact that their poor understanding of texts dissuades them from reading on their own. For these students, the primary source of difficulty is their lack of general vocabulary, rather than technical terms. ***SRA Imagine It!*** responds to these findings by utilizing a system of tiered vocabulary instruction that places strong emphasis on research and interpretation skills. Relevant words are divided into three categories: words already known without school instruction; words to be learned as part of general lessons; and words to be learned in a specific content area. Instructors use orally presented texts and content-based explanations to directly teach over twenty new meanings each week, with the intent that students will be adequately exposed to all twenty and fully retain ten to twelve. Adhering to this schedule will keep every child up to speed in terms of vocabulary and comprehension.

***SRA Imagine It!*** draws on more than twenty-five years of author research to help struggling students develop both powerful writing skills and critical methods of self-regulation. This system, known as Self-Regulated Strategy Development (SRSD), guides students toward a mastery of the higher-level cognitive processes involved in written composition. In a report commissioned by Carnegie Corporation and the Alliance for Excellent Education, the SRSD was praised as the most effective writing intervention to date; its emphasis on and self-instruction allows students to be more autonomous and reflective in their writing, giving them the confidence they need to succeed

D. Explain how the educational program aligns with the school's mission.

Vision: Providing students with individual support and development appropriate educational program as well as a plan that meet the student needs, resulting in high academic achievement producing life-long learners in an inclusive society.

**Mission:** The mission of Traneisha L. Galloway charter school is to create a safe learning environment to cultivate and equip the whole child with the knowledge and capability to succeed in today's society. We strive to promote edifying opportunities that leads to the road of success within this rapidly changing, diverse society.

The SRA Imagine It! educational program aligns with the school's mission SRA's Imagine It! has a strong focus on Differentiated Instruction, giving teachers more opportunities to teach every student how to effectively read, write, and communicate," said Ruth Cochrane, SRA's vice president and publisher.

With Grades K-6 available in May 2007, SRA's Imagine It! combines the latest and most innovative knowledge about Differentiated Instruction with proven teaching approaches based on 45 years of research, field study, documented classroom success, and teacher input.

The heart of SRA's Imagine It! is the Teacher Edition, developed using teacher input to create an intuitive, teacher-friendly design that makes it easier to incorporate an array of Differentiated Instruction activities and tools into the classroom schedule.

For example, SRA Imagine It! lesson plans are completely integrated with the Differentiated Instruction Workshop activities that equip teachers with resources and opportunities for English-Language Learners (ELL), Challenge, Reteach, and Intervention. The program's Workshop Kit includes manipulatives and games students use to practice and refine their skills in a fun and engaging manner.

ELL students also benefit from the SRA Photo Library, which uses photography to teach vocabulary, and the Realia Kit, which includes physical examples of vocabulary words - such as a car or globe - that are needed to reinforce English and to transition from Spanish to English.

SRA's Imagine It! is the only core reading curriculum to contain assessment authored by the most recognized experts in the field, Drs. Doug and Lynn Fuchs, authors of tools such as Yearly ProgressPro(TM), CTB/McGraw-Hill's online progress monitoring system built on 25 years of research in the scientific methodology of Curriculum Based Measurement, which has been proven to be a highly effective method for improving student learning outcomes. The Fuchses' assessment expertise ensures that the needs of all learners are met through progress-monitoring opportunities in each Imagine It! unit. These authors also developed the programs thorough and effective benchmark assessments to help students succeed on state and other high-stakes tests.

The program contains an assessment plan for meeting Adequate Yearly Progress that will help close the gap for students through lesson assessments, diagnosis and differentiation, and benchmark assessments that provide a snapshot of each student's progress at any time.

- E. Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards, as required by section 1002.33, F.S.

The services the school will provide to the target population will help them attain the Next Generation Sunshine-Common Core Standards by making sure the curriculum is aligned with the Next Generation Sunshine State-Common Core Standards and providing a strong focus on Differentiated Instruction, giving teachers more opportunities to teach every student how to effectively read, write, and communicate.

**If the school intends to replicate an existing school design<sup>1</sup>:**

**The school does not intend to replicate an existing school design.**

- F. Provide evidence that the existing design has been effective and successful in raising student achievement.  
*The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.*
- G. Describe the applicant's capacity to replicate an existing school design.  
*The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.*

#### 4. Curriculum Plan

- A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.
- Provide Curriculum Plan aligned with the Next Generation Sunshine State-Common Core Standards as **Attachment #1**

**Reading:** SRA's Imagine It! is the only core reading curriculum to contain assessment authored by the most recognized experts in the field, Drs. Doug and Lynn Fuchs, authors of tools such as Yearly ProgressPro(TM), CTB/McGraw-Hill's online progress monitoring system built on 25 years of research in the scientific methodology of Curriculum Based Measurement, which has been proven to be a highly effective method for improving student learning outcomes. The Fuchses' assessment expertise ensures that the needs of all learners are met through progress-monitoring opportunities in each

<sup>1</sup> An applicant is considered to be replicating an "existing school design" if:

- The proposed school is substantially similar *overall* to at least one school, and
- The individuals and/or organization involved in the establishment and operation of the proposed school are deeply involved in the operation of the similar school(s).

For example, a plan to implement a specific program, such as a widely-used curriculum, would not be categorized as the replication of an existing school design.

Imagine It! unit. These authors also developed the programs thorough and effective benchmark assessments to help students succeed on state and other high-stakes tests.

The program contains an assessment plan for meeting Adequate Yearly Progress that will help close the gap for students through lesson assessments, diagnosis and differentiation, and benchmark assessments that provide a snapshot of each student's progress at any time.

- Imagine It! addresses science, social studies, math, and fine arts in a number of ways.
- First, about 60% of the unit themes focus on science and social studies topics such as energy, ecology, American history, or geography. During the Inquiry strand described above, students research these topics to build their knowledge.
- In addition, the **Curriculum Connections Kit** contains cross-curricular activities in science, social studies, math, and art. It also includes opportunities for functional reading.
- Leveled Readers for Science and Social Studies also are included in *Imagine It!* These reading materials cover science and social studies content while building background, developing content area vocabulary, and providing valuable reading practice for all students in the classroom.

**Math: Excel Math is a proven mathematics curriculum for Kindergarten through Sixth grade students.** Used in classrooms for more than 30 years, Excel Math curriculum carefully presents math in a spiraling fashion. Students learn and review different concepts throughout the year while developing a solid foundation of math skills.

**Excel Math works in the real world.** It was developed by reviewing math curricula, observing classroom teachers, collecting suggestions from teachers, and considering requirements from all states. The program was conceived and developed by one author, preventing fragmentation seen in other products. It enhances existing skills, and gives students distributed practice and spaced repetition of each concept. Excel Math students develop a strong foundation in math.

- B. Describe the research base and foundation materials that were used *or will be used* to develop the curriculum.

Imagine It! is a comprehensive Pre-K–6 reading and language arts program that incorporates feedback from teachers nationwide with the most recent research in the areas of reading and writing. Its proven, research-based pedagogy ensures that this reading curriculum is empowering, engaging, and exciting. Imagine It! fully meets the requirements of No Child Left Behind as a research-based program. It is the result of 45 years of research and field study. The authors, who are researchers themselves, continue to update the program as new studies are published that reflect the latest findings on effective instructional methods.

The program authors are Carl Bereiter, Andrew Biemiller, Joe Campione, Iva Carruthers, Doug Fuchs, Lynn Fuchs, Steve Graham, Karen Harris, Jan Hirshberg, Anne McKeough,

Peter Pannell, the late Michael Pressley, Marsha Roit, Marlene Scardamalia, Marcy Stein, and Gerald H. Treadway Jr.

- C. Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.

*The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.*

► **Imagine It! Curriculum**

As outlined below, the school will adapt Imagine It! Curriculum as aligned with the Next Generation Sunshine State-Common Core Standards. The structure for what is taught at each grade-level, to ensure students achievement, Imagine It! Curriculum assures the following:

***Imagine It! curriculum Key principals***

- Instruction in five key areas of Reading
- Explicit instruction supported by progress monitoring
- Time-saving lesson format
- Easy-to-follow instructions
- Differentiated Instruction in every lesson
- Strong Inquiry/higher-order thinking strand
- Frequent assessment opportunities with prescriptions
- Innovative technology features
- Robust writing strand
- In-depth vocabulary instruction
- Substantive fluency instruction and practice
- Activities designed to foster student engagement at all levels

**1. Who developed the SRA *Imagine It!* program?**

*Imagine It!* is a comprehensive Pre-K–6 grade reading and language arts program that incorporates feedback from teachers nationwide with the most recent research in the areas of reading and writing. Its proven, research-based pedagogy ensures that this reading curriculum is empowering, engaging, and exciting. *Imagine It!* fully meets the requirements of No Child Left Behind as a research-based program. It is the result of 45 years of research and field study. The authors, who are researchers themselves, continue to update the program as new studies are published that reflect the latest findings on effective instructional methods.

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**2. How does *Imagine It!* address the five main areas of reading?**

**Phonemic Awareness:** Phonological and phonemic awareness activities in *Imagine It!* are based on a solid developmental progression that gives children the opportunity to work and play with words and sounds. Children first explore sentences and learn that sentences are made up of words. Then they work with rhymes and parts of words – syllables. Finally children manipulate the individual sounds in words. All the activities are fun and engage students in playing with and exploring the parts and sounds of language.

Research suggests the majority of instructional time should be focused on blending and segmenting phonemes. These activities are supported by discrimination and elision activities (deleting and substituting sounds) and general wordplay.

**Systematic, Explicit Phonics:** Beginning in Kindergarten, students are introduced to sounds and letters. Students learn that sounds can be mapped onto letters, and those sounds and letters can be blended to read words. In Grade 1, students make the shift from mapping sounds onto letters to mapping sounds onto spellings. The introduction of sounds, letters, and spellings is systematic, explicit, and sequential so students can build on what they've learned. Sound/Spelling Cards are key to teaching phonics in *Imagine It!*

**Fluency:** The concept of fluency is introduced in the early grades in *Imagine It!* When reading aloud, teachers model fluency as they use expression and intonation to support meaning. In Pre-K and Kindergarten, emergent readers learn about concepts of print that support fluency: learning about spaces and ending punctuation, reading from left to right, and automatically recognizing high-frequency sight words. Students apply this knowledge to reading *Pre-Decodables*. These skills are then combined with phonics skills to read *Decodables*, books containing phonetically regular and high-frequency sight words.

While fluency begins in Grade 1 fluency instruction continues in Grades 2-3. *Imagine It!* includes *Student Readers*, *Leveled Readers*, and the *Leveled Science* and *Social Studies Readers* for additional practice.

**Vocabulary:** Words for instruction in *Imagine It!* were not chosen arbitrarily. They were selected based on the vocabulary research of Andrew Biemiller, Ph.D., who developed a comprehensive database of words students with large vocabularies know by the end of Grade 6. Biemiller's work identifies words all students need to know.

Because vocabulary knowledge is so critical to comprehension, vocabulary instruction is integrated throughout every part of the lesson in *Imagine It!* – before, during, and after reading.

**Comprehension:** Students need to learn and use critical strategies to help them make sense of text. In *Imagine It!*, the teacher uses "think-alouds," initially to model how to use important reading comprehension strategies and then gradually prompts student to use these strategies. Strategies include setting reading goals, visualizing, predicting and confirming predictions, asking questions and answering questions, summarizing, clarifying, making connections and adjusting reading rate. Because students actually use the strategies, they are engaged in making sense of what they are reading and their understanding dramatically increases.

In addition students learn to use critical reading skills such as cause and effect, main idea and supporting detail, compare and contrast, drawing conclusions, and the like.

### 3. How does this program address "response to intervention"?

SRA embraces the RtI 3-Tier Instructional approach. *Imagine It!* is a Tier 1 program, meaning it is a core curriculum for students performing at, above, or near grade-level. However, it incorporates intervention materials to support struggling readers as well as challenge materials for students reading above grade level.

Screening in *Imagine It!* helps teachers identify students who may be at risk. For those students, needing Tier 2 intervention, *Imagine It!* has intervention materials to support students in the program. For Tier 3 students needing more intensive support, SRA has programs that support the core program, *Imagine It!*

Early Interventions in Reading 2012, SRA

### **Prevent failure, promote literacy and promise success**

Revised for 2012! Solid research is at the heart of **SRA Early Interventions in Reading**. Designed to work comfortably with your core reading program or for Tier II interventions, this early intervention program provides the significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations. **SRA Early Interventions in Reading** helps you identify struggling readers in Grades K-3 and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands - phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

### **NEW Features to Transform Struggling Readers into Skilled Readers!**

- Prevention level targeting phonemic awareness, print concepts, and decoding
- Integrated technology to save you preparation time
- Vocabulary and concept instruction for English and early language learners
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### **Kaleidoscope 2008 Edition**

- Grade Levels K - 8
- ***Focus on Intervention for struggling readers in grades K-8***
- ***Kaleidoscope***, aids students whose reading level is two or more grades below their chronological grade level. *Kaleidoscope* condenses and intensifies the instruction, making it possible to deliver two years of instruction in one year.

#### 4. How does this program address higher-order thinking?

Higher-order thinking is integrated throughout *Imagine It!* As students are reading and learning to use strategies like predicting and visualizing, they are making inferences while summarizing requires the reader to analyze and evaluate information from the text.

The strong **Inquiry** strand in *Imagine It!* promotes curiosity, investigation, and higher-order thinking. Students appreciate that reading and writing are tools for learning that can enhance their lives. In every unit in the program, students use the content they are learning as the basis for inquiry, exploration, and research that address their questions, wonderings, and interests.

**Inquiry** develops across the unit. Each unit begins with student-led discussions that prompt questions and areas of interest about the unit theme. Students then begin asking questions related to the unit theme. Then they transform the question into a conjecture – what they think the answer may be based upon what they know now.

From there, students collect facts and ideas by doing experiments, searching the Internet, surveying other students, conducting interviews, reading a variety of books and articles, and so on. Then, based upon the analysis, synthesis and evaluation of the information collected, students can confirm or revise their conjectures. Because students in *Imagine It!* are part of a learning community, individuals or groups share their findings, which adds to the class's knowledge of the theme.

In addition, the **Concept/Question Board** is an integral part of the classroom learning environment and is used throughout each unit to support comprehension and inquiry as students explore and add new information to expand and deepen understanding about the unit theme. It is a place where students share and evaluate their growing knowledge about a concept by posting newspaper clippings, articles, interviews, surveys, information taken from the Internet, photographs, and such and connect school learning to the real world.

#### 5. What about cross-curricular connections?

*Imagine It!* addresses science, social studies, math, and fine arts in a number of ways.

First, about 60% of the unit themes focus on science and social studies topics such as energy, ecology, American history, or geography. During the Inquiry strand described above, students research these topics to build their knowledge.

In addition, the **Curriculum Connections Kit** contains cross-curricular activities in science, social studies, math, and art. It also includes opportunities for functional reading.

Leveled Readers for Science and Social Studies also are included in *Imagine It!* These reading materials cover science and social studies content while building background, developing content area vocabulary, and providing valuable reading practice for all students in the classroom.

#### 6. *SRA Imagine It!* uses a four-step assessment program, developed by Doug and Lynn Fuchs.



*SRA Imagine It!* contains assessment authored by respected assessment experts Doug and Lynn Fuchs. The goal of assessment should be to provide teachers with an accurate understanding of how well a student reads, if a student is at risk for reading problems in the future, and the degree to which the student has mastered the various component skills that underlie competent reading.

The four-step assessment cycle built into *Imagine It!* includes screening, progress monitoring, diagnosis, and outcome evaluation.

Benchmark Assessments form the backbone of the new *SRA Imagine It!* These assessments differ from traditional tests because each assessment measures skills from the entire year-long curriculum. (In contrast, many classroom tests address only the skills or content most recently taught in a particular unit.) Benchmarks have the same format, sample the same content, and are of equivalent difficulty. Over the course of the year, these assessments indicate students' increasing mastery of the year's content. Think of it: you can actually see scores increase over an instructional year. Teachers can quickly see students who doing well and identify those who need additional specific support.

In other words, think about benchmarks as a yardstick. You want to reach a certain point. Each time you measure, you should be closer to your goal.

### **7. How does *Imagine It!* help students develop their word knowledge or vocabulary?**

Vocabulary knowledge is correlated to achievement throughout school. The purpose of vocabulary instruction is to introduce students to new words and to teach a variety of strategies for learning, remembering, and incorporating unknown vocabulary words into their existing reading, writing, speaking, and listening vocabularies.

Vocabulary instruction in *Imagine It!* was developed by Andrew Biemiller following these research-based steps:

- Vocabulary Warm-Up introduces vocabulary words in context.
- Definitions are directly taught.
- Guided Vocabulary Practice extends understanding.
- Additional practice with games and activities reinforces word knowledge.
- Vocabulary is read in the reading selection.
- End of week vocabulary review solidifies word knowledge.

According to Biemiller, acquiring vocabulary is in some ways like acquiring word-identification skills, or number and computational skills. We progress best if we systematically build upon earlier skills and word knowledge. Because word meanings are learned in a rough sequence, we can determine words that children with limited vocabularies are likely not to know but children with extensive vocabularies will know. If the sequence is really important – as we believe it is – then offering effective education must include ensuring that all children have had a

reasonable opportunity to acquire the word meanings known or acquired by successful readers and writers. *Imagine It!* teaches those words identified in Biemiller's groundbreaking research.

### **8. How does *Imagine It!* help students develop their writing skills?**

*SRA Imagine It!* is designed to ensure students acquire the writing skills and strategies, needed to become skilled writers. These include:

- Knowledge about the qualities of good writing, characteristics of different genres, intended audience, and writing topics.
- Ability to use basic composing processes and strategies such as pre-writing, drafting, monitoring, evaluating, editing, and publishing.
- Understand the importance of basic writing skills such as handwriting, spelling, sentence construction, grammar, and usage.
- Have the interest and motivation to write well.

The research-based instruction in *Imagine It!* focuses on explicitly teaching and modeling writing strategies. The program incorporates predictable writing routine, graphic organizers, group work, and more.

Leading researchers in the field of writing Steve Graham and Karen Harris have incorporated their findings into *Imagine It!* Research shows that the quality of student writing can be improved by:

- Teaching explicitly and modeling writing strategies
- Encouraging students to work together collaboratively
- Using prewriting activities like graphic organizers
- Making goals for writing clear and specific
- Teaching students to construct more varied sentences
- Providing models of good writing for students to emulate
- Using a word processor as a tool for composing

### **9. What role does Self-Regulated Strategy Development (SRSD) play in this program?**

The Self-Regulated Strategy Development (SRSD) model for teaching writing incorporated into *Imagine It!* was developed over more than 25 years of research by one of the program's authors, Karen Harris.

The goals of SRSD are:

- Mastery of higher-level cognitive processes involved in composition
- Autonomous, reflective, and self-regulated use of effective writing strategies
- Knowledge of the characteristics of good writing; and positive attitudes about writing and one's own capabilities as a writer. In other words: writing expertise.

It includes explicit development of critical self-regulation strategies: goal setting, self-monitoring, self-instruction, and self-reinforcement

- D. Explain how students who enter the school below grade level will be engaged in and benefit from the curriculum.

SRA embraces the RtI 3-Tier Instructional approach. *Imagine It!* is a Tier 1 program, meaning it is a core curriculum for students performing at, above, or near grade-level. However, it incorporates intervention materials to support struggling readers as well as challenge materials for students reading above grade level.

Screening in *Imagine It!* helps teachers identify students who may be at risk. For those students, needing Tier 2 intervention, *Imagine It!* has intervention materials to support students in the program. For Tier 3 students needing more intensive support, SRA has programs that support the core program, *Imagine It! The two reading intervention program being implemented for struggling readers are listed below:*

Early Interventions in Reading 2012, SRA

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Revised for 2012! Solid research is at the heart of **SRA Early Interventions in Reading**. Designed to work comfortably with your core reading program or for Tier II interventions, this early intervention program provides the significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations. **SRA Early Interventions in Reading** helps you identify struggling readers in Grades K-3 and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands - phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

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E. Describe proposed curriculum areas to be included other than the core academic areas.

**Inquiry** develops across the unit. Each unit begins with student-led discussions that prompt questions and areas of interest about the unit theme. Students then begin asking questions related to the unit theme. Then they transform the question into a conjecture – what they think the answer may be based upon what they know now.

From there, students collect facts and ideas by doing experiments, searching the Internet, surveying other students, conducting interviews, reading a variety of books and articles, and so on. Then, based upon the analysis, synthesis and evaluation of the information collected, students can confirm or revise their conjectures. Because students in *Imagine It!* are part of a learning community, individuals or groups share their findings, which adds to the class's knowledge of the theme.

In addition, the **Concept/Question Board** is an integral part of the classroom learning environment and is used throughout each unit to support comprehension and inquiry as students explore and add new information to expand and deepen understanding about the unit theme. It is a place where students share and evaluate their growing knowledge about a concept by posting newspaper clippings, articles, interviews, surveys, information taken from the Internet, photographs, and such and connect school learning to the real world.

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In addition, the **Curriculum Connections Kit** contains cross-curricular activities in science, social studies, math, and art. It also includes opportunities for functional reading.

Leveled Readers for Science and Social Studies also are included in *Imagine It!* These reading materials cover science and social studies content while building background, developing content area vocabulary, and providing valuable reading practice for all students in the classroom.

#### K-5 Technology

The school recognizes and embraces the important role technology plays in educating children to prepare them for the opportunities of tomorrow. Technology has proven invaluable not only

as a skills-based tool for children to learn, but also as an additional instructional tool to assist teachers in providing targeted, effective learning instruction for successful educational outcome.

The school's viewpoint of the role of technology in the classroom is based on three concepts. First, technology is a core for learning. Second, technology must be ubiquitous, (i.e. readily accessible to teachers and students in the classroom and areas where learning takes place). Third, educational use of the internet broadens and deepens students' knowledge and academics achievement. Appropriate use of the internet will be ensured via the installation of software filters designed to block access to those sites deemed unsuitable for students access including pornographic sites. Supervision by faculty and staff will further appropriate student use of the internet.

The school bases technology instruction on 6 national standards (spiral of skills) that support computer literacy beginning in Kindergarten. These standards are taught with increasing complexity at appropriate levels (level 1, Grades k-2; Level 2, Grades 3-5) as follows. The student:

1. Know the characteristics and uses of computer hardware and operating system
2. Knows the characteristics and uses of computer software
3. Understands the relationship among science, technology, society, and the individual
4. Understands the nature of technology design
5. Understands the nature of, and operation of systems
6. Understands the nature and uses of different forms of technology

#### K-5 Physical Education

The primary goal of the physical education program is the basic application of individual skills in a team sport environment. Physical education will include a variety of developmental activities emphasizing fine and gross motor skills development. The kindergarten through 2<sup>nd</sup> grade curriculum is focused on movement exploration through various motor and non-motor experiences and includes instruction in keeping growing bodies healthy, clean, and out of harm's way (e.g. health/nutrition, exercise, drug prevention, first aid, and safety). Physical education in grades 3 through 5<sup>th</sup> allows students to interact in team sports that also contribute to developing habits of good sportsmanship. The school will provide a minimum of 150 of physical activity each week.

#### K-5 Library

The school's media program will be the hub of learning and academics activity in the school. It will support the curriculum by providing access to current, adequate, and appropriate informational resources and ensure that all students, teachers, and staff are effective users of ideals and information.

The school's media program will provide access to information and ideas for all users. It will serve students and teachers alike, while allowing students to learn how to access a wealth of knowledge and learning resources. It affords opportunities for student to appreciate literature and the cultural arts, to learn creative thinking skills, to become critical seekers of information and ideas and to use instructional and educational technology effectively, so they may become independent life-long learners and decision makers.

F. Describe how the effectiveness of the curriculum will be evaluated.

Students academic improvement will be measured on an ongoing basis by using Next Generation Sunshine State-Common Core Benchmarks. For the benchmark test, mastery, partial mastery and non-mastery in each of the test clusters are as follows:

1. Mastery: 85%-100%
2. Partial Mastery: 70%-84%
3. Non-Mastery: 0-69%

Progress will also be monitored throughout the year through the following measures: the Florida Assessment for instruction in Reading, numeracy diagnostic assessment and FLKRS provide a comprehension evaluation of the school's curriculum.

Eventually, the effectiveness of the Excel and Imagine It! Reading Curriculum will be evaluated by the attained curriculum, primarily measured by students' performance on the Florida Comprehensive Assessment Test (FCAT). The school will focus on meeting and exceeding rigorous goals outlined in this submission, particularly those that articulate that students make annual learning gains-a year's worth of learning for each year enrolled.

These procedures of review will allow the school to make changes to the professional development for teachers, provide teachers more support who may need more support to ensure students' academic achievement, and will chart the course for the use of school resources throughout the year.

## 5. Student Performance, Assessment and Evaluation

- A. State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.

Kindergarten:

Students in kindergarten will be assessed using the Florida Kindergarten Readiness Screener (FLKRS), which measures the readiness of all children entering kindergarten so that appropriate instruction can be delivered.

Goal: 70% of kindergarten students will be considered ready for school.

1<sup>st</sup> and 2<sup>nd</sup> Grades:

Students in 1<sup>st</sup> and 2<sup>nd</sup> grades will be assessed using the IOWA Benchmark test, which measures achievement in reading and mathematics and is aligned to the Next Generation Sunshine State-Common Core Standards

Goal: Mastery will be assessed at 80% of the Next Generation Sunshine State-Common Core Standards.

3<sup>rd</sup> through 5<sup>th</sup> Grades

According to the Florida A+ School Grading System each school measures individual students success and effectiveness of the curricula by students performance on the FCAT. The FCAT individual student performance data is then combined to measure the school's success. The number of points a school accumulates is then equated to an overall school grade based on the percent of students meeting high standards in reading, mathematics, science and writing, the percent of students making annual learning gains in reading and mathematics, and the percent of the lowest 25% of student making annual learning gains in reading and mathematics. To end this, the school will earn a school grade of a "B" in year one, with incremental goals and objectives in year two, toward moving at least one letter grade or (maintaining an "A") and making adequate Yearly Progress (AYP) by three year. In addition to the school wide goal of earning a school grade of a "B", the school will meet the following:

**Objective:** The school will make adequate progress with the lowest 25% in reading and mathematics as defined by the Florida A+ Plan.

Students will demonstrate academic improvement and success by either meeting high standards or making annual learning gains as defined by the Florida A+ Plan. The meeting of high standards is defined as those students who score an achievement level of three or higher in reading, mathematics, and/or science, and 3.5 or higher in writing. Making annual learning gains can be measured in three ways:

1. Improve achievement levels from 1-2, 2-3, 3-4, or 4-5
2. Maintain within the relatively high levels of 3, 4, or 5; or
3. Demonstrate more than one year's growth within achievement levels 1 or 2 as indicated by the developmental scale score of the FCAT.

The school understands and is dedicated to ensuring that all children have a fair, equal and significant opportunity to obtain a high-quality education and continually strives for academic excellence on challenging State academic standards (Next Generation SunShine-Common Core Standards) and the State academics assessment (the FCAT). Success in meeting the above school-wide goals and objectives fro year one will be measured by the following:

1. At least 79% of students will earn an achievement level of 3 or higher on the reading portion of the FCAT.
2. At least 63% of students will make annual learning gains in reading as defined by the Florida A+ Plan.
3. At least 60% of the lowest 25% in reading will make adequate progress as defined by the Florida A+ Plan.
4. At least 80% of students will earn an achievement level of 3 or higher on the mathematics portion of the FCAT.
5. At least 60% of students will make annual learning gains in mathematics as defined by the Florida A+ Plan.
6. At least 85%of the lowest 58% of the lowest 25% in mathematics will make adequate progress as defined by the Florida A+ Plan.
7. At least 85% of 4<sup>th</sup> grade students will earn an achievement level 3.5 or higher on FCAT Writes.
8. At least 50% of 5<sup>th</sup> grade students will earn an achievement level of 3 or higher on the science portion of the FCAT.

In addition:

- A. All students will maintain a portfolio demonstrating and charting improvement and mastery of skills required at that grade level. This portfolio will be a part of the Individual I Learning Plan, which is the collection of parent, student, and teacher

conference. These plan establishment academics goals for each individual student in relation to his/her performance and progress.

Year 1:

The school-wide goal for year one, is set with the assumption that the longer a student stays with the school as he/she is promoted, the higher the performance of the student, and the school. It is the school's intention to exceed the year one goal of earning a school grade of a "B". Goals in year two and beyond, will be based on meeting or exceeding the baseline achieved in year one (or the year prior).

Year 2:

With the assumption that the school will substantially increase enrollment in year (2) two, the School will sustain momentum by earning s school at or above an "A" while also maintain Adequate Yearly Progress (AYP) as defined by NO Child Left Behind (NCLB).

- Objective: The school will decrease the percent of students NOT proficient in reading and mathematics by 7% from the previous year's FCAT results.

Year 3:

- The School will maintain a school grade of an "A".
- The school will maintain Adequate Yearly Progress (AYP) as defined by No Child Left Behind (NCLB)
- Objective: The will decrease the percent of students NOT proficient in reading and mathematics by 7% from the previous year's FCAT results.

In order to measure a student's success in meeting these goals, a variety of assessment methods from simple daily observations of students by a teacher in the classroom to highly sophisticated standardized tests will be used. The school will measure students academics improvement through a combination of teacher created formative assessment will involve the traditional assessment of students through teacher-made and assessed classroom methods. Examples of teacher-made formative assessments include but not limited to: (1) Teacher-made content tests; (2) student portfolios; (3) Journals; (4) Teacher observation and (5) writing samples.

Teachers are required to assess students throughout the year, collect and analyzed the data, make appropriate changes to individual students or class instruction, teach, re-teach, assess and again modify or intensify instruction to meet the needs of students. All curriculum decisions are made by analyzing student data.

Formal testing will assess student academics improvement. Students academics improvement will be measured on an on-going basis. Annual student academics improvement gains will be measured by the comparison of student learning gains on the FCAT.

Teachers will utilize assessment as outlined in the Student Assessment section of this Charter Application to measure students' progress toward mastery of the Next Generation Sunshine State-Common Core Standards. Each assessment has its own measure of proficiency, mastery and/or on, below or above grade level determinacy.

- B. Describe the school's student placement procedures and promotion standards.



The school will follow the pupil placement and promotion standards set by the District in accordance with the Florida statutory requirements and the Florida

- Provide a **Student Progression Plan**. Provide a detailed description of any specific differences between your student progression plan and the Student Progression Plan approved by the Gadsden County School Board. Submit a copy of the charter school Student Progression Plan as **Attachment #2**.
- C. If the school will serve high school students, *describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.*

The charter school will not serve high school students

- D. Describe how baseline achievement data will be *established, collected, and used. Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.*

Baseline achievement data will be collected from Florida Progress Monitoring and Reporting Network and previous year's FCAT scores and further establish through Florida Assessment Instruction in Reading and numeracy diagnostic assessment. This data will be used to establish baseline assessments and students' performance data will be used to create the Individual Learning Plan which is created with all stakeholders (administration, student, and parent) with the information needed to determine prior rate of academic progress, to identify students' current strengths and areas of need, and to effectively target instruction. The District will provide the school, prior to the beginning of each school year and upon request during the school year, all student performance data electronically and cumulative records for all incoming students. Teachers and other key stakeholders will have access to student performance data disaggregated by school, grade level, individual teacher, and/or individual student via Student Information System. This information will be used to determine student placement and students' background knowledge, as well as to make informed decisions about instructional focus and strategies to best meet the needs of each student.

#### Individual Learning Plan

All students will have a Individual Learning Plan (ILP). The ILP is designed to track an individual student's strengths and weakness and cumulative progress in attaining a year's worth of learning at a specific grade level. The plan's development is a collaborative effort among the teacher, parent, student and other staff involved with student's academic achievement. The ILP identifies the student's strengths and weakness and lists for improvement.

The students in Grades K-5 will consider the following information when assessing the student's strengths and weakness:

- The student's academics academic performance prior to his/her enrollment
- The results of any achievement testing
- Examples of the student's work

- An oral or written statement from the student about what they have learn and a parent statement about how their child learn best (e.g. in a quiet place, working in groups, etc.)
- Reports and observation from the student's teachers
- Information and suggestions from the student's parents

Projects, assignments, tests and any other information that indicate mastery of specific skills will be collected in the student's portfolio as evidence of progress made. A measure of each student's rate of academics gains will be determine at the end of the year via their individual portfolio and the comparison of FCAT learning gains.

- E. Identify the *types* and *frequency* of assessments that the school will use to measure and monitor student performance.

The school considers evaluation and assessment to be wide-ranging and continuous effort. Proper assessment verifies that students have successfully acquired crucial skills and knowledge. Assessment of student performance in core academic areas will be achieved in various ways, depending on the subject area. To ensure efficient collection and transfer of student performance data; the school will cooperate with sending schools, including district school, in obtaining all necessary records and students information. This process begins with parents signing a release of record forms, which is sent to the sending school with a request for records. With the release of records the student is withdrawn from the sending school and entered into the student information system and the district computer system as enrolled in the charter school. In cases, where a student has an IEP, articulation or review meeting will be scheduled with appropriate district personnel in accordance with student's IEP. The school would welcome an opportunity to participate in any other student articulation or migration processes conducted by the district to ensure a smooth transition of students and parents from a district school to the charter school.

Listed below are measurement tools that will be used for assessment purposes. The assessment tools listed below do not limit the school from incorporating other measures that may be determined necessary to support the mission of the school:

Criterion Referenced Assessments:

The school administers assessments that mirror the state-mandated assessments in order to ensure adequate progress and preparation for every student.

- State Mandated Assessment-Students participate in the administration of the FCAT annually as well as the three assessment periods of the Florida Assessments for Instruction in Reading (FAIR). Kindergarteners participate in the FLKRS administration and ELL students participate in any state or district mandated assessments such as CELLA.
- Criterion Referenced Performance tests are created based on FCAT test specifications. Administrations include both pre and post testing measurements administered in the areas of reading, writing, science, and mathematics. These performance tests include weekly standards assessments.
- Weekly standards Assessments may include some objective questions for quick check of content material, as well as essay type questions that require critical thinking

and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit.

- Writing Prompts will be administered regularly to measure progress in the for components of effective writing. Mastery of competencies outlined by the Florida Writes.
- Teacher made tests (including pre and post test)

#### Ongoing Formative Practice Assessment

- Achievement of goals and objectives in the student's Individual Learning Plan.
- Quarterly Progress summaries
- Journals
- Teachers observation
- Anecdotal records of the student's performance
- Attitude inventories

#### Baseline Assessment

Baseline assessment provides all stakeholders with information needed to identify students' strengths and weaknesses and to effectively target instruction. Baseline assessments include but are not limited to the Florida Comprehensive Assessment Test (FCAT), Florida Assessment for Instruction in Reading (FAIR), FLKRS, numeracy diagnostics or other diagnostic assessments.

#### Florida Assessment for Instruction in Reading

Florida Assessment for Instruction in Reading, available to k-12 public school, was developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! This assessment system will provide teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction.

The Assessment System can be administered three times yearly and is augmented with a Board Diagnostic Inventory for Grades K-2, a Diagnostic Toolkit for grades 3-12, and Progress Monitoring measures for all grades. Two brief Board Screening tasks are available for administration to all students in order to identify those most likely to be on or above grade level in reading by the end of the year. In grades K-2, the screening task includes letter sounds, phonemic awareness, and word reading. In grades 3-12, the screening tasks include an adaptive reading comprehension measure. This reading comprehension Assessment Test and will also provide a Lexile score for each student. This data will be used in the Conference Summits to meet the academic needs of each student.

#### Florida Comprehension Assessment Test (FCAT)

The FCAT is the foundation of the statewide assessment and accountability program. The FCAT program includes grades 3-8 assessments in reading and mathematics; grades 5 and 8<sup>th</sup> science, and writing in grade 4<sup>th</sup>. Student achievement data is used to report educational status and annual progress for individual students, schools, district, and the state. The FCAT measures student performance on selected benchmarks in reading, science, and mathematics as defined by the Sunshine State Standards. The Standards articulate challenging content that Florida students are expected to know and skill areas they are expected to perform. The administration of FCAT is "summative" in nature. The results are distributed to the school and the parents and are the basis for the A+ Plan School Grades.

### **Florida Kindergarten Readiness Screener (FLKRS)**

The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of Dynamic Indicators of Basic Early Literacy Skills (FAIR) for kindergarten (letter naming and phonemic awareness) to gather information on a child's development in emergent literacy.

### **Progress Monitoring Plan (PMP)**

The school Progress Monitoring Plan (PMP) was designed to provide students, parents, teachers, and administrators with specific academic intervention information on 4<sup>th</sup>-5<sup>th</sup> grade students and retained 3<sup>rd</sup> grade students who performed below level 3 on the FCAT; 1<sup>st</sup>-3<sup>rd</sup> grade students who performed at or below the 25<sup>th</sup> percentile on the standardized test; and Kindergarten students who are not demonstrating adequate progress. The PMP lists students' areas of academic weakness and describes interventions that can be implemented in the areas of writing, reading, mathematics or science. Each student meeting the criteria above must have a PMP. The PMP must also be reviewed by all stakeholders after at least 12 weeks of instruction, in order to assess whether implemented strategies are increasing students' achievement in the identified area.

The district will provide prior test scores to the school and the administrator of the school will provide the school teachers and the leadership team with students' data that identifies the lowest 25% in their school from individual students' FCAT scores. The lowest 25% in reading is generated in order to assist teachers in targeting students who need remedial instruction. This is not meant to identify the lowest 25% in the school grade calculation but is meant to identify students who need academic support. The school will administer a benchmark test according to grade level which is given within the first month of school. Individual student strengths and weaknesses can be identified quickly and a PMP generated in order to ensure classroom instruction is geared toward meeting the needs of each student. This allows students, parents, teachers, and administrators to re-evaluate individual students' academic achievement in a more time-efficient manner. Recognizing areas of strength and weakness in a timely manner is vital to making sure students have enough instructional time to practice to solidify their understanding before reassessment occurs. If a student needs multiple specialized plans, such as Progress Monitoring Plan, Individual ELL Plans, Educational Plans for Gifted Students, or Individual Education Plans for ESE Students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

- F. Describe how student assessment and performance data will be used to evaluate and inform instruction.

The school addresses four components of data-driven instruction: culture, assessments, analysis, and action. The use of student assessment and performance data is vital to the culture of the school as evidenced by our Education Model, a continuous improvement process that is not only used to improve student learning and achievement, but is also used to evaluate and inform instruction. The data-driven cycle of assessment, analysis, and action, which is indispensable for increasing student achievement, is deeply embedded in the school's culture and is a top priority for school-wide achievement. Our school leader uses a simple but highly effective year calendar, which they display publicly and refer to constantly, so that everyone in the school community—including students and families—knows when important steps in the data cycle will take place. Even the principal plans to carve out time for the assessment, analysis, and action through scheduled data discussions with mentors.

teachers and administration as well as any professional development teachers needs to succeed in each part of the cycle. Teachers use the data from the curriculum benchmark test and Florida Assessment for Instruction in Reading to differentiate instruction of specific skills through various instructional and regrouping strategies to ensure that individual student needs are addressed; this is data-driven instruction. To evaluate student learning and the effectiveness of instruction, the teacher will give students formative assessment on those specific skills. After itemized analysis of each assessment (both FAIR and benchmark Test), the teacher report feedback to students and parents through the charter school student information system and verbally in order to update the students' Individual Learning Plans. Based on the results of the assessment, the teacher then decides to either re-teach specific skills not mastered, or go back to baseline assessment to activate students' background knowledge on the new skill to be introduced. Continual monitoring of student progress will be also be provided by administering the curriculum benchmark test. Also, FAIR at least three times during the school year, with first administration being a pre-test to establish a baseline, and the last administration being a post test to determine academic progress achieved. This test is also administered periodically prior to the FCAT providing teachers with an updated evaluation of student learning on specific.

- G. Describe how student assessment and performance information will be shared with students and with parents.

Student assessment and performance information will be shared with students and parents in multiple ways. Teachers will update Individual Learning Plans and/or Progress Monitoring Plans as well as reflect data on the Report Cards and discuss student progress via student/teacher and teacher/parent Conference Summits. In addition, the charter school will designed and implement the student information system, a web-based tool to assist in the daily communication and information maintenance of the school. This tool can be accessed from any computer with internet access. The Student Information System will be designed to be tool for administrators, faculty members, parents and students. Each different type of school community member can be given access to the Student Information System and what they are able to view will change depending upon their authorization level. Parents can view their child's assignments and cumulative grades and communicate via electronic mail with classroom teacher. Our school will emphasizes parent involvement and empowers students and parents to share responsibility in reaching academic goals; therefore, it is imperative that we effectively share performance data with students and parents.

## 6. Exceptional Students

- A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.  
The Charter School has selected:
- The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

- B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

The school strongly believes children with disabilities should access an inclusive, quality and free educational environment on an equal basis with others in the communities in which they live. It is a responsibility of all of us to ensure that this right is fulfilled. We also believe that a sustained effort should be made to reduce prejudice, stigma and discrimination against children with disabilities. To address societal perceptions and change attitudes towards them advocacy, social mobilization and communication for behavior and social change interventions are necessary. On the school behalf, a sustained effort will be made to reduce prejudice, stigma and discrimination against children with disabilities. Therefore, students with disabilities will have an equal opportunity for enrollment.

- C. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.

The school will provide a Free and Appropriate Public Education (FAPE) to all students with disabilities in accordance with all state and federal special education guidelines and regulation, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The school will implement the same identification, evaluation, placement, and due process procedures as other schools in the district. The school will utilize a service delivery model inclusion for students with disabilities and will work with the district to determine the proper placement for the student with disabilities within the full continuum of services offered by the district. The school will ensure maximum extent appropriate; students with disabilities will be educated in the least restrictive environment (LRE). The IEP team will determine the LRE, which also will include the services and supports needed for the students with disability. The IEP team will determine the educational placement for the student with a disability and this placement decision will be based on the student's IEP. The district will ensure that a full continuum of alternative placements are made available to the same extent as other schools in the district , to meet the special education and related service needs of students with disabilities.

As affirmed by section s 1000.05 of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes but is not limited to:

1. A non-discriminatory policy regarding identification, location, evaluation, and selection
  2. Free and Appropriate Public Education (FAPE)
  3. Individual Education Plans (IEP) to include IEP meetings with the parents and the IEP Committee.
  4. Section 504 Plan
- D. Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

The School will utilize a service delivery model of inclusion for students with disabilities in order to support them in the least restrictive environment. The School understands and know

that it is very important that each student has the opportunity to learn and grow within his or her community so that they will be productive citizens upon graduation from the school. The School will employ or contract with the necessary personnel to provide speech and language services, Occupational Therapy and Physical Therapy as required by the IEP. In providing for the educational needs of the exceptional student, the principal, the ESE teacher and the general educational teacher will utilize the regular school facilities which are physically designed and adapted to meet the needs of exceptional students as required by the American with Disabilities Act (ADA) and IDEA. The School will work collaboratively with the School District to determine the least restrictive environment and proper placement within the full continuum of services offered by the district as the Local Education Agency.

- E. Describe how the school's effectiveness in serving exceptional education students will be evaluated.

The school's effectiveness in serving special education students will be evaluated on a continuous basis in several ways. The first way is for ESE teachers and the general education teachers to meet as a team on a quarterly basis to review progress notes on the student that they serve to determine if the student is meeting the goals and objectives of their IEP. During this meeting all IEP accommodation will be reviewed in order to ensure that they are being applied in the general education setting. This will ensure that every student's progress will be focused on by all teachers who service special education students within the school. Each year, the administration, faculty and staff of the school will review all special education student data to ensure that the entire ESE program is focused on student achievement. On the other hand, FCAT data and AYP data are additional ways to collect information and use to evaluate the progress of the school's special education students.

- F. Explain how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum.

It is also essential to focus on the instructional component that equates to success for students with exceptionalities who are included in general education classrooms. Although there are numerous factors that must be taken into account when designing instruction for today's students (i.e. students' background knowledge, current skill levels, interest, relevance to their lives, etc.), each lesson must be differentiated to meet the needs of the diverse students that compose the classes of our schools.

Differentiated instruction meets the needs of ALL students by responding to their varying levels of background knowledge, skill readiness, language acquisition, learning styles, interests, and response modes. The process of differentiated instruction is an instructional approach that is specifically tailored to address differing abilities within the same class. Differentiated instruction individualizes the overall lesson to maximize each learner's potential and academic success.

Differentiated instruction begins first and foremost with student assessment. Based on the needs assessment, instruction can be differentiated by content, process, or product.

- G. Provide the school's projected population of students with disabilities and describe how the projection was made.

The school's projected populations of students with disabilities are 15 openings with 10 openings in grade k-3 and 5 openings in grades 4-5. The projected population was based on a budget analysis utilizing at least one qualified teachers to instruct students who have various mental and physical disabilities that may impede learning, including autism, visual and hearing impairments and emotional disturbances. By creating an Individual Education Program (IEP) for each student, the Special Education Teachers are able to set goals and develop a curriculum tailored to each student's abilities.

- H. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.

The School is knowledgeable of the placement and service delivery of students with disabilities. Appropriately certified teachers will serve students meeting the eligibility criteria for special education in our educational program. Based on the enrollment of students with disabilities, the school will hire and train the appropriate number of teachers/Para-professionals, to ensure adherence to the Federal and state guidelines for class size and caseload, to ensure all necessary IEP services are being meet and implemented.

The school will include among its staff, teachers who will be gifted certified/endorsed and who will participate in professional development opportunities with the State and with District schools so that guidelines and procedures established by the District are implemented and followed. Additional services such as speech, language therapy, occupational therapy, and physical therapy will be provided through a contracted vendor.

The school will provide a comprehensive professional development program for the teachers, but the school will participate in the necessary training provided by the district for data systems, compliance, reporting, and implementation of necessary Exceptional Student Education services. The school will participate in the district contact meeting for Exceptional Student Education services to foster clear communication and implementation of necessary services. Ongoing professional development, either within the district or by outside consultants, for the implementation of Response to Intervention (RtI) will be provided for continuous improvement of interventions provided to all students.

- I. Describe how the school will serve gifted and talented students.

Gifted and talented students are defined as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities." (No Child Left Behind, 2002). Students who have been identified and qualify for Gifted Education Program each have an Educational Plan written yearly which includes a statement of the present levels of education performance of the child, a statement of goals, including measurable short-term instructional objectives, a statement of the specific services to be provided to the child, and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the objective are being accomplished. Development of, the Educational Plan process, will build parent/school relationship, provide a forum for discussing student need



beyond the general curriculum, facilitating changes in instruction and classes, and determine if a goal has been met and/or should be rewritten. An effective gifted program will show that the students it serves have successfully met their goals and continuously build on current strengths and weakness. An effective gifted education program will focus on writing goals that are high but achievable, continuously reviewed, created with student and parent input, evaluated for successful completion, and build on each student's strengths and weakness.

In addition to continuously monitoring the Educational Plans of our gifted students, teachers will analyze the benchmark test results of our gifted student population each quarter. After determining enrichment areas, teachers will work with the Imagine It! Curriculum to determine instructional focus, strategies, and curriculum resources for enrichment during the six weeks between benchmark tests. At the end of the year, several sources of data will be considered in evaluating our services to gifted students. FCAT Data, benchmark testing data, and classroom assessment records will be analyzed to determine areas in which our students need challenging goals and higher levels of enrichment.

## **7. English Language Learners**

- A. Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.

The mission of the ESOL program is to prepare and successfully equip bilingual, bicultural and bi-literate students to meet the needs of their global community. Staff with ESOL certification/endorsement in accordance with the policies and procedures of the State of Florida and the District will serve students identified as having limited proficiency in English.

English Language Learners (ELLs) are identified through the registration process. At the beginning of registration, parents are given a Home Language Survey to identify potential ELLs. Those students whose parents respond affirmatively to any questions are referred to the English for Speakers of Other Languages (ESOL) liaison for language screening. The mission of the ESOL program is to prepare and successfully equip bilingual, bicultural, and bi-literate students to meet the needs of their inclusive community. . Staff with ESOL certification/endorsement in accordance with the policies and procedures of the State of Florida and the District will serve students identified as having limited proficiency in English. Assessment instruments used will follow the established guidelines and procedures of the District.

In order to promote both literacy and proficiency, the ESOL program will provide ELLs with English Language Development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. ELLs will be in a climate that promotes not limited to listening, speaking and reading but also writing skills. ELLs will receive comprehensible instruction for the core curriculum so that they can make academic growth comparable to that native English speakers ass documented by individual and group data.

Traneisha L. Galloway Charter School offers English Language Learners (ELLs) students instructional services through an English Immersion Program mainstream/inclusion

instructional delivery model. Mainstream/Inclusion instruction provide to ELL students is equal in amount, sequence and scope to the instruction provide to the non-ELL students at the same grade levels. Instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELL students are comparable to those used by their non-ELL counterparts. Supplemental text and materials are also provided. Students meet the English Language Proficiency Standards on their language proficiency level. Nevertheless, State adopted language proficiency texts are supplied in addition to regular classroom text enable teachers to instruct students on their current level of language proficiency. This allows teachers to assign grades in English/Language Arts, communications skills and reading/writing level at the language acquisition stage at which the student is currently functioning. This grading on the appropriate language development level, using a variety of instructional sources, provides optimal opportunity for promotion.

- Submit the LEP Plan as **Attachment #3**.

- B. Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

In compliance with Florida State Law, META requirement, and the META Consent Decree, the School's teachers are required to participate in training when they have an English Language Learner (ELL) assigned to their class. We will provide adequate staffing of certified ESOL teachers, based on our student population, including an ESOL liaison for the school. Teachers will adhere to the following state requirements:

**Classification 1 Teachers:**

- Certification in another subject appropriate to the teaching assignment
- Complete 300 in-service points, or 15 semester hours of college credit through the courses listed below:
  1. Methods of Teaching ESOL
  2. ESOL Curriculum and Materials Development
  3. Cross-Cultural Communication and Understanding
  4. Testing and Evaluation of ESOL
  5. Applied Linguistics
- Experienced Teachers have 6 years of completion of ESOL Endorsement
- Beginning Teachers have 6 years for completion of ESOL Endorsement

**Classification 2 Teachers:**

- Hold certification in a subject appropriate to the teaching assignment
- Complete 60 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have two years to complete

**Classification 3 Teachers:**

- Hold certification in a subject appropriate to the teaching assignment

- Complete 18 in-service points or 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have 2 years to complete

**Classification 4 Administrators and Student Services Coordinator:**

- 3 semester credit hours or in-service points
- Experienced School Administrator \$ Student Services Coordinator hired to have 3 calendar years to complete from hire date
- Beginning School Administrator \$ Student Services Coordinator hired have 3 calendar years to complete from hire date

- C. Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.  
The Charter School program English for Speakers of Other Languages (ESOL) program will provide instructional program and services for ELLs who enter the school below grade level will be engaged in and benefit from the curriculum.

Our teachers will be trained:

1. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language
2. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to ELL Students
3. Locate and acquire relevant resources
4. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communication skills (BICS), and (2) cognitive academics language proficiency skills (CLAPS) as they apply to the ESOL curriculum.
5. Evaluate, select, adapt, and employ appropriate instructional materials, media and technology for ESOL at elementary level.
6. Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom.
7. Create a positive classroom environment to accommodate the various learning styles and cultural background of students.
8. Use formal and alternative method of assessment/evaluation of ELL students, including measurement of language, literacy and academic content metacognition.
9. Administer tests and interpret test results, applying basic measurement concepts
10. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading and writing.

Our Students engaged and benefit from the curriculum:

1. Develop experiential and interactive literacy activities for ELL students, using current information on linguistic and cognitive processes
2. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum

B. Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.

- Submit the school's Code of Student Conduct as **Attachment #4**. Keep in mind that charter school may not withdraw or transfer a student involuntarily unless the withdrawal or transfer is accomplished through procedural Gadsden County School Board Policy. Gadsden County School Board will have the ultimate discretion to expel a student.

The charter school will align to Gadsden County Student Code of Conduct.

# Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

## 9. Governance

- A. Describe how the school will organize as or be operated by a non-profit organization.

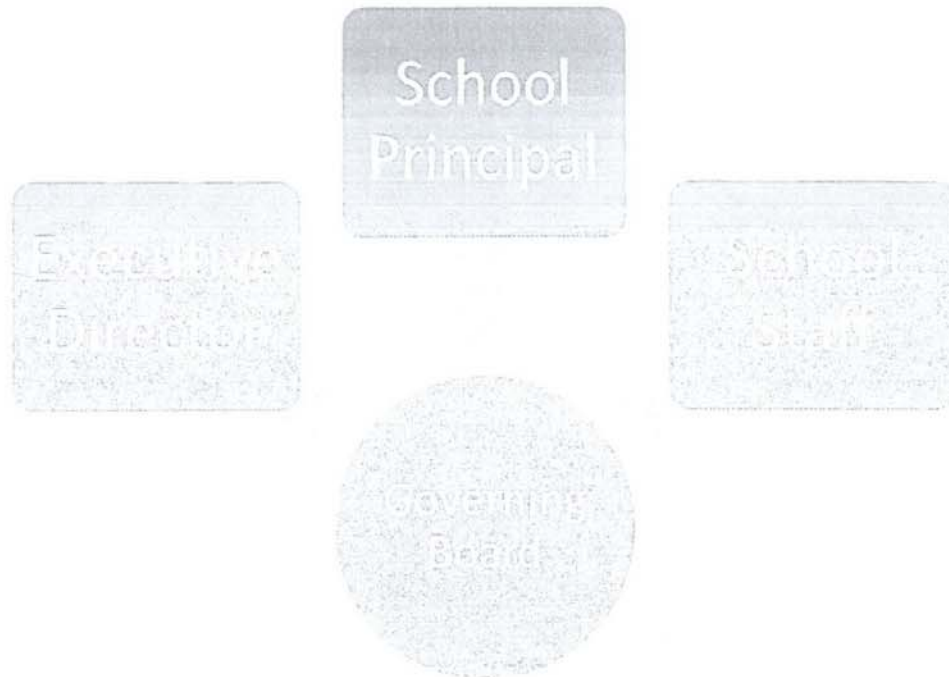
The Charter School will be subject to the control and management of the Gadsden County School Board in accordance with Section 1002.33 of the Florida Statutes. The Traneisha L. Galloway Charter School of Business and Integrated Technology is a Florida non-profit corporation. The Governing Board is the charter applicant and is organized and operated as a non-profit corporation under the laws of the State of Florida. The founding and governing board members are not and will not seek employment of the Charter School. The charter school and its governing board will be subject to the supervision and provisions of the Gadsden County School Board and The State of Florida Board of Education which will consist of Open and Public Meetings and Inspection of Public Records.

The Governing Board will follow the State of Florida Statutes for open, public meetings. The meeting will be run under Robert' Rule of Order and presided over by the Chairperson of the Board. The Board will be accountable to the Gadsden County School Board, parents and students through regularly scheduled board meetings which will be advertised in advance.

According to Statues, the Governing Board will make an annual progress report to The Gadsden County School Board. The report will include: 1) The School progress toward the goals that are outlined in the Charters School's Application; 2) The information required in the Annual Report; 3) The revenues and expenditures of the school; and 4) The salary and benefit levels of the school employees.

Once the approval of the Traneisha L. Galloway Charter School of Business and Integrated Technology the IRS Letter of Determination, the biographies/resumes for the Governing Board members and the Articles of Incorporation and By Laws for the Governing Board will available.

- B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.



- The Governing Board Members leads the organization and has the ultimate authority and the responsibility for the schools daily operations.
- The Governing Board will contract with the Gadsden County School Board to manage the daily operations of the school, including advertisement of jobs.
- The Executive Director will be the primary liaison to the Governing Board.
- The School Principal is responsible for managing staff at the school.

The direct relationship between the Governing Board and the Executive Directive provides clear accountability and responsibility for the school performance. The School Principal will not directly report to the Governing Board; but they will have a strong relationship. The school Principal will provide a monthly report for the Governing Board and the will attend all board meetings or a designee.

The Governing Board will hold the Principal accountable through the expectations defined in the agreement between the Board and the Executive Director. The School Principal will report directly to the Executive Director where they will go through performance evaluation and are expected to follow the Educational Model and the mission of the school. The Board will have an opportunity to provide input of the principal's performance.

- C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:
- Adoption of annual budget
  - Continuing oversight over charter school operations

The Governing Board establishes policies that consist along with the school mission and ensure the school operations are truthful to the terms of the school including compliance with statutes and regulations requirements.

The Governing Board will follow State Statues, Florida Sunshine Law, and the Gadsden County School Board Policy for open and public meetings. The meetings will be run under Robert's Rules of Order and will be presided over by the Chairperson.

The Governing Board shall be responsible for the development of the mission, vision and the appropriate polices to ensure that those fundamentals are established and maintained.

In compliance with the Florida Statues, the Board will make annual progress reports to the District. The report with consist of: 1) the school's progress towards the goals that are outlined. 2) The information that is required in pursuant to F.S. 229.592;3. 3) The financial reports of the school revenues and expenditures. 4) The salary and benefits of the school employees.

The Governing Board will preparing agendas, providing data, researching issues and complying with local, state, and federal laws and providing solution to any problems that may arise. The Governing Board will be responsible for the daily operations.

- D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.

*Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.*

- Attach Articles of Incorporation filed with the Florida Secretary of State, bylaws of the corporation, minutes of the corporation as **Attachment #5**.

**Pending upon approval the Articles of Incorporation and bylaws of the corporation will be submitted**

The Governing Board will be accountable to the parents, students, teachers, staff and the District during regularly scheduled board meetings. The board will be responsible in developing and implementing policies related to the school; also including specific board of directors positions that are outlined in the by-laws.

**Polices set out by the Governing Board:**

- Academic and financial accountability
- Report the school progress to the district
- Review and approve audit reports
- Ensure that the school has obtained a Certified Public Accountant
- Documentation of the facilities in current use
- Oversee operational policies
- Out of field and in field teachers

**Term Limits**

All directors will hold office term for one year until the next annual meeting or resignation or removal of office.

**Resignation**

Any Board member may resign at any time giving written notice of such to the board.

### **Removal**

Any director may be removed from the office by the vote of the membership at any regular or special called meeting for that purpose.

### **Vacancies**

Any vacancy during any term of office of the board of directors may be filled for the unexpired portion of the term with majority of the vote. All directors will hold office term for one year until the next annual meeting or resignation or removal of office.

### **Public Meetings and Minutes**

The Governing Board will conduct regularly meeting. During these meetings minutes will be available for public viewing in accordance with Florida Public Records Law, Chapter 19, and Florida Statutes. Meeting information presented enrollment change and updates and any other information regarding the school.

### **Conflict of Interest**

This policy will protect the Governing Board when entering an arrangement that might benefit the interest of an officer of the organization. This policy will not replace any state and federal laws governing conflict or interest to a nonprofit organization.

- E. Explain how the founding group for the school intends to transition to a governing board. (This question is not applicable if the applicant is an established governing board.)

The Governing Board is established as the Founding Board and will be compromised of the elected Board members.

- F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

The Governing Board shall be offered a position by the Executive Director. All of the Board members will complete ongoing training in accordance with Rule 6 A-6.0784. The topics that will be covered are specified in Section 1002.33(9)(k) The Florida statutes, will include:

1. Conflicts of Interest
2. Governance and Leadership
3. Charter School Law in Florida
4. Financial Responsibly
5. Government in the Sunshine Law
6. Ethics
7. Understanding of Parliamentary Procedures
8. Drafting Board Polices
9. Questions that are guided for Mission Statement

The Board member s will each receive a binder that will contain a copy of the by-laws, charter contract, management agreement, contact information and other important information.

- G. List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.



The Governing Board is already established. The Board consists of: Alma Venisee Chairperson; Christine Campbell, Vice Chairperson and members :Zulieka Lockwood, Erin Fields, and Ocbkeisha Butler.

H. Outline the methods to be used for resolving disputes between a parent and the school.

When parents have any concerns, suggestions, and complaints they should contact the principal and request a conference with the teacher. Conferences should be at least one per semester and made before school, during planning time or at the end of the day.

When students feel they have been treated unfairly; in most cases problems can be resolved if students/parents speak with the teacher or staff member involved. If the student/parent does not resolve the problem this way and feels uncomfortable addressing the problem directly to the teacher or staff member, the student may request a conference with the Principal at any time. The student/parent may also request the presence of a third party such as a guidance counselor, resource teacher or other personnel. The parent may also be present. If then the problem is not resolved the following steps should be followed:

1. The student/parent must present a written and signed statement to the principal written within (5) school days of the complaint. The statement should include the following information: a) description of the incident; b) date and time of the incident; c) persons involved and/or witnesses; d) location of the incident; e) attempts made to resolve the issue.
2. The principal shall respond in writing within (5) school days of the receipt of the statement. The principal shall make every effort to resolve the issue.
3. If the problem still has not been resolved at this step and the principal fails to respond in a timely manner to the student's statement the student/parent may submit the grievance to the Governing Board.
4. A meeting will be scheduled within (5) school days of receipt of the student's request for such a meeting. This meeting will include the person involved in the original action, the principal, the student, and the parents. If a decision is made at this meeting documentation of the agreed upon actions will be forwarded to all parties within (5) school days.
5. At any time, a parent(s) may withdraw their student(s) from the school and enroll them in the student's assigned district school in accordance with school/district policy.

**If the school is filing the application in conjunction with a college, university, museum, educational institution, another nonprofit organization or any other partner, provide the following information:**

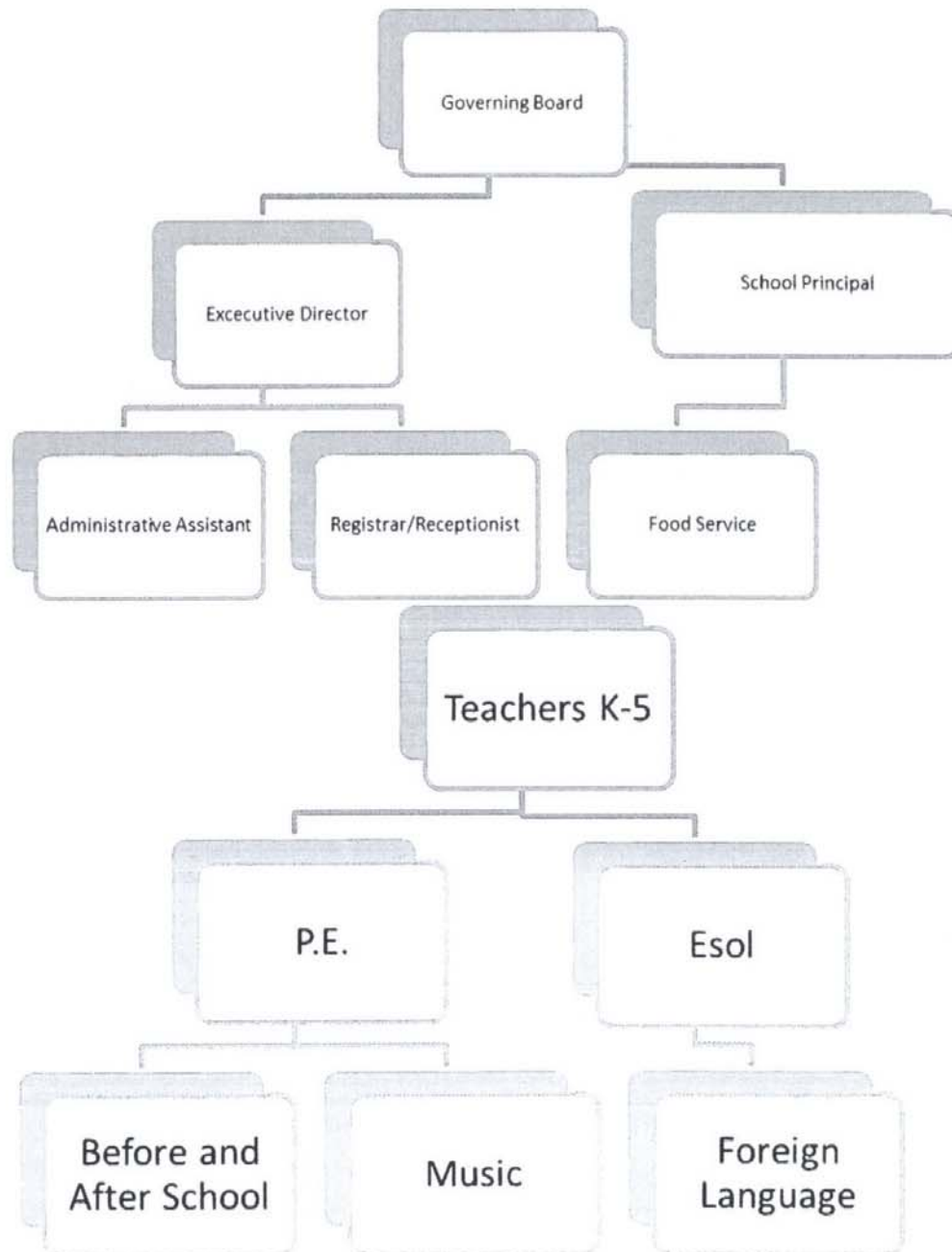
The Traneisha L. Galloway Charter School of Business And Integrated Technology will not be using a partner organization.

- I. Name of the partner organization.
- J. Name of the contact person at the partner organization and that person's full contact information.
- K. A description of the nature and purpose of the school's partnership with the organization.

L. An explanation of how the partner organization will be involved in the governance of the school.

## 10. Management

A. Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities and accountability.



B. Outline the criteria and process that will be used to select the school's leader.

1. Certification in Educational Leadership
2. Degree in Education; experience as an educational leader, Teaching experience
3. Knowledge of the curriculum
4. Knowledge of the school environment and a positive school climate
5. Ability to work with the community
6. Skills in using Technology used to monitoring the students' progress and a learning tool
7. Establish innovative and creative learning programs
8. Implement staff development and training
9. Experience with working with Governing Boards
10. Commitment to enabling the students to reach their personal best

Candidates that apply will go through an interview:

1. Their philosophy on education
2. Understanding of their role
3. Use and data on FCAT
4. Familiarity with the Charter school
5. The understanding of discipline, outreach, instructional, leadership, and supervision
6. The questions will be scored and the minimum score must be achieved to be considered for the position.

- C. Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.

Staff will be hired according to enrollment each school term according to the school projected enrollment.

- D. Explain the school's plan for recruitment, selection, and development.

The entire staff of The Traneshia L. Galloway Charter School of Business and Integrated Technology must be committed to the high academic standards of the school. The faculty of the school must work cooperatively and collaboratively with the fellow faculty members, parents, the community and students. Teaching requires energy, creativity, and persons who possess a desire to make educating our students exciting and making a difference in their educational experience.

The Governing Board will insure that they are committed in recruiting, selecting, and retaining highly effective teachers. The purpose of the employment procedures and the policies is to recruit faculty and staff that contribute to the school in ways that align with the schools mission.

The No Child Left Behind Act of 2001 makes the process easier by identifying and hiring "highly qualified teachers.

The Traneisha L. Galloway Charter School of Business and Integrated Technology are an equal opportunity employer and recruits staff by using an innovative recruiting plan. The recruitment will be advertised, locally, state-wide resources that include:

- The School website
- Job Fairs

- College Recruiting: attract and hire newly graduated teachers
- On line Job Posting Boards: select educational and job recruitment websites
- Search resume' Databases

The selection process will be an interview structure, question prompts. The interview protocol will focus on job related questions within the interviewing guidelines. The following information is a guide to the process of paper screening applications, oral interviews.

**School Principal:** Responsible for the Administration of the School

- Must have an Educational Leadership Certification
- Degree in Education; experience as an educational leader
- Teaching experience
- Ability to work with the community
- Experience in working with advisory boards
- Using technology as a tool for learning and monitoring students progress
- Knowledgeable of the curriculum
- Motivated to establish creative learning programs
- Committed to professional development programs for faculty and staff
- Implementing staff development and training
- Committed to helping each student to reach his/her personal best

**Classroom Teachers**

- Bachelor's Degree or higher Education
- Positive teaching evaluation history
- Computer skills
- Ability to make learning exciting
- Understanding various teaching styles
- Able to work with parent, students, and the school staff as a whole
- Knowledgeable of subject area
- Strong written and oral skills as well as communication skills
- Committed to the academic development of each student
- Engages in continual professional development

**Interviews**

The process for the hiring of Instructional staff will be a panel or interview assembled by the Principal. The Interviewing will consist of asking the applicant past performances and experiences. The panel will use a rubric to evaluate their responses.

The quality of effective teachers provides the foundation for the teacher selection process. The qualities are: 1) Effective teaching; 2) the teacher as a person; 3) Classroom management; 4) Planning of the daily instruction; 5) Implementing daily instruction; 6) monitoring students assessments and student expectations. These qualities are indicators for effective teachers.

### **Hiring Policy**

The interviewed applicants must complete an Employment Application and a Release of Information which allows the school to conduct a background check and employment history.

The hiring policy is offer equal employment opportunity to all qualified employees regardless to race, color, creed, national origin, age, gender, marital status, sexual orientation, veteran status, non job related disability, physical or mental handicap, or any other characteristic protected by law. Pursuant to all federal and state laws including Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay for Equal Rights Act of 1964, Age Discrimination Act of 1967, Occupation and Health Act of 1970, Patsy T Mink Equal Opportunity in Education Act, Vietnam Era and Special Disabled Veterans Readjustment Assistance of 1974, Workers Compensation and Unemployment Compensation.

### **Hiring Qualifications**

The Traneisha L. Galloway Charter School of Business and Integrated Technology will comply with F.S. 1002.33(9)(1)4, the preferred qualifications for each instructional and student service position applicable to the School will be available for review. The information will include degree(s) that are held, past teaching experience certification and years of experience.

All employees will be fingerprinted and have background checks as required by 1012.56(2)(d) Florida statute. The support staff will include cafeteria staff, custodians, paraprofessional, secretaries, and substitute teachers, as well as other approved to support the schools various programs. The support staff will also have to be fingerprinted and have background checks done as well.

### **Certification Monitoring**

The Human Resource Department will maintain a file for all faculty and staff members. Five year renewable requirements will be monitored. Certified teachers MUST hold a valid professional certificate which will be confirmed through the [www.fldoe.org](http://www.fldoe.org) website

### **Offer of Employment**

Processes have been established to ensure that hiring is consistent with all state and federal laws which will support the school budgets. Approval will be based on the school requirements, human resources consistency, and the accountability of finances. If the candidate completes the pre-employment requirements and desired qualifications, employment will be offered.

Once the offer is accepted, a New Hire Packet is presented to the new employee. The packet will include payroll forms, W-2, state income tax form, Employee Handbook and information related to company offered benefits.

### **Employment Offers**

Every newly hired employee will sign an offer of employment. Extensions of employment are recommended on year to year basis. All instructional personnel will be considered 10 month employees, but will be paid over a 12 month period. Instructional staff will begin approximately two weeks prior to the start of school and will work one week after the end of school.

### **Orientation**

All new employees will participate in a mandatory Human Resource Orientation. During this time the employee will familiarize themselves with the handbooks, vision, mission, and to review the key areas of the handbook.

### **Professional Development**

This process has been proven to be a great benefit to organizations and to individual success. The professional development will include, but not limited to:

- Employee benefits
- New Teacher Induction Program
- Professional Ethics
- Teambuilding
- Student Handbook
- Classroom Protocol
- Discrimination/ Harassment Training
- Professional Seminars/Training
- CPR/First Aid

Along with guidance the school also has in place a professional development calendar to include:

- Pre- School in service
- Staff development during the teacher planning week
- Curriculum Cadres

### **Dismissal**

The employee may resign from the school, and or the school may terminate employment without cause and without notice. Per the employee handbook the school requests a two week notice of all resignations. The school reserves the right to dismiss employees at will, but without being in violation of state and federal laws.

## **11. Educational Service Providers**

If the school intends to enter into a contract with an Education Service Provider (ESP)<sup>2</sup>:

Traneisha L.Galloway Charter School of Business and Integrated Technology will not contract with an Education Service Provider.

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<sup>2</sup> An Education Service Provider (ESP) is an organization that provides comprehensive services to a school. Organized as non-profit or for-profit companies, ESPs generally fall into two categories:

- *Educational Management Organizations (EMOs) that provide comprehensive school management services and may provide school designs and/or educational programming as well, and*
- *Comprehensive School Design Providers that offer a replicable school model or common pedagogical, instructional and governance approach.*

- A. Describe the services to be provided by the ESP.
- B. Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).
- C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.
- D. Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.
- E. Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.
- F. Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.
- G. Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

## 12. Human Resources and Employment

- A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.

The compensation plan for the school both internally and externally is completely research based. Research has validated that school employees believe it is very important to be eligible for pay differentiation based on performance. Research also supports the fact that people are motivated through achievement and growth. Studies indicate that not only does this contribute to the retention of high quality staff, but this also positively impacts student's achievement. Consequently, the School will have a performance -based compensation plan that includes the following.

- Bonuses based on performance of administrators an also based on pre-determined goals.
- Based on Student achievement incentive bonuses for teachers and staff will be provided on an as needed basis.
- School-wide performance incentive goal provided to facility and staff at each school that achieves predetermined school-wide goals.
- FCAT A+ Incentive based on school grade- Last year 80% of Charter Schools USA School earned A+ awards that provided and additional performance incentive based on school performance.

The Traneisha L. Galloway School of Business and Integrated Technology will operate as a publicly employer and will also reflect an employment practice that will seek to reflect the diversity of the community and the students.

The Governing Board believes that it is in the best interest of the school and employees to be fairly compensated for the valued work that is provided towards the criteria linked to the student's achievements. Pay scales have already been established. Starting Salary factors will be considered but not limited to:

- Base Pay
- Higher Education of a Master's or PhD

- B. Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

All staff will participate in a Human Resources Orientation Program where policies will be reviewed in detail and each employee will acknowledge their responsibility to adhere to School policies. Some of these policies will include harassment, discrimination, workplace violence, EEOC, safety, school ethics and conduct and other policies as outlined in the Employee Handbook. Part of each employee's performance evaluation will be based on how well they perform their job and how well they demonstrate professionalism and the values



and principles of the company. Each employee will be accountable for a safe and positive work environment and learning environment for the students.

**Professional Development:**

Ensuring there are effective teachers who utilize multiple instructional strategies which will provide their students and educational environment that focuses on innovative learning methods for application of what they have learned. This will facilitate a broad understanding of high-yield research based instructional strategies for positive results. The school will provide the following professional development trainings:

New Teacher induction: a to five day seminar depending on the needs of the teachers that includes instructional methods for data driven instruction and research based classroom management and student motivation.	1. Writing Effective Lesson Plans 2. Formalization of the Instructional Program 3. Development of a Comprehensive Assessment plan. 4. Collection and Interpretation of Student Performance and Achievement Data. 5. Theory of Multiple Intelligences.
Teacher Learning Communities and ongoing community for new teachers that include monthly meetings to review and enhance the teacher's knowledge of high yield instructional strategies.	6. The Effective Teacher. 7. Assessment and Evaluation. 8. What Great Teachers Do Differently: 14 things that matter most. 9. Classroom Instruction that works: 9 high yield strategies.
Curriculum Mapping although the process of curriculum mapping occurs throughout the school year, once a year teachers meet to discuss the notes they have taken throughout the year to see how they can improve the curriculum maps for each subject area. Master teachers then take this information to the classroom teachers to ensure that they have a successful next year by making them aware of any changes to the curriculum map.	10. Six Traits of effective writers. 11. Using manipulative in math. 12. Strategies for successful test taking. 13. Best practice strategies for the classroom. 14. Centers in the classroom. 15. Technology in the Classroom. 16. The Interdisciplinary Curriculum. 17. English for Speakers of other languages regulations and procedures. 18. Exceptional student education regulations and procedures.
Data Analysis staff development is provided to teachers to ensure that they are analyzing their students' data for maximum student achievement.	19. Research based innovative learning methods.

Professional development is a strategic tool for the School's continued growth, productivity and ability to retain valuable employees. Short term plans for projects, long term plans for organization, career development plans for the employee and skill building for immediate improvement in employee performance in areas of deficiency, are all a part of professional development.

### **13. Student Recruitment and Enrollment**

- A. Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.

The Governing Board understands the importance of marketing and recruiting to the parents and students. The marketing strategy begins in the immediate area and then expands to the mass market.

#### **Recruitment**

Advertising to residents in the surrounding communities will be the main focus. To ensure a strong demand an application pool will be established. By using the school's Student information system this will provide an opportunity for all students applying to be admitted while also ensuring enrollment targets are met across all grade levels.

#### **Marketing Plan**

The School will conduct a three phase marketing plan. This plan should achieve enrollment capacity with a low student/teacher ratio.

##### **Phase 1: Identification**

##### **Phase 2: Awareness**

##### **Phase 3: Recruitment**

##### **Phase 1: Identification**

The School will identify eligible students as stated in the Charter. Some of the indicators to identify target areas include:

- Demographics
- Local school capacity
- Local School performances

##### **Phase 2: Awareness**

Upon the approval of this Charter application the school will begin a mass broad marketing campaign throughout targeted areas to publish to the community about the charter schools movement and the opportunities that are available at the school. Information will be bilingually as needed for the area. Efforts will include:

- News Papers
- School website
- Local radio and television

- Town hall meetings
- Brochures about the school and programs

**Phase 3: Recruitment**

Enrollment will continue until the school is fully enrolled and staffed. At this time an extensive marketing strategy will be implemented. Efforts will include:

- Open houses and information about the school
- Continued distribution of brochures
- Attendance at job fairs
- Announcements at local university career centers
- Media announcements

- B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

The School will be committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act Section 1000.05(2)(a) and the Florida Statute that forbids discrimination on the basis of race, national origin, gender, marital statuses, ethnicity, or disability. Hard to reach populations will include but not limited to:

- Availability of bilingual staff
- Website to have applications in multiple languages
- Advertise Open House in different locations throughout the community
- Production of marketing materials in multiple languages
- Posting of information in local public areas

Upon the approval of the Charter Application, the school will work to develop community partnerships that are in the best interest of both the school and the community. These community partnerships will enhance the integration of public entities that are charged with the welfare of our children increase the quality of services provided at the school. Examples of the type of partnerships we expect to develop include.

- Law enforcement agencies.
- Other public safety entities.
- Health and human services agencies.
- Not for profit organizations with child focused missions.
- Youth programs
- Chambers of Commerce
- Local businesses
- Investing in our Youth

- C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

The school believes in just, fair and equitable treatment of all students and in providing the best learning environment possible. The school will admit students regardless to race, color,

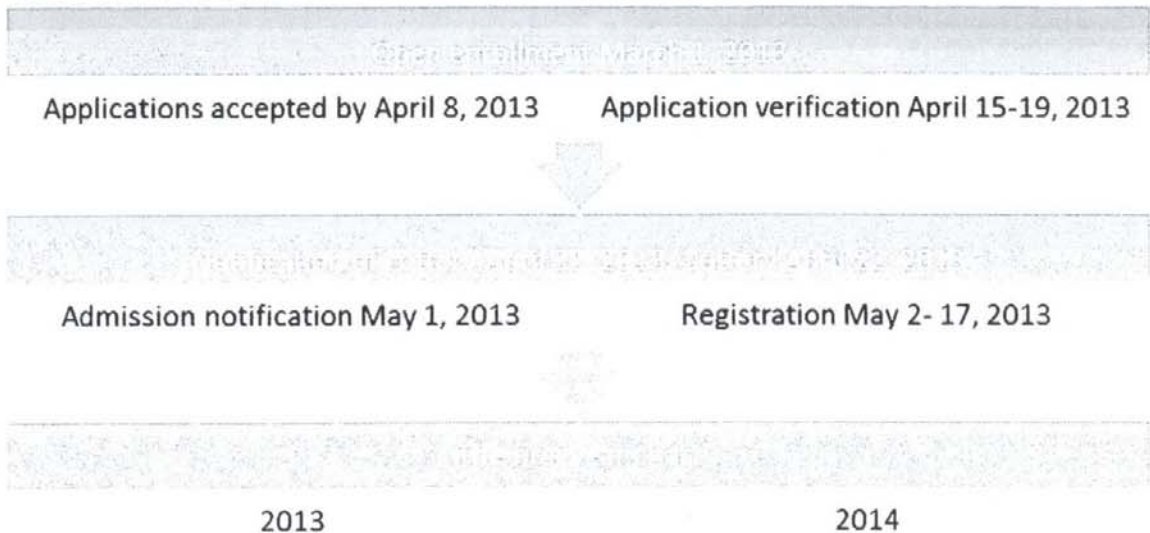
nationality and ethnic origin, religion, sexual orientation or gender. According to section 1022.33(100)(b) Eligible student that turn in their application in a timely manner shall be enrolled unless the number of applications exceed the number of capacity. Enrollment will follow Florida Statute 1002.33(15)(c) which includes enrolling student according to racial/ethnic balance in FS 1002.33(7)(a)8. In accordance with FS 1022.33(10)(d) The School may give preference to the following:

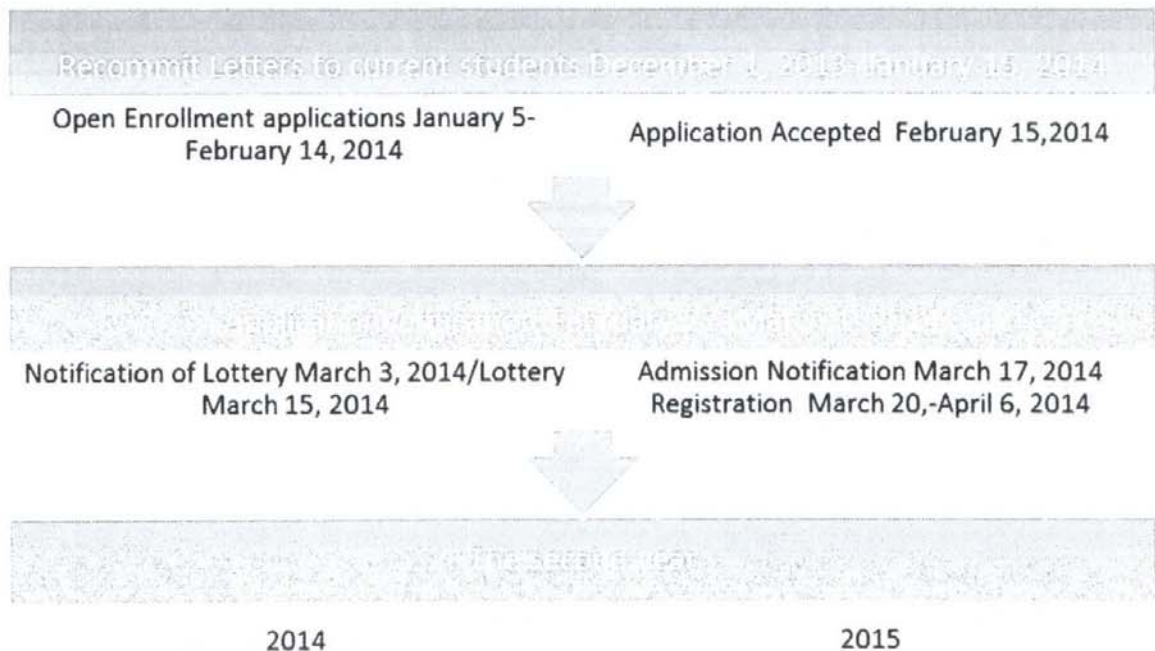
- Students who are siblings of a student enrolled in the charter school
- Students who are children of an employee or board member of the charter school
- Students who are children of Active Military personnel

Applications for student enrollment will be made available through the schools website and also in paper form at local distribution sites. Upon the submission of an application it is reviewed for eligibility of attendance. The data will be monitored to determine a need for lottery waiting list and letters of acceptance. If there is an overflow for any grade level then a lottery will be conducted. For all accepted students the following are generally required by the district:

- Request of the cumulative folder
- report card/transcript
- Social Security number
- Birth Certificate
- Current Medical history/Shot Records

Applications will be accepted on an ongoing basis and maintained. Year 1 and Year 2 charts in that order:





### Early Registration

Open enrollment will be established prior to opening. At the end of enrollment parents will be notified of acceptance to the school or an assigned lottery number. If capacity is not reached after the enrollment period; then applications will be accepted on first come first serve basis.

All applications will be stamped with the date and time as they are received and filed by grade level. The number of seats are based on the recommitment of students of prior year. Applications received after the enrollment period will be placed on the bottom of the waiting list.

The Lottery system will be generated. Notification of acceptance will be in writing no later than 30 days past the acceptance period. If the applicant decides not to attend the school the slot will be given to the next person on the waiting list in that grade level.

The School will be committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act Section 1000.05 and the Florida Statute that forbids discrimination on the basis of race, national origin, sex, martial statues or handicap. Enrollment will follow FS 1002.33(7)(a)8. This includes enrolling student according to racial/ethnic balance in the schools marketing plan. This effort will include the availability of bilingual staff.

### Lottery Rules and Procedures

#### Rules: General

As far as the following rules terms are defined:

- All reference to the dates that are defined as the close of Business on the date indicated
- Random method of the lottery refers to the selection of names manually as a blind drawing until all names have been drawn.
- All student not already attending the school will participate in the lottery

- Application received prior to the end of enrollment deadline are able to participate in the lottery
- Applications received after the initial enrollment will be offered first come first serve basis
- All applicant offered an seat should respond before the deadline or their name will be placed on the waiting list
- Only one lottery shall be conducted by the school which will include all grades if the applicant exceeds the excepted seats that are available
- If the number of applicant is fewer than the number of seat available there will be no public lottery

**ALL OFFERS OF REGISTRATION SHALL BE MADE IN THE ORDER OF THE LOTTERY RESULTS AND NO OFFER SHALL BE MADE TO A STUDENT THAT IS NOT ENTITLED TO THE SEAT.**

**Rules: Preference**

- All preference categories and entitlement shall be published and established prior to the lottery
- Applicant with a preference status can be offered a seat ahead of an applicant without
- Preferences are subject to review and verification and will be rescind if status is not verified or valid

In accordance with FS 1022.33(10)(d) The School may give preference to the following:

- Students who are siblings of a student enrolled in the charter school
- Students who are children of an employee or board member of the charter school
- Students who are children of Active Military personnel

Siblings who are applying for the first will receive preference after one of the siblings has been accepted.

**Procedure:**

The open enrollment will be published in advance of the lottery.

- Enrollment office will select the applicants that are eligible to participate in the lottery
- The enrollment office will select the grades that need an lottery and will run the process
- Letters will be sent out to offer students acceptance into the school and the remaining students will be moved to the waiting list

Applications received after the enrollment period will be placed on the waiting list based on when the applications were received. Date/Time will be stamped upon receiving the applications.

- D. Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

- Attach the student application and any family contracts as **Attachment #6**.

Parental involvement will be fostered by a contract between the parents, students, and the school. Also the parent will be required to perform at least twenty volunteer hours per year. This will support a meaningful relationship for the student's education.

Active parental participation will be required at the School. Parental participation is essential to operating high quality charter schools. Parent participation is the key to the success of the overall program and will be solicited for the development of school goals and objectives. Parent/teacher Organization (PTO) will be established to provide a voice for parent and community input that can be used in the development of existing schools as well as new schools and programs. PTO's will be organized each school year at the School. The PTO shall be comprised of parents of enrolled students, administrators and teachers. Parental participation in the schools' operations and governance will be fostered by a parental "contract" between the parent, student and School. Annual surveys will be distributed to parents to receive input for school improvement and satisfaction. The Student Information System provides a parent portal that will allow parents to access the real time student data, message boards and direct to teacher and administrator e-mail capability. This supports the continual and meaningful parental involvement in each student's education. PTO representatives provide regular reports to the Governing Board.

Parents will be notified via routine postings regarding the time and place of Governing Board meetings, and they will be invited to attend and participate. The School Principal will be represented at the Governing Board meetings to discuss all issues pertaining to the management of the School. Issues to be discussed will include school finance, student achievement benchmark results, institutional focus, personal issues facility issues and ancillary service issues.

Enrollment is a parent(s)/student cooperative choice, wherein a parent(s) contractually agrees to be responsible for their child/children abiding by the rules and regulations applicable to attendance, classroom participation, behavior, and uniform policy. Failure to abide by that contract may result in loss of re-enrollment opportunity the ensuing year. According to a ruling by the Florida Department of Education General Counsel.

Parental participation in the school's operations and governance will be fostered by:

- A parental contract between the parent, student and school.
- Governing Board meetings will be open to the public and notification will be disseminated per Sunshine Law.
- Parent/teacher conferences will be held to provide a forum for open discussion and to build parent/teacher understandings and support.
- Semiannual surveys will be distributed to parents to receive input for school improvement and satisfaction.

- E. Explain any other efforts to encourage parental and community involvement, if applicable.

# Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

## 14. Facilities

If the site is acquired:

- A. Describe the proposed facility, including location, size and layout of space.

The school facility will be located at 1715 and 1721 West Jefferson St. Quincy, Fl. 32351. This location is zoned with many existing neighborhoods. There will be a total of 8- 36x24 portables which will accommodate the students, faculty, and administrative staff. The portables will include space to facilitate learning for grades K-5. The constructed facilities will meet all safety codes in compliance with Florida's building codes and will also be accessible for disabled students, staff, and visitors. There will be appropriate areas designated for assemblies, lunch, indoor/outdoor recreation etc. There are also areas zoned for student drop-off and pick-up and parking designated for visitors and employees. The cost of facility construction on maintenance is not the responsibility of the district

- B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.

Pending approval of this charter Application, the School facility will be developed. The facility will be privately owned and constructed by a private contractor. The District will be provided with documentation of ownership and certification that the building satisfies all requirements for fire, safety, health and accessibility for the disabled prior to beginning operations. All applicable building codes including the Americans with Disabilities Accessibility Guidelines for new building construction. The facility will comply with all building code standards and regulations adopted by the city and county in which the school is located.

- C. Describe how the facility will meet the school's capacity needs for students to be served.

The constructed facilities will meet all safety codes in compliance with Florida's building codes and will also be accessible for disabled students, staff, and visitors. There will be appropriate areas designated for assemblies, lunch, indoor/outdoor recreation etc. There are also areas zoned for student drop-off and pick-up and parking designated for visitors and employees. The cost of facility construction on maintenance is not the responsibility of the district



- D. Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.

- *The financial plan for the proposed school should align with the facilities-related costs described.*

<i>Facility</i>	<i>Cost</i>
<i>Classroom Portables already Purchase</i>	
<i>Maintenance</i>	<i>\$5,000.00</i>
<i>Lease</i>	<i>\$14,000.00</i>
<i>Utilities</i>	<i>\$3,000.00</i>

- E. Describe the back-up facilities plan.

- *What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?*

The school expects to follow through with the facility plan. In the event that the facility Certificate of Occupancy is not issued on time. The Owner plans to deferred for one year until the facility plan can be carried out ensuring compliance in all areas.

**If the site is not acquired:**

If the school site is not acquired, the application will be deferred for one year until the facility plan can be carried out ensuring compliance in all areas

- F. Explain the school's facility needs, including desired location, size, and layout of space.
- G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.
- *The financial plan for the proposed school should align with the facilities-related costs described.*
- H. Explain the strategy and schedule that will be employed to secure an adequate facility.
- I. Describe the back-up facilities plan.
- J. Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

## 15. Transportation Service

- A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans<sup>3</sup>.

The school plans to contract with Gadsden County School transportation to provide transportation to and from school for the students within the zoned bus routes. It is anticipated that the school will provide transportation to students who are located near hazardous walking conditions as defined in 1006.23. The population of students who will be offered transportation according to the above criterion is approximately 30%.

All accepted applicants are required to submit a "Transportation Request". The request will be compiled, and then transportation zones and bus routes are initiated to transport the most students. Parents within established zones will be notified of route and pick-up/ drop-off. According to Florida Statutes 1011.68(5) the school is entitled to its share of program funds including transportation. The school district shall cooperate in making arrangements to guarantee that transportation is not an issue for all students who live within the distance stated in the schools Charter. The school may provide transportation is not an issue for all students who live within the distance stated in the schools charter. The school may provide transportation via a contract with the districts or private transportation. However all providers of transportation must and provide proof that all rules and regulations governing student transportation met.

## 16. Food Service

- A. Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.

The School intends to use USDA National School Lunch Program which is a federally assisted meal program operating in public and not for profit private schools. The program provides nutritionally balanced low cost or free lunches to children school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.

Prior to the beginning of the school year the cafeteria staff will be properly trained the food service program, including ordering, food prep, inventory, serving procedures, and clean up. The cafeteria staff will abide the NSLP standards throughout the school year. There will be approximately one serving lines depending on the school's enrollment. At the end of each month the cafeteria staff will be responsible for sending monthly reports to The National School Lunch Program Director which will be used for the submission of any necessary reimbursement claims.

<sup>3</sup> The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)

## 17. Budget

- A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.

A copy of the school's projected 5 year Projected Budget is included and contains all revenue projections, operations costs, and start-up expenses.

- B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

Income: Line of Credit \$100,000.00

Items	Expenses
August 1 <sup>st</sup> 2013 First Lease Payment	\$1200.00
Mailing and Marketing:	\$10,000.00
Telephone and Communication Services	\$400.00
Utilities	\$700.00
Insurance	\$7,624.26
Instructional Materials (textbooks, workbooks, testing materials, etc	\$15,000.00
Classroom Supplies	\$5,075.74
Classroom/Vocational Equipment (desks, chairs, tables, etc.	\$15,000.00
Technology	\$15,000.00

Total: \$70,000.00

Balance (monies left over) \$30,000.00

- C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.  
*The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.*

Lease  
 First Month Lease

*Total Amount of 1<sup>st</sup> months lease=\$1200.00*

Mailing & Marketing

Mailing Stamps @0.42 x 1,000.00= \$420.00

1 school website x\$1580.00= \$1580.00  
2000 Brochures x\$1.00 each \$2000.00  
Frist 6months Jan-July, 2013(Newspaper)\$1000.00  
Frist 6months Jan-July, 2013(Local Radio)\$3000.00  
Frist 6months Jan-July, 2013(Local Television)\$2000.00

Total Amount for Mailing and Marketing=\$10,000.00

Telephone and Communication Services

Total: Business Comcast Bundle \$400.00

Utilities

Total: Monthly Services \$700.00

Insurance

Property and Casualty (monthly cost) \$62.13  
Liability (monthly) \$62.13  
Fidelity Bond \$7,500.00

Total: \$7,624.26

Instructional Materials (textbooks, workbooks, testing materials, etc@ \$15,000.00

Classroom Supplies and AV Equipment

Classroom Supplies and AV Equipment @\$5,075.74

Classroom/Vocational Equipment (desks, chairs, tables, etc.

Classroom Supplies and Vocational Equipment@\$15,000.00

Technology

Computers: \$15,000.00

- D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

Monthly meetings will be held in order for the board to monitor and review and approve budget and expenses

- E. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

Cash Flow Start-Up Period January 2013-July 2013  
Income: Line of Credit \$100,000.00

Items	Expenses
August 1 <sup>st</sup> 2013 First Lease Payment	\$1200.00
Mailing and Marketing:	\$10,000.00
Telephone and Communication Services	\$400.00
Utilities	\$700.00
Insurance	\$7,624.26
Instructional Materials (textbooks, workbooks, testing materials, etc)	\$15,000.00
Classroom Supplies	\$5,075.74
Classroom/Vocational Equipment (desks, chairs, tables, etc.)	\$15,000.00
Technology	\$15,000.00

Total: \$70,000.00

Balance (monies left over) \$30,000.00

Lease

*First Month Lease*

*Total Amount of 1<sup>st</sup> months lease=\$1200.00*

Mailing & Marketing

*Mailing Stamps @0.42 x 1,0000.00= \$420.00*

*1 school website x\$1580.00= \$1580.00*  
*2000 Brochures x\$1.00 each \$2000.00*  
*Frist 6months Jan-July, 2013(Newspaper)\$1000.00*  
*Frist 6months Jan-July, 2013(Local Radio)\$3000.00*  
*Frist 6months Jan-July, 2013(Local Television)\$2000.00*

*Total Amount for Mailing and Marketing=\$10,000.00*

Telephone and Communication Services

Total: Business Comcast Bundle \$400.00

Utilities

*Total: Monthly Services \$700.00*

Insurance

Property and Casualty (monthly cost) \$62.13

Liability (monthly) \$62.13

Fidelity Bond \$7,500.00

Total: \$7,624.26

Instructional Materials (textbooks, workbooks, testing materials, etc@ \$15,000.00

Classroom Supplies and AV Equipment

*Classroom Supplies and AV Equipment @\$5,075.74*

Classroom/Vocational Equipment (desks, chairs, tables, etc.

*Classroom Supplies and Vocational Equipment@\$15,000.00*

Technology

Computers: \$15,000.00

August 13-July 14 Monthly Projection Expenses

Instructional	\$18,700.58
Other Instructional	\$3,116.75
Instructional Materials and Equipment	\$1,666.67
Technology	\$1,666.67
Classroom/Vocational Equipment (desks, chairs, tablets, etc)	\$1,666.67
Instructional Support	\$3,116.75
Staff Development Training	\$416.67
General Support (Administrative Services)	\$11,595.83
Offices Expenses	\$833.33
Telephone& Communication	33.33
Mailing & Marketing	833.33
General Support (Printing and Copying)	616.67
Facilities	\$1200.00
Custodial Service	\$1250.00
Utilities	\$250.00
Student Transportation	\$4,900.50
Insurance	\$749.26
Administrative Fees to the District	\$3,056.80
General Support (Professional Fees)	\$993.33
Food Services	\$9,033.56
Repayment Debt	\$1,750.01
Other Cost (travel and Conference, dues and fees)	\$775.2025

- F. Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

The school budget is designed so that all of the ordinary and necessary costs of operating the school, including capital needs, will be met primarily by State FEFP. Although fundraising amounts are not included in the budget, fundraising may be provided from the school's PTC and/or student fundraising campaigns as needs are identified. Currently there are no fundraising efforts taking place.

## 18. Financial Management and Oversight

- A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The Governing Board will contract with a Financial Management Company to set up working bookkeeping system, train appropriate staff to manage the system. The company has a well-established process and procedures to ensure fiscal responsibility and sound internal controls. The financial policy manual will be approved by the Governing Board. The policy manual will include, at a minimum: establishment of a modified accrual accounting system, a chart of accounts that uses the same numbering system as the DOE, internal controls that establish segregation of duties and authorization and processing of cash receipts and disbursements, establishment of a payroll system, and process for meeting DOE data reporting requirement.

The school will employ a school-based Business Administrator/Administrative Assistant who will act as a liaison to the school Finance and Accounting Department for human resource, payroll, and financial matters relating to cash collection and accounts payable. The Business Administrator/Administrative Assistant, in addition to the Financial Management Company, will also work with School Principal and Executive Director to ensure adherence to the Governing Board approved budget. Below is a summary of the finance and accounting functions that the Business Administrator or Bookkeeper will perform:

- Deposit funds received from food services sales, aftercare programs, and fundraising into proper bank accounts according to company policy.
- Submit documentation for all receipts and disbursement made at the school level
- Follow up and collect returned checks from parents
- Prepare and submit purchase orders according to company policy
- Review and approve expenditure invoices with School Principal
- Maintain reconciliation of internal funds account

The Financial Management team consist of the following

- Executive Director will serve as the Accounts Payable Coordinator: Pays approved expenditures for the charter school

- Staff Accountant: Prepares the monthly financial statements for the charter school
- Controller: CPA; oversees the school Accounting Department
- Executive Director and Board of Directors: Prepare the school annual budget; reviews the financial performance of the school on a monthly and quarterly basis, focusing on budget variances
- Board of Directors: Oversees the work of the Budget Analyst; conduct Quarterly Dashboard reviews with the school leadership.

B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.

- Attach a Finance/Accounting Policy and Procedures Manual for in-house transactions (or up to your subcontractor agreement) as **Attachment #7**.

The Governing Board shall adopt on an annual basis a comprehensive budget, which shall include all forms of revenue and all expenditures, including (1) Total Revenues; (2) Operating Expenses; (3) Reserve Expenses, (4) Audit Expenses and (5) Fund Balance with respect to the charter school it governs. Amendments to the budget will require the approval of the Governing Board.

In addition to preparing a conservative budget, the Governing Board has rigorous budget management process to ensure that the school it governs achieves the desired positive financial results. The Governing Board will approach budget management as a three-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results. The first part of the process is the preparation of the school's monthly financial statements. These financial statements are prepared on a monthly basis by the Financial Management Company and are distributed to both the school leadership and Governing Board. Monthly financial statements will be prepared using General Accounting and Reporting Board's (GASB) 34 guidelines and the "Financial and Program Cost Accounting and Reporting for Florida Schools" as recommended in F.S. 1002.33 (9)(g). Monthly financial statements will also contain a comparison of actual results as compared to the approved budget. In compliance with F.S. 1002.33(9)(i)(1), the school will obtain an annual financial audit that is performed by an independent certified public accounting firm. Audit reports will be compliant with the newly published GASB 54 requirements for fund balance reporting. The board will use proper auditor selection procedures as outlined in F.S. 218.391.

To complement the financial statement, the Executive director and administrative assistant will provide monthly dashboard reports. The dashboard report summarizes the monthly activity of the school, compares the results to the budget, identifies significant budget variances, and provides recommendations where appropriate. On a quarterly basis, the dashboard reports are reviewed in a quarterly meeting that is attended by the school leadership, Executive Director and Administrative Assistant. Any materials items are presented to the Governing Board in a timely manner.

As budget variances arise and are managed, new projections are developed each month to ensure the schools stays on track financially throughout the year. These projections allow school leadership to make timely management decisions to ensure the financial health of the schools, and are presented to the Governing Board on a quarterly basis.



Full detail on how cash and fixed assets will be safeguarded can be found in the Finance/Accounting Policy and Procedures Manual.

### Financial Deliverables

#### Pre-Opening (will be provided to Sponsor by July 1<sup>st</sup>)

- Financial assurance of ability to cover start-up costs, initial liabilities and expenses in a fiscally sound manner: including bank statement, letters of pledge, and other sources as required by the Sponsor.
- Evidence of bank arrangements established with appropriate signatures (representatives of the governing board and to verify with required fidelity bonds) and other authorized personnel.
- The school's written instructions concerning Sponsor's payments to be made under this contract (e.g., bank account information for direct deposit, ACH, or check)
- Evidence that a payroll/employee benefits system has been established
- Evidence that a fixed asset management system exists and will be implemented
- A description of internal audit procedures and establishment of controls to ensure financial resources are properly managed
- W-9 Form
- Proposed Budget

#### Monthly

- Monthly financial report delivered to the Sponsor by 20<sup>th</sup> of the following month (i.e., July monthly financial reports delivered by August 20<sup>th</sup>)
- Monthly financial statement delivered to the Governing Board by the last day of the following month (i.e., July monthly financial statement delivered by August 31<sup>st</sup>)

#### Quarterly

- Quarterly presentation to the Governing Board to include:
- Quarterly Financial results
- Year end projected financial results.

#### Annually:

- Name, address, fax, and contact numbers of Certified Public Accountant and proof of engagement for financial statement audit report required in Contract provided to Sponsor by June 1<sup>st</sup>
- Annual audit financial statement delivered to the Sponsor by July 20<sup>th</sup>
- Annual Financial statement audit delivered to the Sponsor by September 30<sup>th</sup>
- Evidence of the school's governing board's approval of the annual audit (and findings and recommendations) at the Board next schedule meeting after the final audit report has been issued will be provided to the Sponsor
- Preliminary budget will be submitted to the Sponsor by July 1; final budget by August 6<sup>th</sup>; mid-year budget by January 18<sup>th</sup>; and a final budget reflecting year-end by September 30<sup>th</sup>

C. Describe the method by which accounting records will be maintained.

As stated in the application, the school's monthly financial statement will be prepared using General Accounting Standards Board's (GASB) 34 guidelines and the " Financial and Program Cost Accounting and Reporting for Florida Schools" as recommended in F.S. 1002.33(9)(g). Monthly financial statement will also contain a comparison of actual results compared to the approved budget. The school will also provide annual financial report and program cost report information in the stated required formats for inclusion in district reporting compliance with F.S. 101.60(1).

In Compliance with F.S. 1002.323 (9)(j)(1), the school will obtain an annual financial audit that is performed by independent certified public accountant. Audit reports will compliant with the newly published GASB 54 requirements for fund balance reporting. The board will use proper auditor selection procedures as outlined in F.S. 218.391.

D. Describe how the school will store student and financial records.

Student records shall be maintained in a limited access area and shall be locked at all times. As per the Florida Statutes, Chapter 119, all permanent or archival records will be kept in a locked fireproof cabinet. Access to the records shall be confined to required school personnel (i.e. clerical personnel). Records shall not be made available to anyone outside the school except in accordance with the guidelines for public records or in the event of a lawful court order. Records shall be made available to district staff for the purpose of monitoring and oversight.

Financial records will be maintained at the school located in the office, in a secured environment, with limited access to pertinent staff. However, should the District request or require an examination of financial records, the school principal or Executive Director will accommodate the District.

E. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officer's liability coverage.

The school will comply with all requirements specified by the District, or applicable state statutes regarding insurance and liability coverage. These include:

- Errors and Omissions Insurance
- Fiduciary Liability Insurance'Officers and Directors Liability Insurance
- Commerical General Liability Insurance
- Officers and Directors Liability Insurance
- Fidelity Crime Coverage
- Automobile Liability Insurance
- Employment Practices Liability Insurance
- Property Insurance
- Educator Legal Liability Insurance
- Worker's Compensation Insurance
- Unemployment Compensation Insurance

**Sample Model Of Insurance Data**

Commercial, General Liability	Up to : Each Occurrence General Aggregate	\$1,000,000 \$3,000,000
Automobile	Each Accident Bodily Injury Property Damage	Combined Single Limit \$1,000,000
Professional Liability (Errors and Omissions)	Each Occurrence Aggregate	\$1,000,000 \$3,000,000
Officers and Directors Liability	Each Loss Each Policy Period	\$1,000,000 \$1,000,000
Property Insurance		Based on value of property
Fidelity Crime		\$1,000,000
Workers' Compensation and		Statutory Limits
Employer's Liability	EL Each Accident EL Disease Occurrence EL Disease Limit	\$1,000,000 \$1,000,000 \$1,000,000
Student Accident Liability	Basic Each Occurrence Catastrophic	Reimburses Out-of-Pocket Expense 100% after \$25,000
Educator Legal Liability	Each Claim Aggregate	\$3,000,000 \$5,000,000
Fiduciary Liability		\$1,000,000

**19. Action Plan**

- A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:
- i. Identifying and securing facility
  - ii. Recruiting and hiring staff
  - iii. Staff training
  - iv. Governing Board training
  - v. Policy Adoption by Board (if necessary)
  - vi. Lottery, if necessary
  - vii. Student enrollment

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor)

Period	Project Tasks/Milestones
08/12-11/12	<ul style="list-style-type: none"> <li>• Approval of Charter Application/Contract</li> <li>• Identifying and Securing Facility</li> <li>• Management Agreement Executed</li> </ul>
11/12-12/12	<ul style="list-style-type: none"> <li>• Apply for General Building Permit</li> <li>• Enrollment-Finalize School Budget/Forecasts</li> <li>• Governing Board Training</li> <li>• General Community Awareness/Information Marketing</li> </ul>
1/13-03/13	<ul style="list-style-type: none"> <li>• RFP's Vendors</li> <li>• -Services</li> <li>• -Furniture, Fixture, and Equipment listing</li> <li>• -Technology</li> <li>• Direct Marketing for Student Enrollment</li> <li>• Community Activities</li> <li>• Open Enrollment Period</li> <li>• Identify Potential Leadership Candidates</li> </ul>
04/13-06/13	<ul style="list-style-type: none"> <li>• Facility Lease Executed</li> <li>• Begin faculty Hiring</li> <li>• Direct Marketing for Student Enrollment</li> <li>• Student Enrollment/Registration (Ongoing)</li> <li>• Lottery, if necessary</li> <li>• Certificate of Occupancy</li> </ul>
07/13-8/13	<ul style="list-style-type: none"> <li>• Staff Training(on-going)</li> <li>• Installation of Furniture, Fixture and Equipment</li> <li>• Staff Move-In</li> <li>• Teacher Professional Development</li> <li>• Open House Session for Parents and Students</li> <li>• Student Enrollment/Registration (Ongoing)</li> <li>• Lottery, if necessary</li> <li>• First Day of School</li> </ul>

**Approved Applicant Deferral**

If an approved applicant decides to defer opening school one year past the 2013-2014 school year, the district will grant a one year extension. However, if an approved applicant wants to defer for more than one academic school year, the applicant must reapply. The applicant must submit a letter of request to defer opening to the Charter School Office.

# Stand-Alone Documents

## Application Attachments:

1. Curriculum Plan aligned with the Next Generation Sunshine State- Common Core Standards
2. Student Progression Plan  
Provide a detailed description of any specific differences between your student progression plan and the Student Progression Plan approved by the Gadsden County School Board.
3. LEP Plan
4. School's Code of Student Conduct  
A copy of the District's Student Code of Conduct
5. Articles of Incorporation, bylaws of the corporation, and/or any filing of an application with the Internal Revenue Service for designation as a 501(c) 3 Corporation
6. Student Application/Family Contracts
7. Finance/Accounting Policy and Procedure Manual

#### IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for Traneisha L. Galloway Charter School of Business and Integrated Technology is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Traneisha Galloway (name) Executive Director (title) to sign as the legal correspondent for the school.

Signature [Handwritten Signature] Date 8/1/2012

Printed Name Traneisha Galloway