

AGENDA

REGULAR SCHOOL BOARD MEETING

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

October 28, 2014

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
 - a. September 23, 2014, 4:30 p.m. – School Board Workshop
 - b. September 23, 2014, 6:00 p.m. – Regular School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.
6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #4**
 - a. Personnel 2014 – 2015

ACTION REQUESTED: The Superintendent recommends approval.
7. AGREEMENTS/PROJECT/GRANT APPLICATIONS
 - a. Library License Renewal – **SEE PAGE #7**

Fund Source: 110 General Fund
Amount: \$21,230.82

ACTION REQUESTED: The Superintendent recommends approval.
 - b. Federal Programs Purchase Orders – **SEE PAGE #9**

Fund Source: Federal
Amount: \$41,400.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. Affiliation Agreement Between the School Board of Gadsden County, Florida and NF River Chase, LLC, d/b/a River Chase Care Center - **SEE PAGE #14**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. Panhandle Area Educational Consortium (PAEC) Virtual School Agreement **SEE PAGE #24**

Fund Source: FEFP
Amount: Undetermined – based upon enrollment

ACTION REQUESTED: The Superintendent recommends approval.

- e. K-12 Virtual School Participation Agreement - **SEE PAGE #31**

Fund Source: FEFP
Amount: Undetermined – based upon enrollment

ACTION REQUESTED: The Superintendent recommends approval.

- f. Gadsden Charter Academy Application – **SEE PAGE #40**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends denial.

- g. Education Partnership Agreement. Panhandle Area Educational Professional Development Center and The Gadsden County School Board (Master In-Service Plan) - **SEE PAGE #350**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

8. **STUDENT MATTERS - SEE ATTACHMENT**

- a. Student Expulsion - See back-up material

Case #02-1415-0051

ACTION REQUESTED: The Superintendent recommends approval.

9. **SCHOOL FACILITY/PROPERTY**

- a. Inter-Local Agreement – **SEE PAGE #463**

Fund Source: 110
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Request for Approval of the 2013 – 2014 School Safety & Security Self – Assessment Form – **SEE PAGE #469**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

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

- a. Request to Advertise – Notice of Intent to Amend a Policy (Policy #4.111 and 4600) - **SEE PAGE #502**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Request to Advertise – Notice of Intent to Amend a Policy (Policy #5517) **SEE PAGE #508**

Fund Source: N/A
Amount N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

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

The School Board of Gadsden County

Reginald C. James

SUPERINTENDENT
OF SCHOOLS



"Building A Brighter Future"

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

October 28, 2014

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

Dear School Board Members:

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

Item 6A Instructional and Non-Instructional Personnel 2014-2015

The following reflects the total number of full-time employees in this school district for the 2014-2015 school term, as of October 28, 2014.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees October 2014</u>
Classroom Teachers and Other Certified	120 & 130	430.00
Administrators	110	50.00
Non-Instructional	150, 160, & 170	<u>393.00</u>
		873.00

Sincerely,

Reginald C. James
Superintendent of Schools

Audrey D. Lewis
DISTRICT NO. 1
Havana, FL 32333
Midway, FL 32343

Judge B. Helms, Jr.
DISTRICT NO. 2
Quincy, FL 32351
Havana, FL 32333

Isaac Simmons, Jr.
DISTRICT NO. 3
Chattahoochee, FL 323324
Greensboro, FL 32330

Charlie D. Frost
DISTRICT NO. 4
Gretna, FL 32332
Quincy, FL 32352

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

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2014/2015**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Bryant, Samathlyn	HES	Teacher	09/25/2014
Davis, Javad	SSES	Teacher	10/20/2014
Grimsley, Alesia	EGHS	Teacher	10/14/2014
Henderson, Jacob	EGHS	Teacher	08/11/2014
Little, Cassandra	JASMS	Teacher	08/11/2014
Nogowski, John	EGHS	Teacher	08/11/2014
Parrish, Bobby	JASMS	Teacher	08/11/2014
Pinkston, Joseif	EGHS	Teacher	09/19/2014
Reese, Alison	GWM	Teacher	08/15/2014
Sailor, Dailyn	GRES	Teacher	08/11/2014
Tsigbey, Francis	EGHS	Teacher	08/23/2014
Wilder, Vernon	EGHS	Teacher	10/28/2014
Young, Donny	CPA	Teacher	10/10/2014

NON-INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Garcia, Ana	ESOL	Program Specialist	08/18/2014
Green, Adrian	Transportation	Bus Aide	10/01/2014
Jackson-Clark, Priscilla	Transportation	Bus Aide	10/14/2014
McGriff, Linda	GCA	Custodian	10/15/2014
Pete, Sheldon	Transportation	Bus Aide	08/18/2014
Radford, Gloria	JASMS	Custodial Asst.	10/16/2014
Robinson, Allen	EGHS	Ed. Paraprofessional	10/15/2014
Smith, Edrick	GWM	Custodial Assistant	08/18/2014
Walker, Calandra	GTI	Secretary	09/22/2014
White, Danny	JASMS	Custodian	09/12/2014

ADMINISTRATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Dowdell, Keith	CPA	Principal, Interim	07/21/2014

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

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>Ending Date</u>
Daigle, Alicia	GWM/Teacher	10/17/2014	11/26/2014
Copeland, Bridget	GRES	09/24/2014	06/30/2014
Crawford, Theresa	GWM/Teacher	10/20/2014	01/02/2015
Rouse, Daphnee	GRES/Teacher	09/23/2014	11/17/2014

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Anderson, Pamela	HES	Teacher	09/26/2014
Bethea, Robert	GCA	Custodian	07/01/2014
Bridges-Bright, Gail	CPA	Teacher	10/10/2014
Clemons, Christopher	SJES	SFS Worker	10/20/2014
Copeland, Robert Jr.	JASMS	Teacher	10/31/2014
Grant, Jacquelyn	GWM	Teacher	09/29/2014
James, Alexander	WGHS	Teacher	09/30/2014
McGriff, Linda*	Transportation	Bus Aide	10/14/2014
Murray-Dickens, Shelia	EGHS	Teacher	09/24/2014
White, Danny*	JASMS	Custodial Asst.	08/11/2014
Young, Donny*	JASMS	Custodial Asst.	10/09/2014

TRANSFERS

<u>Name</u>	<u>Location/Position</u> <u>Transferring From</u>	<u>Location/Position</u> <u>Transferring To</u>	<u>Effective Date</u>
Grant, Jacquelyn**	GRES/Teacher	GWM/Teacher	09/08/2014
Powell, Yvonne	CES/Lib. Media Specialist	EGHS/Guidance Counselor	09/30/2014
Pratt, Michael	HOPE/Teacher	WGHS/Teacher	10/01/2014

OUT OF FIELD

<u>Name</u>	<u>Location</u>	<u>Out of Field Area</u>	<u>Area of Certification</u>
Davis, Javad	SSES	PreK ESE	PreK-3
Pinkston, Joseif	EGHS	Science	PE/Business Education
Powell, Yvonne	EGHS	Guidance and Counseling	Media Specialist
Stephen, Vann	CES	ESE	Elementary Education
Tsigbey, Francis	EGHS	Biology	Earth Space Science

Substitutes

<u>Teacher</u>	<u>SFS</u>
Davis, Latheria	Jeter, Clyde
Dennis, Shelander	Monroe, Chenell*
Fitzgerald, Marsha	Smith, Jomala
Gilcrease, Kechaunda	
Gordon, Brianna	
Greene Reed, Dianah	
Ivey, Graige	
Wilson, Brittany	

SFS and Custodial Substitute

**Correction from September 23, 2014 Board Letter

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: October 28, 2014

TITLE OF AGENDA ITEMS: Library License Renewal

DIVISION: District School Sites & Media and Technology Department

PURPOSE AND SUMMARY OF ITEMS: To renew Library license software.

FUND SOURCE: 110 General Fund

AMOUNT: \$21,230.82

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMANS'S SIGNATURE: page(s) numbered

Be sure that the Comptroller has signed the budget page.

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
10/13/14

PURCHASE ORDER NO.
187140

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

VENDOR	VF12390000	SHIP TO THIS ADDRESS
FOLLETT SOFTWARE COMPANY 1391 CORPORATE DRIVE MCHENRY IL 60050		MEDIA/TECH GADSDEN CO SCHL BRD 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
	<i>Kim Jence</i>	

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTN.: DR. SHEANTIKA WIGGINS

13		DESTINY DISTRICT MEMBER LIBRARY LICENSE RENWEAL STANDARDS RENEWAL TITLEPEEK ONLINE SERVICE RENEWAL WEBPATH EXPRESS RENEWAL FOR CPA, CES, EGHS, GEMS, GWM, GREB, GRET, HES, HMS, JASMS, SJES, SSES, WGHS /PB	1633.14	21230.82
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PAY TERMS: NET 30

TOTAL 21,230.82

- 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	21,230.82	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
110	6200	360	0231	1105501		1633.14	
110	6200	360	0151	1105501		1633.14	
110	6200	360	0071	1105501		1633.14	
110	6200	360	0101	1105501		1633.14	
110	6200	360	0041	1105501		1633.14	
110	6200	360	0141	1105501		1633.14	
110	6200	360	0171	1105501		1633.14	
110	6200	360	0091	1105501		1633.14	
110	6200	360	0061	1105501		1633.14	
110	6200	360	0211	1105501		1633.14	
110	6200	360	0191	1105501		1633.14	
110	6200	360	0201	1105501		1633.14	
110	6200	360	0051	1105501		1633.14	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: October 28, 2014

TITLE OF AGENDA ITEM: Federal Programs Purchase Orders

DIVISION: Federal

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

PURPOSE AND SUMMARY OF ITEM:

<u>Vendor</u>	<u>PO#</u>	<u>Fund</u>	<u>Amount</u>
Francis, Leola	187123	420	\$ 8,400.00
Communities In Schools-Gadsden	187155	420	\$12,500.00
Creative Init. For Stu & Fam	187156	420	\$12,500.00
Capital City Consultants, LLC	187158	420	\$ 8,000.00

FUND SOURCE: Federal

AMOUNT: \$41,400.00

PREPARED BY: Rose Raynak

POSITION: Director of Federal Programs

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 _____

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

10/06/14

187123

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR

VF13190000

SHIP TO THIS ADDRESS

FRANCIS, LEOLA
 4266 SHADE FARM ROAD
 QUINCY FL 32352

FED PRGMS-SCHOOL BOARD GADSDEN
 35 MARTIN LUTHER KING JR BLVD
 QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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bd apud:

ATTN: ROSE RAYNAK/DM

WHAT:

VENDOR NOT SUBRECIPIENT
 TO PROVIDE SUPPORTIVE MATH INSTRUCTION FOR GRADES 6-12 IN SMALL GROUP TUTORIALS, PULL PULL-OUTS, & PUSH SESSIONS AS DETERMINED BY THE STUDENT'S PRIMARY MATH INSTRUCTOR & SCHL PRINCIPAL & TO ANALYZE DATA FOR MATH FOLLOW UP.

WHEN:
FEE:

OCTOBER 29, 2014-MAY 30, 2015
 \$20.00/HR@4 HRS/DAY, 4 DAY/WK
 (NOT TO EXCEED \$8,400.00)

1

8400.00 8400.00

TOTAL 8,400.00

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	8,400.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	6400	310	9001	4212631		8400.00	

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

10/17/14

187155

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

VENDOR	SHIP TO THIS ADDRESS
VC13510000 COMMUNITIES IN SCHOOLS-GADSDEN 216 N ADAMS ST QUINCY FL 32351	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
		<i>R. C. James</i>

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTN: ROSE RAYNAK/DM

BOARD APPROVED / / ()
 VENDOR NOT SUBRECIPIENT
 PROVIDE AFTER SCHOOL
 INSTRUCTION FOR AT LEAST 120
 & UP TO 140 STDNTS IN GRD 2-5
 PRIORITIZED BY THE SCHOOL
 PRNCPL AS NEEDING EXTRA SVCS
 BASED ON RESULTS OF THE
 STATEWIDE ASSMNT. FOR 13-14 &
 DIST BASELINE ASSMNT.FOR 14-15
 WHEN: FEBRUARY 2 - MAY 7, 2015
 FEE: NOT TO EXCEED \$12,500.00

12500.00 12500.00
 TOTAL 12,500.00

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	12,500.00	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	5900	390	0201	4221250		12500.00	

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
10/17/14

PURCHASE ORDER NO.
187156

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

VENDOR VC18460000 CREATIVE INIT. FOR STU & FAM 216 N ADAMS STREET QUINCY FL 32351	SHIP TO THIS ADDRESS FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351
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PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT <i>By Rose</i>
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Reginald C. James

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTN: ROSE RAYNAK/DM

1	WHAT: WHEN: FEE:	BOARD APPROVED / / () ***VENDOR NOT SUBRECIPIENT*** PROVIDE AFTER SCHOOL INSTRUCTION FOR AT LEAST 120 & UP TO 140 STDNTS IN GRD 2-5 PRIORITIZED BY THE SCHOOL PRNCPL AS NEEDING EXTRA SVCS BASED ON RESULTS OF THE STATEWIDE ASSMNT. FOR 13-14 & DIST BASELINE ASSMNT. FOR 14-15 OCT 16, 2014 - JAN 29, 2015 NOT TO EXCEED \$12,500.00	12500.00	12500.00
				TOTAL 12,500.00

PAY TERMS: NET 30

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	12,500.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
420	5900	390	0201	4221250		12500.00	

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO. 187158

DATE 10/17/14

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

VENDOR SHIP TO THIS ADDRESS
CAPITAL CITY CONSULTANTS, LLC
2910 KERRY FOREST PKWY
SUITE D4-27B
TALLAHASSEE FL 32309
FED PRGMS-SCHOOL BOARD GADSDEN
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR COMPTRROLLER SUPERINTENDENT
Reginald C. Jones

Table with 5 columns: QUANTITY, PRODUCT NO., DESCRIPTION, UNIT PRICE, TOTAL

ATTN: ROSE RAYNAK /DM

BOARD APPROVED / / ()
VENDOR NOT SUBRECIPIENT

WHAT: PROFESSIONAL CONSULTING AND PROGRAM EVALUATION SERVICES FOR 21ST CCLC PROGRAM WHICH INCLUDES GBE, WGH, HES & GWM
WHEN: OCTOBER 29, 2014-JULY 31, 2015
FEE: \$2,000.00 QUARTERLY

2000.00 8000.00

TOTAL 8,000.00

PAY TERMS: NET 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.
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Table with 7 columns: DISTRIBUTION TO BE COMPLETED BY ORIGINATOR (FUND, FUNCTION, OBJECT, CENTER, PROJECT, PROGRAM), TOTAL AMOUNT, FINANCE DEPT USE EXPENDITURE



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: October 28, 2014

TITLE OF AGENDA ITEM: Affiliation Agreement between the School Board of Gadsden County, Florida and NF River Chase, LLC, d/b/a River Chase Care Center

DIVISION: Secondary Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

This is a mutual agreement between The School Board of Gadsden County, Florida and NF River Chase, LLC, d/b/a River Chase Care Center. The Health Agency agrees to accept students from East Gadsden High School for the opportunity to learn through observation of the nurse, direct service workers and/or other professionals in the delivery of basic care to clients in their ordinary performance of duties. Students will perform patient care duties and complete applicable documentation under the supervision of their clinical instructor.

FUND SOURCE: NA

AMOUNT: NA

PREPARED BY: Rosalyn W. Smith

POSITION: Deputy Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

___ 1 ___ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered ___ 6 ___

CHAIRMAN'S SIGNATURE: page(s) numbered _____

PARTICIPATING AGENCY AGREEMENT

Between

**SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
(EAST GADSDEN HIGH SCHOOL)**

And

NF RIVER CHASE, LLC, d/b/a River Chase Care Center

For

HEALTH EDUCATION PROGRAMS

**Affiliation Agreement Between
School Board of Gadsden County, Florida
And NF River Chase, LLC, d/b/a River Chase Care Center**

I. PARTICIPATING AGENCIES:

The participating agencies of this agreement are the School Board of Gadsden County, Florida and NF River Chase, LLC, d/b/a River Chase Care Center.

The word Health Agency used herein shall mean the NF River Chase, LLC, d/b/a River Chase Care Center.

The school used herein shall mean East Gadsden High School.

II. STATEMENT OF AGREEMENT:

This is a mutual agreement between the Administration of NF River Chase, LLC, d/b/a River Chase Care Center and the School Board of Gadsden County, Florida that the Health Agency will accept students from the school for the opportunity to learn through observation of the nurse, direct service workers and/or other professionals in the delivery of basic care to clients in the ordinary performance of their duties. In accordance to applicable Health Agency policies and/or procedures, the students will perform patient care duties and complete applicable documentation under the supervision of their clinical instructor such as record keeping when appropriate. Students may also assist with duties by employees of said facility as designated and/or approved by their clinical instructor.

III. GENERAL PROVISIONS OF THE AGREEMENT:

1. The education of the student shall be the primary purpose of the instructional program.
2. The school shall be responsible for the education of students.
3. The Health Agency agrees to allow students to observe and participate in the delivery of basic care by employees of said facility.
4. The faculty of the school shall be responsible for the student to meet guidelines of the State Department of Education, State Board of Nursing, and the Southern Association of Colleges and Schools Commission of Occupation Education Institutions.

5. The school agrees to comply with the established policies and practices of the Health Agency in so far as these relate to the approved curriculum.

IV. THE SCHOOL AGREES:

1. To maintain standards recommended in the rules and regulations of the Florida State Board of Nursing, the State Department of Education, and the Southern Association of Colleges and Schools Commission of Occupational Education Institutions. These include provisions for physical examinations and certain immunizations as required by Florida law prior to Health Agency experience.
2. To employ current licensed registered nurse faculty who meet Florida Department of Education Teacher Certification requirements and the State Board of Nursing requirements. This faculty shall be responsible for determining the philosophy and the objectives of the Health Education programs and developing curriculum.
3. To maintain liability insurance on all students involved in clinical training. The faculty shall be responsible for:
 - a. Selecting student assignments in cooperation with participating agency personnel and the supervision of students in their learning experience.
 - b. Planning for concurrent related instruction (informal and formal) as needed to meet the objectives of the program. This instruction will be scheduled during the regular school day.
 - c. Maintaining individual records of class, clinical instruction and practice, and evaluation of student competency and health.
 - d. Preparing a clinical rotation plan to be used for practical experience.
 - e. Interpreting to Health Agency and other personnel the roles of the students within the Health Occupations Education Program.

Please see attached Rider 1.

V. THE HEALTH AGENCY AGREES:

1. To make Health Agency facilities available to the school's faculty and students for planning clinical learning experiences included in the curriculum.

2. To hold meetings with representatives from the nursing educational program affiliated with the Health Agency for the purpose of cooperative planning.
3. To share and assist in the supervision of the students, particularly in restricted areas.
4. Both parties agree in case of illness or accidents incurred while the student is on duty at the facility, payment for services rendered will be the sole responsibility of the individual's parent who receives the treatment. – Please see attached Rider 1.

VI. SCHOOL POLICIES:

1. The educational program shall consist of a minimum of (35) hours per week of classroom instruction, laboratory experience and experience in selected learning situations in clinical facilities. The division and arrangement of time to include the theoretical and clinical learning experiences shall be determined by the faculty and based upon the needs of the students for specific learning experiences to meet objectives of the instructional program. Should it be desirable for students to have the clinical experience during hours other than those of the regular school day, the schedule will be planned as part of the curriculum.

If students are assigned for clinical outside the regular school day, a faculty member will provide a rotation plan for Health Agency.

2. The minimum school day is (7) hours, Monday through Friday.
3. Students will be assigned for Health Agency experience on scheduled school days.
4. Students will be given holidays as provided for in the regular school calendar.

VII. REQUEST FOR WITHDRAWAL OF STUDENT:

The participating Health Agency has the right to request the school to withdraw any student from its facilities whose conduct during assigned hours is not in accordance with acceptable standards of performance. The school may, at any time, withdraw a student whose academic progress, conduct, or clinical work does not meet the standards of the school or the participating Health Agency. The final decision to withdraw a student is the responsibility of the school administration.

VIII. FINAL AUTHORITY:

The Health Agency will retain all administrative authority for removal of a student from their facility.

IX. DISCONTINUANCE OF AGREEMENT:

If either party to this agreement wishes to withdraw, it is understood that at least 30 days written notice shall be given, provided that students currently enrolled in the program shall be permitted to complete the course.

X. MODIFICATION OF THE AGREEMENT:

Modification of this agreement requires mutual written consent of both parties.

A memorandum noting the modification shall be attached to this agreement, including the date and the signature of the parties agreeing to the modification.

XI. RENEWAL OF AGREEMENT:

This agreement shall expire one (3) year from the date signed and shall be renewable as agreed upon by the participating parties.

XII. COPIES OF THIS AGREEMENT:

Authenticated copies of this agreement shall be provided to:

1. Florida Board of Nursing
2. Administrator of the participating agency (River Chase Care Center)
3. The Gadsden District Schools Director of Career and Technical Education
4. Health Science Academy Coordinator
5. Health Science Academy Instructor

XIII. The aforementioned provisions are accepted by all parties as witnessed by the signatures below:

PARTICIPATING AGENCY ENDORSEMENT

Signature, Executive Director of River Chase Care Center	Date
---	------

Printed Name of Executive Director of River Chase Care Center	Date
--	------

Signature, Director of Nursing (if applicable)	Date
--	------

Printed Name of Director of Nursing (if applicable)	Date
---	------

GADSDEN COUNTY SCHOOL DISTRICT ENDORSEMENT

Signature, Superintendent of Schools	Date
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Printed Name of Superintendent of Schools	Date
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INDEMNIFICATION: The Health Agency and the School Board shall indemnify and hold each other and their respective agency, directors, officers, employees, attorneys, and agents harmless from and against all liabilities, damages, losses, costs (including, but not limited to, reasonable attorneys' fees), and actions or causes of action of any nature whatsoever that may at any time be made or brought by anyone for the purpose of enforcing a claim due to an injury or damage allegedly occurring to any person or property which was caused by the other or the employees, officers or agents, including subcontractors, of the other during the performance of this agreement.

_____ River Chase Care Center _____ School Board of Gadsden County, Florida

Rider 1 to
Student Affiliation Agreement between the School Board of Gadsden County, Florida (East Gadsden High) (hereinafter “School”), and NF River Chase, LLC, d/b/a River Chase Care Center (hereinafter “Health Agency”)

The following provisions supplement and are made a part of the Affiliation Agreement, dates as of _____, between Gadsden County School District (East Gadsden High) and NF River Chase, LLC, d/b/a River Chase Care Center:

Responsibilities of School:

- a. To only assign such students who are in good health at the time of reporting to the Health Agency and who have passed a required health examination, and have obtained necessary immunizations consistent with Health Agency policy.
- b. School shall instruct students that they may only provide services to residents who acknowledge that a student is providing them services. The Health Agency staff must specifically advise a resident that a student will be providing services and the resident must agree to such services before the student may provide the services.
- c. To provide student with appropriate identification identifying them as students while they are providing services “on duty” at the Health Agency. Such identification shall clearly identify students as students of the School and not employees of the Health Agency.
- d. To represent to the Health Agency that it has performed a reasonable and prudent employment interview and background investigation of all students, including, but not limited to, requiring that each student disclose any conviction, whether criminal or any other offense, in their initial application to provide services in a clinical rotation at Health Agency. Said investigation has been performed for the purpose of disclosing any criminal convictions or convictions of other offenses which would preclude their providing services in a health care setting, the results of said background checks shall be made available to Health Agency.

Representations and Warranties of School:

- a. To ensure that any and all students placed at Health Agency have never been convicted of: (A) any offense related to the delivery of an item or service under Medicare, Medicaid, any private health care benefit program; (B) a criminal offense relating to neglect or abuse in connection with delivery of a health care item or service; (C) fraud, theft, embezzlement, or other financial misconduct in the connection with the delivery of a health care item or service; (D) obstructing an investigation or any crime referred to in

(A) to (C) above; and/or (D) unlawful manufacturing, distributing, prescribing, or dispensing of a controlled substance.

- b. To direct, instruct and assume responsibility for ensuring that all student are to perform tasks at Health Agency in accordance with all applicable federal, state and local laws, rules and regulations, including but not limited to any and all Medicare or Medicaid requirements or Conditions for Participation and to observe and comply with all oral and/or written rules, regulations, by-laws and policies of the Health Agency as it may adopt from time to time.
- c. To ensure each student acknowledges that he or she will be privy to private and confidential medical information during the course of their clinical at the Health Agency. All medical and other files, charts, and records pertaining to patients or residents are the sole and exclusive property of the Health Agency. School shall direct its students not to remove or cause to be removed any files, charts, records or information available therein from Health Agency and that by doing so they may be in violation of federal or criminal law. Notwithstanding the forgoing, School shall cause its students to acknowledge their designation as member(s) of the Health Agency workforce, as such designation is defined by the Health Insurance Portability and Accountability Act of 1996 ("HIPAA" and in so doing that all students agree to comply with the requirements of applicable law and regulation, including but not limited to, The Health Insurance Portability and Accountability Act of 1996, relating to the use or disclosure or Protected Health Information.

Professional Liability Insurance for Students

- a. Obtain and maintain as its own expense during the term of this Agreement, and any renewal hereof, a comprehensive liability policy including professional liability insuring the School against any and all claims for personal and bodily injury or death and property damage resulting from the performance of services by the School; its employees and students participating in the clinical training program on the Health Agency premises. Such insurance shall be in the amount of not less than \$1,000,000 per incident and \$3,000,000 in the aggregate. School shall give immediate notice to Health Agency if any changes or lapse in policy should occur.

Emergency Medical Care and Infectious Disease Exposure:

- a. Any School faculty member or student who is injured or becomes ill while at the Health Agency shall immediately report the injury or illness to the Health Agency and receive treatment (if available) at the Health Agency as a private patient or obtain other appropriate treatment as they choose. Any hospital or medical costs arising from such

injury or illness shall be the sole responsibility of the School faculty member or student who receives the treatment and not the responsibility of the Health Agency.

- b. The Health Agency shall follow, for School faculty and students exposed to an infectious disease at the Health Agency during the clinical experience program, the same policies and procedures that the Health Agency follows for its employees. Any hospital or medical costs arising from the exposure shall be the sole responsibility of the School faculty member or student who receives the treatment and not the responsibility of the Health Agency.
- c. School faculty and students contracting an infectious disease during the period of time they are assigned to or participating in the clinical experience program must report the fact the School and to the Health Agency. Before returning to the Health Agency, such School faculty member or student must submit proof of recovery to School or Health Agency, if requested.

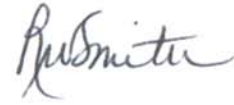
Notices

- a. All notices, requests, demands and other communications under or in connection with this Agreement shall be given in writing and shall be deemed to have been given or made: if by hand, immediately upon delivery; if by telex, telecopier or email, two hours after sending if sent during normal working hours and during a business day; if by Federal Express, Express Mail or any other overnight service, the first business day after dispatch; or if mailed by certified mail return receipt requested, two business days after delivery or return of the notice to sender marked "unclaimed". All notices shall be delivered or mailed to the parties at the following address (or such other address as either party shall designate by notice in accordance with the provisions to this paragraph):

If to Health Agency:
NF River Chase, LLC, d/b/a
River Chase Care Center
1017 Strong Road
Quincy, FL 32351
Attn: Linda Blackshear, Administrator

If to School District:
Deputy Superintendent
School Board of Gadsden County
35 Martin Luther King, Jr. Blvd.
Quincy, FL 32351

With a copy to:
Gulf Coast Health Care, LLC
40 South Palafox Place, Suite 400
Pensacola, FL 32502
Attn: Craig Robinson



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

DATE OF SCHOOL BOARD MEETING: October 28, 2014

TITLE OF AGENDA ITEM: Panhandle Area Educational Consortium (PAEC) Virtual School Agreement

DIVISION: K-12 Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires each district to have a virtual instruction program pursuant to F.S.1002.45. Approval of the Panhandle Area Educational Consortium (PAEC) Agreement is requested in order to provide a virtual instruction program to the students of Gadsden County as a school choice option.

FUND SOURCE: FEFP

AMOUNT: Undetermined – based upon enrollment

PREPARED BY: Rosalyn W. Smith

POSITION: Deputy Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

___1___ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

Panhandle Area Educational Consortium Contract Agreement

THIS CONTRACT is entered into by and between the Gadsden County School Board, 35 Martin Luther King Boulevard, Quincy, Florida 32351, hereinafter called "contractee", and Panhandle Area Educational Consortium, through its District of Record, the Washington County School Board, 753 West Boulevard, Chipley, Florida 32428, hereinafter called "contractor," entitled Contracts.

The contract will commence July 1, 2014 and will continue until June 30, 2015. Maria Pouncey will direct the activities of the contract.

The contractee agrees to compensate contractor for the amount of \$275 per half-credit per billable enrollment. The payment schedule will be in December 2014, and June 2014. The invoice should be signed by the contractor, reference the PAEC contract number, as shown above, include appropriate supporting documentation, and should be forwarded to the Finance Office, PAEC, 753 West Boulevard, Chipley, FL 32428.

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

The services provided through this contract are stipulated as follows:

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

1. Recruit, train, provide, and pay virtual instructors for PAEC FLVS district franchises.
2. Approve students in courses.
3. Assign teachers to courses and students.
4. Supervise PAEC-contracted teachers.
5. Pay Florida Virtual School the contracted fees pursuant to student participation.
6. Invoice the district \$275/half credit completed.
7. Invoice the district as follows:

The \$275 fee per student will be assessed each semester for students who successfully complete a course. An assessment of \$75 will be charged if a student is withdrawn after the 28 day grace period. An assessment will not be charged for students who are withdrawn prior to the 28 day grace period.

The contractee, Gadsden County School Board will:

1. Establish a district MIS Virtual Education contact.
2. Establish a district Instructional Virtual Education contact.
3. Establish a FLVS franchise with a 7004 designation.
4. Provide verification of student VIP eligibility and approve course requests.
5. Approve virtual student course requests
6. Provide students access to franchise courses during the regular school day

7. Monitor virtual student progress.
8. Communicate to and schedule students for state-required assessments.
9. Report FTE and all other DOE survey information.
10. Recommend the appropriate provider option for high school students based on their academic needs.
11. Make timely payment of PAEC invoices per the fees noted in this contract.

This contract is subject to the requirements of EDGAR Subpart 80 C Financial Administration – Sec. 80.35 Subawards to debarred and suspended parties.

a. No award will be made to parties that have been suspended or debarred from participation in federal assistance programs. A review of the official site for debarred and suspended parties or otherwise ineligible parties will be made prior to approval of this contract. Evidence of parties of this contract being included in such listings will deem the contractor ineligible making this contract null and void, by Executive Order 12549, "Debarment and Suspension."

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

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

287.058 -

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

287.0582 -

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

216.347 -

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

215.422 -

Agencies have 5 working days to inspect and approve goods and services, unless bid specifications or the P.O. specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not available within 40 days, measured from the latter of the date the invoice is received or the goods or services are received, inspected and approved, a separate interest penalty set by the Comptroller pursuant to Section 55.03, F.S., will be due and payable in addition to the invoice amount. To obtain the applicable interest rate, please contact the Agency's Fiscal Section at the agency's main office. Payments to health care providers for hospitals, medical or other health care services, shall be made not more than 35 days from the date of eligibility for payment is determined, and the daily interest rate is .03333%. Invoices returned to a vendor due to preparation errors will result

in a payment delay. Invoice payment requirements do not start until a properly completed invoice is provided to the agency. A Vendor Ombudsman, whose duties include acting as an advocate for vendors who may be experiencing problems in obtaining timely payment(s) from a State Agency, may be contacted at the agency's main office.

1012.465-

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

This Contract is also subject to the Laws of the United States of America, in particular those provisions for procurement - Contract Administration described in Title 34, Section 80.36(i), Code of Federal Regulations not previously covered in the above references to Florida Statutes. These provisions are:

- a. All records supporting project activities and the expenditure of funds must be maintained for a minimum of three years after the final payments and all other pending matters are closed.
- b. Access will be allowed by the contractee to any books, documents, papers, and records of the contractor which are directly pertinent to that specific contract for the purpose of making audit, examination, excerpts, and transcriptions.
- c. The contractor understands that contractee will give the contractor thirty (30) days to take corrective action should it be determined that there is a violation of the contract. If corrective action is not taken by the contractor, funding will be withheld or revoked.
- d. For a contract in excess of \$10,000, the contractor understands that modifications and/or revisions to the financial and/or program aspects of this contract may be required as a result of changes in funding. The contractor understands and agrees that if either party desires to change, modify, or terminate this Agreement, the proposed changes shall be negotiated and shall be written documents executed by both parties.

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

Contractee

Contractor

Roger Milton, Board Chairman
Gadsden County School Board

Herbert J. Taylor, Superintendent
Washington County School Board

Date

Date

Reginald James, Superintendent
Gadsden County School Board

Patrick L. McDaniel, Executive Director
Panhandle Area Educational Consortium

Date

Date

59-6000615
Social Security # or Federal ID#

59-6000898
Social Security # or Federal ID #

WCSB Date: June 9, 2014

Subject	Description	NEED INSTRUCTOR for courses listing Certification Requirements
Art/Visual Arts	Theatre, Cinema, & Film Production NEW	English 6-12, Drama 6-12, Speech 6-12
Business Technology	M/J Business Keyboarding	
Business Technology	Personal and Family Finance NEW	Family & consumer Science 6-12, Business Ed 6-12, Home Economics 7-12
Business Technology	Business Software Applications 1	
Business Technology	Business Software Applications 2	
Business Technology	Foundations of Web Design	
Career Technical Education	Computing for College and Careers	
English	English 4: Florida College Prep	
English	English I	
English	English II	
English	English III	
English	English IV	
English	M/J Language Arts 1	English 5-9/6-12, Elem Ed 1-6/K-6 (6th gr only) - If LEP students in course instructor must have ESOL Endorsement
English	M/J Language Arts 2	English 5-9/6-12 - If LEP students in course instructor must have ESOL Endorsement
English	M/J Language Arts 3	English 5-9/6-12 - If LEP students in course instructor must have ESOL Endorsement
English	M/J Reading 1	Reading K-12, Reading Endorsement or Elem Ed 1-6/K-6 (6th grade only)
English	Reading for College Success	
English	Social Media 1 NEW	English 6-12
Foreign Language	Spanish I	
Foreign Language	Spanish II	
Human Services	Parenting Skills NEW	Family & consumer Science 6-12, Early Childhood Ed, PK-Primary PK-3, Primary Ed K-3, Home Economics 7-12
Health / Physical Education	Health Opportunities through Physical Education (HOPE)	
Health / Physical Education	Life Management Skills	
Health / Physical Education	M/J Comprehensive PE - Grades 6/7	
Health / Physical Education	M/J Comprehensive PE - Grades 7/8	
Health / Physical Education	Outdoor Education	
Health / Physical Education	Personal Fitness NEW	Physical Education 6-12/K-12
Leadership Skills Development	Leadership Skills Development NEW	Any Field
Mathematics	Algebra I	
Mathematics	Algebra II	
Mathematics	Calculus Honors	

Mathematics	Geometry	
Mathematics	M/J Mathematics 1	
Mathematics	M/J Mathematics 2	
Mathematics	M/J Pre-Algebra	
Mathematics	M/J Pre-Algebra	
Mathematics	Math for College Readiness	
Mathematics	Pre-Calculus	
Research and Critical Thinking	M/J Career Research and Decision Making NEW	Any Field when cert reflects Bachelor/Higher
Research and Critical Thinking	M/J Critical Thinking, Problem Solving and Learning NEW	Any Academic Coverage
Safety and Driver Education	Driver Education/Traffic Safety NEW	
Science	Biology I	Science @ 4
Science	Chemistry I	
Science	Earth-Space Science	Science @ 4, Chemistry I, Earth-Space Science I
Science	M/J Comprehensive Science 1	
Science	M/J Comprehensive Science 2	
Science	M/J Comprehensive Science 3	
Science	Physical Science	Science @ 4
Science	Physics I	Science @ 4, Earth-Space Science I, Physics I
Social Studies	Economics with Financial Literacy	
Social Studies	M/J Civics	
Social Studies	M/J U. S. History (8th)	
Social Studies	M/J World History	
Social Studies	United States Government	
Social Studies	United States History	
Social Studies	World History	



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7e

DATE OF SCHOOL BOARD MEETING: October 28, 2014

TITLE OF AGENDA ITEM: K-12 Virtual School Participation Agreement

DIVISION: K-12 Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires each district to have a virtual instruction program pursuant to F.S.1002.45. Approval of the K-12 Virtual School Participation Agreement is requested in order to provide a virtual instruction program to the students of Gadsden County as a school choice option.

FUND SOURCE: FEFP

AMOUNT: Undetermined – based upon enrollment

PREPARED BY: Rosalyn W. Smith

POSITION: Deputy Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.


SUPERINTENDENT'S SIGNATURE: page(s) numbered 1 & 8

CHAIRMAN'S SIGNATURE: page(s) numbered _____

ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER

This Online Educational Products and Services Order (this "Order"), dated as of July 1, 2014 (the "Order Effective Date"), is between Gadsden County Schools, 35 Martin Luther King Jr. Blvd., Quincy, FL 32351 ("Customer") and K12 Florida LLC ("K12"), 2300 Corporate Park Drive, Herndon, VA 20171. This Order incorporates and is in all respects subject to the K12 Online Educational Products and Services Agreement Terms (the "Terms") that is published at <http://www.k12.com/online-educational-products-services-agreement-terms> on the date that this Order bears the signatures of both Customer and K12,. All capitalized terms that are not defined in this Order will have the meanings assigned to those terms in the Terms.

I am authorized by Customer to enter into this Order for the products, services and licenses indicated herein, at the prices set forth below and pursuant to the Terms.

Accepted by Customer:
 (signature) 9/29/14 (date)
Reginald C. James (print name) Superintendent (title)

Accepted by K12:
_____ (signature) _____ (date)
_____ (print name) _____ (title)

1. Period.

Subscription July 1, 2014 through June 30, 2015, and is not eligible for a renewal period.

2. Territory. Students served by Gadsden County Schools, FL.

3. Description of Educational Products. Customer will be provided the Educational Products specified in this Order.

K12 Full-time Enrollment Program for Students Taking 4 to 6 courses (Grades K - 12).

The full-time K12 program consists of three components: courses, materials and educational tools and services.

Courses:

An enrollment portal into which Customer will enroll its students in the Territory into available K12 courses including Language Arts/English, Math, Science, History, Art, Music, available World Languages and, for grades 9 to 12, electives. Each full-time student concurrently enrolls in four to six courses. Customer is responsible for determining the proper placement of students in appropriate courses. Within two (2) weeks following K12's

receipt of a completed account set-up form from Customer, K12 will provide access for Customer to enroll its students.

A Learning Management System (LMS) or "K12 Hosting Services" for the delivery of K12 courses and access to a synchronous collaboration tool and system generated reports on academic performance, attendance and progress.

Materials:

Instructional text or e-books, supplies and teaching tools (collectively, "Materials") for K-8 students. Materials for Customer's teachers and High School students are ordered separately. K12 will reclaim durable Materials by informing Customer and/or its students which Materials need to be returned and providing pre-paid return shipping labels. K12 Materials are intended solely for the use of the teachers and the students enrolled in K12 courses to whom K12 provides the Materials. Customer shall not transfer or resell the Materials to any other person. If a replacement component is required or a durable Material is not returned, the Customer will be invoiced for the component or Materials (plus shipping, if applicable). Customer will provide K12 with reasonable assistance in obtaining durable Materials from students and their parents.

Educational Tools and Services:

Program launch and operational support, an online parent/mentor information session, learning management and technical support on K12 products and services. Supervision and implementation of year-end system rollovers.

Supplemental tests and study assistance, diagnostic tests, K12's Strategies for Success, access to an online community, an orientation course package, a support website, access to a counseling system for high school students, a school messenger telephony service with automated alerts and a tool to assist identification of plagiarism.

- K12 Courses: for student taking 1 to 3 courses, including but not limited to summer program enrollments. (Grades K to 12).

Courses

An enrollment portal into which Customer will enroll its students in the Territory into available K12 courses including Language Arts/English, Math, Science, History, Art, Music, available World Languages and, for grades 9 to 12, electives. Customer is responsible for determining the proper placement of students in appropriate courses. Within two (2) weeks following K12's receipt of a completed account set-up form from Customer, K12 will provide access for Customer to enroll its students.

A Learning Management System (LMS) or "K12 Hosting Services" for the delivery of K12 courses and access to a synchronous collaboration tool and system generated reports on academic performance, attendance and progress.

Materials

Instructional text or e-books, supplies and teaching tools (collectively, "Materials") for K-8 students. Materials for Customer's teachers and High School students are ordered separately. K12 will reclaim durable Materials by informing Customer and/or its students which Materials need to be returned and providing pre-paid return shipping labels. K12 Materials are intended solely for the use of the teachers and the students enrolled in K12 courses to whom K12 provides the Materials. Customer shall not transfer or resell the Materials to any other person. If a replacement component is required or a durable Material is not returned, the Customer will be invoiced for the component or Materials (plus shipping, if applicable). Customer will provide K12 with reasonable assistance in obtaining durable Materials from students and their parents.

4. Description of Services. Customer will be provided the following Services under this Order:

- Instructional Services: Customer will be provided qualified teachers, licensed as required by applicable state law, for instruction to enrolled students for selected courses.

5. Description of Other Related Products

- Hardware: Customer is provided, for each student requested by Customer, a computer, monitor, printer and software appropriate for access to the K12-provided student courses and curriculum. Upon the earlier of student withdrawal or termination of the Agreement, K12 will provide families with pre-paid shipping labels to return computers, monitors, printers and software, and families shall be responsible for returning same. Customer is not responsible for a family's failure to return hardware or software.

6. Fees. For the Services and/or Products provided under this Order, Customer shall pay to K12 and/or its Affiliates the following Fees:

- K12 Full-time Enrollment Program for Students Taking 4 to 6 courses (Grades K -12).

Costs set forth below for each Student are "not-to-exceed" figures. The components of the program will be billed separately to allow for materials returns, prorating fees for student withdrawal and for student consumption of fewer than 6 full year or 12 semester courses. The roll-up of the component level billing will "not exceed" the student level fees listed below.

K12 will invoice Customer for the components of the program as follows: (a) courses and educational tools and services will be billed quarterly (in October, January, April and July) ; (b) materials will be invoiced upon shipment

The following clause applies in instances where the Customer utilizes their own teachers: Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdraws occurring after 30 days. Fees will not be charged for a student for any month following notice to K12 of the student's withdrawal from the course. No other refunds, credits or cancellations are allowed.

For K-12 Program, including instruction from K12 teachers
 *\$4,295.00 per Students grades K to 12

*Customer shall not be responsible for payments for enrolled students in such courses who withdraw from the program or are non-completers

- K12 Courses: for Students Taking 1 to 3 courses

Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdraws occurring after 30 days. Fees will not be charged for a student for any month following notice to K12 of the student's withdrawal from the course. No other refunds, credits or cancellations are allowed. Special course material fee applies to lab sciences, advanced placement and technology courses.

K12 will invoice Customer as follows: (a) courses will be billed quarterly (in October, January, April and July); (b) materials will be invoiced upon shipment

\$340.00 per Student per K-5 course with Materials and without K12 teachers

\$170.0 per Student per 9 – 12 course without materials and K12 teachers

K12 Instruction:

Billed quarterly as applicable for the particular course. Fees will not be charged for a student for any month following notice to K12 of the student's withdrawal from the course. No other refunds, credits or cancellations are allowed.

\$250.00 per Student for each K-5 course per full-year

\$200.00 per Student for each 9-12 course per semester

K12 High School Materials Fees for Students and Teachers

Customer is only charged the applicable fee if a course below is selected. Billed upon shipment, Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdraws occurring after 30 days.

Advanced Placement Environmental Science (SCI530A-AVT) (required for certain courses)

\$302.00 per Student per course

English course materials (Required for the following courses):

ENG 102A Literary Analysis and Composition I (Core)	\$80.00 per Student per course
ENG 103A Literary Analysis and Composition I (Comprehensive)	\$80.00 per Student per course
ENG 104A Honors Literary Analysis and Composition I (Honors)	\$80.00 per Student per course
ENG 106AG Literary Analysis and Composition I	\$80.00 per Student per course
ENG 202A Literary Analysis and Composition II	\$80.00 per Student per course
ENG 203A Literary Analysis and Composition II (Core)	\$80.00 per Student per course
ENG 204A Honors Literary Analysis and Composition II	\$80.00 per Student per course
ENG 206AG Literary Analysis and Composition II	\$80.00 per Student per course

Materials: In addition to the AP Environmental Science and English course materials selected above within this section (if any) by checking the appropriate boxes below, Customer requests all students to receive the following materials for the courses ordered. Billed upon shipment, Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdraws occurring after 30 days.

K12 Proprietary Course Materials Options	Electronic Materials <i>(Included in the cost of K12 Core Proprietary Courses)</i>	Physical Materials
Lab Science	<input checked="" type="checkbox"/>	<input type="checkbox"/> \$210.00 per student per course
Math, History, English	<input checked="" type="checkbox"/>	<input type="checkbox"/> \$80.00 per student per course
Non-Proprietary Course Materials <i>(These materials must be purchased unless designated as "optional". Customer may purchase these materials from K12, or Customer may elect to purchase these materials from a third party provider.)</i>	Customer will purchase the selected 3rd Party Materials from K12	Customer will purchase the selected 3rd Party Materials from a 3rd Party

Music and Art Electives	<input type="checkbox"/> \$80.00 per student per course	<input type="checkbox"/>
AP Courses	<input type="checkbox"/> \$120.00 per student per course	<input type="checkbox"/>
Technology software –(GAME DESIGN)	<input type="checkbox"/> \$89.00 per student per course	<input type="checkbox"/>
Graphing Calculators (optional)	<input type="checkbox"/> \$160.00 per student per course	<input type="checkbox"/>
World Languages Dictionary (optional)	<input type="checkbox"/> \$25.00 per student per course	<input type="checkbox"/>

ISP Subsidy – Quarterly Billing

K12 provides an internet service provider (“ISP”) subsidy, for each student requested by Customer. The subsidy shall be \$9.95 for each month a student is actively enrolled in the K12 courses through the Customer. The ISP subsidy will not exceed ten (10) months per academic year and is limited to one (1) per family.

\$99.50 per student (Billed Quarterly)

Hardware:

Thirty percent (30%) billed at student enrollment, with the remainder billed quarterly. These annual costs are credited or refunded, as appropriate, for cancellations only if the hardware has not yet shipped. Fees will not be charged for a student for any month following notice to K12 of the student’s withdrawal from all courses. No other refunds, credits or cancellations are allowed.

\$525.00 per student – desktop computers

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

This Amendment is entered into between Gadsden County Schools, 35 Martin Luther King Jr. Blvd., Quincy, FL 32351 ("Customer") and K12 Florida LLC ("K12"), 2300 Corporate Park Drive, Herndon, VA 20171 as of the date on which it bears the authorized signatures of both parties and is intended to amend only the terms and conditions of the Online Educational Products and Services Order ("Order") dated as of July 1, 2014 and the K12 Online Educational Products and Services Agreement Terms (the "Terms") that are incorporated into said Order.

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

1. K12 shall comply with all statutory requirements of § 1002.45 F. S.
2. K12 represents that to the best of its knowledge, all curriculum provided complies in all material respects to the Florida Next Generation Sunshine State Standards for Each grade level and subject. Course, and unit descriptions for grades K-8 are available at <http://www.k12.com/courses/k-8-courses> and for high school at <http://www.k12.com/courses/high-school-courses> and <http://aventalearning.com/state-standards/florida>

All courses include detailed assessments to ensure student mastery of Florida requirements. Details about the assessments are available from the Florida Department of Education in the K12 Florida LLC provider application.

3. In the event K12 provides products and services to students in grades 9 through 12, as required by § 1003.428, s. §1003.429, or s. §1003.43 K12 shall provide a method for determining that a student has satisfied graduate requirements for an applicable course. K12 provides a percentage grade to the customer and the customer can use these percentage grades within their own system. K12 does not assign letter grades. Schools can make the determination regarding how best to use the information supplied.
4. **TEACHER RATIOS:** K¹² takes into account the needs of the individual students, families, schools and teachers in assigning teacher loads. Student-teacher ratios will vary program to program. An average ratio for grades K-3 full-time is 65:1, grades K-3 part-time (0.5 teacher) is 30:1, 4th-8th grade full-time is 65:1, 4th-8th grade part-time (0.5 teacher) is 30:1. In high school grades 9th-12th core courses with full-time teachers have an average ratio of 200:1. Part-time teacher ratios for 9th-12th grade core courses are broken down as follows: 0.75 part-time teachers have a 150:1 ratio, 0.5 part-time teachers have a 100:1 ratio, and 0.25 part-time teachers have a 50:1 ratio. 9th-12th grade elective courses with full-time teacher ratios are 250:1.
5. Method for resolving conflicts among parties:

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

proceeding arising out of or related to this Agreement that is brought in such courts has been brought in an inconvenient forum.

6. Authorized reasons for termination of contract:

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

TERMINATION DUE TO ANNUAL FEE INCREASE: K12 reserves the right to change the prices set forth in any Order no more often than once per Renewal Period (if any). K12 will provide written notice of any price increase to Customer at least ninety (90) days' prior to the start of the Renewal Period (if any) for which it would be applicable. Customer may, in its sole discretion, terminate the Agreement within thirty (30) days of such notice. Such termination will be effective at the end of the then-current Period or Renewal Period (if any).

7. As required by Florida statute, K12 shall be responsible for all debts for the customers virtual instruction program that arise out of K12's performance of this contract if the contract is not renewed or is terminated. This does not excuse the Customer from paying any obligations incurred resulting from its obligations under this contract or from the payment of any debts incurred under this contract for termination, unless such termination is as provided for under the clause titled Termination for Cause.

8. The Section of the Terms labeled **Price and Payment** is revised to read:

PRICE AND PAYMENT: The prices and billing terms for the products, services, and licenses will be as set forth in this Amendment. Invoices shall be submitted to Customer by K12 and full payment of such invoices shall be due by Customer no more than forty five (45) days from the date of an invoice. If full payment is not timely received, K12, in its sole discretion, may cease the provision of any or all products, services and licenses. Customer agrees to pay interest at one percent (1%) per month on any unpaid balance from 30 days after the due date in accordance with the Local Governmental Prompt Payment Act, Fla. St. Chapter 218. If Customer wishes to dispute any charge invoiced to Customer by K12 or its Affiliates, Customer must submit a good faith claim regarding the Disputed Amount, in a format clearly delineated to coincide with the format of the disputed invoice and with documentation as may reasonably be required by K12 and its Affiliates to support the claim no later than ninety (90) days after the date of the invoice.. K12 will provide written notice of any price increase to Customer at least ninety (90) days' prior to the start of the Renewal Period (if any) for which it would be applicable. Customer may, in its sole discretion, terminate the Agreement within thirty (30) days of such notice. Such termination will be effective at the end of the then-current Period or Renewal Period (if any).

9. All other terms, conditions and provisions of the Order and Terms remain in full force and effect.

For K12:

_____ (signature)

_____ (title)

_____ (date)

For Customer:

 _____ (signature)

Superintendent _____ (title)

9/29/14 _____ (date)

R. Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7f

DATE OF SCHOOL BOARD MEETING: October 28, 2014

TITLE OF AGENDA ITEM: Gadsden Charter Academy Application

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Review and Denial of the Gadsden Charter Academy application is requested.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: *RS* Rosalyn W. Smith

POSITION: Deputy Superintendent

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:

MODEL FLORIDA CHARTER SCHOOL APPLICATION

Proposed Start-up Charter School:

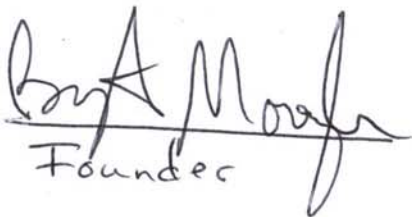
Gadsden Charter Academy

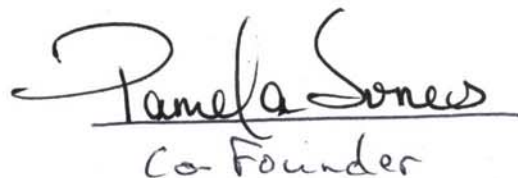
Submitted to:

Gadsden County School Board
Superintendent of Schools
Attention: Reginald James
35 Martin Luther King Junior Boulevard
Quincy, FL 32351

Submitted on:

July 31, 2014


Founder


Co-Founder

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Gadsden Charter Academy

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: To be applied for after approval

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: Bryan Mooneyhan

TITLE/RELATIONSHIP TO NONPROFIT: Founder/Director

MAILING ADDRESS: 60 Kathy Dr Havana, FL 32333

PRIMARY TELEPHONE: (850) 294-1032

E-MAIL ADDRESS: bmoon1065@gmail.com

NAME OF EDUCATION SERVICE PROVIDER (if any): None

NAME OF PARTNER/PARENT ORGANIZATION (if any): None

Projected School Opening: August 2015

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	6-8	100	132
Second Year	6-8	124	132
Third Year	6-8	128	132
Fourth Year	6-8	132	132
Fifth Year	6-8	132	132

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.

Bryan Mooneyhan
Signature

Director
Title

Bryan Mooneyhan
Printed Name

7-31-14
Date

Table of Contents

Table of Contents.....	3
EDUCATIONAL PLAN	4
Section 1: Mission, Guiding Principles and Purpose.....	4
Section 2: Target Population and Student Body.....	7
Section 3: Educational Program Design	9
Section 4: Curriculum Plan.....	19
Section 5: Student Performance, Assessment and Evaluation.....	28
Section 6: Exceptional Students.....	35
Section 7: English Language Learners	38
Section 8: School Climate and Discipline	39
ORGANIZATIONAL PLAN	41
Section 9: Governance	41
Section 10: Management.....	45
Section 11: Education Service Providers.....	48
Section 12: Human Resources and Employment.....	48
Section 13: Student Recruitment and Enrollment.....	49
BUSINESS PLAN	55
Section 14: Facilities (Acquired)	55
Section 15: Transportation Service.....	56
Section 16: Food Service	57
Section 17: Budget.....	57
Section 18: Financial Management and Oversight.....	60
Section 19: Action Plan	61
STATEMENT OF ASSURANCES.....	64
APPENDICES	65
Appendix A: Individual Learning Plan Sample.....	65
Appendix B: Gadsden County Public Schools 2013-14 Code of Student Conduct	67
Appendix C: Director and Principal Resume’s.....	141
Appendix D: Florida Standards and Next Generation Sunshine State Standards.....	145
Appendix E: Budget Information.....	197

EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

The mission of Gadsden Charter Academy is to provide a world class education to the students of Gadsden County by training strong visionary leaders through the development of a Depth of Knowledge in students that leads to high academic achievement supported by explicitly taught and modeled character traits that will equip them for success in college, industry, and life in the 21st century.

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:

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

Gadsden Charter Academy (GCA) proposes to meet high standards of student achievement by aligning the core of its curriculum with the Florida Standards as a minimum level of achievement. Additional opportunities will be given to further experience and explore a stronger depth of knowledge in all areas of the curriculum using technology and relevant hands-on experience through Project Based Learning (PBL). An emphasis will be placed on developing the whole child through courses and activities related to character, leadership, physical, and artistic development along with the rigorous academic curriculum. Multiple research based methods will be used to maximize each student's potential such as the framework of the works of Dr. Robert Marzano and Dr. Michael Merzenich.

Prior to students enrolling in GCA, there will be ample opportunities to be introduced to the school's mission along with the curriculum, expectations, requirements, processes, and programs to carry it out. Such opportunities will include published information, town hall meetings, local media, and website question/answer modules. After school begins, parents will be able to monitor their child's progress online and/or through formal and informal parent conferences. This allows them to have the flexibility and information needed in order to choose where to send their child to school in the state's public school system.

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

GCA will enhance academic success through the use of regularly allotted FTE dollars by:

- Investing in high quality teachers who are experts in their field empowering them to drive curriculum, assessment, and research to continuously improve their methods leading to greater student achievement.
- Creating an engaging and efficient environment where students are motivated to learn at a deep level.
- Utilizing technology to enhance student learning and access to resources while replacing costly curriculum expenditures.
- Partnering with parents/guardians and the community to assist with essential and extra-curricular services to students.

The Governing Board of GCA will have local control over the budget and approval of expenditures and is ultimately responsible for the results produced in the school and for ensuring the school has adequate resources that are used wisely to meet the high standards for academic achievement. In addition to producing academic results, the Board will ensure that responsibility and accountability continue to be monitored in the chain of command through separation of financial duties and by approving and delivering a clear budget to the school administrators along with reviewing monthly financial statements, expenditures, and purchase orders to ensure financial compliance. The Board will use a cost-benefit analysis process to ensure that dollars are targeted at improving student achievement while focusing every dollar on improving student achievement and success.

GCA will also comply with all mandates for Florida Charter Schools regarding financial auditing and reporting to the Gadsden School District and State of Florida.

- ***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.***

Upon enrollment, each student will be given a reading diagnostic tool (e.g. *Reading Plus*, Scientific Learning's *Fast ForWord*) to determine reading proficiency level. Each student's academic history will also be evaluated including but not limited to End of Course (EOC) Exams, past FCAT scores, Florida Assessments for Instruction in Reading (FAIR), and Florida Standards Assessment (AIR). The diagnostic tools will be administered periodically throughout the school year to assess the student's progress.

Along with the reading diagnostic, benchmark testing will be used to determine initial competency in each core academic area of study. Periodic assessments will be given throughout the school year to measure the student's progress and to help determine if intervention is needed.

The data collected from all initial benchmark testing will be combined to create a Student Snapshot of competency upon entering a particular grade. This snapshot will

be compared to the expected competency level of each school grade to determine if a child is above, on, or behind grade level in each core area at the beginning of the year. After subsequent assessments, the data will be analyzed to determine whether the student is demonstrating academic growth and to allow for remediation as needed.

GCA will communicate the Student Snapshot to the parents after the initial diagnostic assessment and after each subsequent assessment to show current level, progress, areas in need of improvement and plans to remediate any deficiencies. At the end of each school year, the student will take the final administration of the benchmark testing to be compared directly with the initial administration to show progress made during the school year. The results will be communicated directly to the parents at an end-of-year conference to show progress made and to determine whether the student has met the requirements for progression to the next grade level.

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:

- *Improve student learning and academic achievement.*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.*
- *Encourage the use of innovative learning methods.*
- *Require the measurement of learning outcomes.*

GCA will improve student learning and academic achievement for all students by focusing on high expectations in three vital areas: climate and culture, student engagement, and rigorous academics.

1. Climate and Culture

GCA will create an environment where each student feels safe, understands behavior and academic expectations, feels confident to take acceptable risks, and is free to fulfill their potential. Each student will receive intentional instruction and modeling of favorable character traits and will work to implement those in their own lives resulting in a more effective approach to life and better interactions with other students and adults. Procedures, rules, and consequences will be consistent throughout the school and will be diligently implemented by all GCA staff. Students and parents will be instrumental in working with GCA staff to create and maintain a positive and encouraging culture of achievement for every aspect of the school

2. Student Engagement

GCA facilities will be filled with color, excitement, music, and art which will help stimulate creativity enabling students to think on advanced levels. Teachers will be empowered and expected to teach with passion and creative energy and techniques, turning learning into an adventure. Movement is proven to be a key aspect of learning and all classes will be filled with opportunities to engage with subjects through movement.

3. Rigorous Academics

Once you have established the right climate and culture and have students engaged, the expectations for academic achievement can soar. The core of the GCA curriculum will

be based upon the Florida Standards, however, this will serve only as a minimum level of achievement, even for the previously lowest performers. GCA will teach with the highest academic expectations for all students and will enthusiastically assist students who desire to reach higher.

Every subject will be approached with what we have developed as the Four Exes. Exposure, Experience, Explore, Experiment. This progression allows students to be able to move through the hierarchy of learning in each area to grasp a rich understanding of the subject: what is it, how it is useful, how it relates to the world, and how it can be used for change. This level of knowledge will enable students to excel in skills such as critical thinking, problem solving, and curiosity.

To create an environment with the above three components in place has shown to be very effective for all levels of students in increasing their learning potential and academic progress. This environment coupled with innovative learning methods such as those based in neuroscience and brain development enable the historically lowest students to make increased gains over traditional interventions.

Reading is an area where students can experience tremendous growth. It is the primary skill that the success in all other subjects and life depends upon. Students who are reading below grade level and who have identified deficiencies will be remediated through research based techniques that not only teach reading comprehension but focus on motivation, capacity, and the development of parts of the brain that may lack the neural connections associated with early readers. Intervention to Level 1 readers will be provided by reading endorsed or certified personnel. In addition, all teachers will be NGCAR-PD trained and able to effectively integrate Comprehension Instructional Sequence Lessons (CIS) into their curriculum. Emphasis will be given not only to the remediation of the lowest level readers, but to the development of lifelong learners who are self-motivated to read for both purpose and enjoyment.

As previously outlined, students will be required to be assessed at the beginning and end of the school year as well as periodically throughout the year for mastery of skills in core academic subjects in order to determine progress toward projected learning outcomes.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

GCA is available to all students of Gadsden County in the appropriate grade levels served by the school, including but not limited to, those meeting the criteria of the Individuals with Disabilities Education Act, English for Speakers of Other Languages, Title II of the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973.

The school will not discriminate on the basis of race, color, sex, religion, national or ethnic origin, marital status, sexual orientation, or disability in the admission of students.

As of 2012, the population of Gadsden County is 55% African-American, 33% White, 11% Hispanic, and 1% other. The typical ratio of students in the Gadsden County public school system is a significantly higher percentage of African-American and significantly less White than the general population statistics.

According to the table below showing Florida Department of Education’s Federal Graduation Rates for 2008-09 through 2012-13, Gadsden County has shown a net increase over the last five years, however, the county is still ranked as the 4th lowest graduation rate in the state.

District	2008-09	2009-10	2010-11	2011-12	2012-13
01 Alachua	55.9%	62.6%	63.4%	68.7%	72.6%
02 Baker	68.9%	64.5%	65.0%	72.8%	72.1%
03 Bay	64.2%	69.2%	68.1%	73.7%	73.0%
04 Bradford	59.0%	51.8%	61.1%	64.2%	67.5%
05 Brevard	78.5%	80.6%	81.4%	85.2%	87.4%
06 Broward	68.4%	72.4%	71.6%	76.4%	75.3%
07 Calhoun	71.3%	76.1%	74.1%	77.3%	80.6%
08 Charlotte	70.7%	73.4%	73.0%	79.2%	75.5%
09 Citrus	65.9%	68.9%	74.5%	78.0%	80.1%
10 Clay**	67.0%	70.0%	74.4%	74.2%	77.9%
11 Collier	68.1%	70.6%	72.5%	78.4%	81.3%
12 Columbia	56.6%	59.9%	63.2%	64.8%	65.7%
13 Miami-Dade	62.0%	68.3%	71.3%	76.0%	77.2%
14 DeSoto	57.8%	53.2%	63.1%	67.9%	61.6%
15 Dixie	61.9%	56.0%	52.5%	77.1%	82.4%
16 Duval	55.8%	58.3%	63.3%	67.7%	72.1%
17 Escambia	56.2%	55.5%	57.7%	62.1%	64.2%
18 Flagler	65.1%	69.7%	70.1%	74.8%	76.9%
19 Franklin	62.4%	57.8%	59.0%	59.0%	58.8%
20 Gadsden	48.2%	43.0%	55.1%	61.4%	58.3%
21 Gilchrist	77.3%	77.7%	79.9%	85.9%	89.7%
22 Glades	56.4%	56.0%	47.7%	64.8%	61.8%

The 2013 and 2014 District Comparison data for FCAT 2.0 in Reading as seen below indicates that Gadsden County is tied for 3rd lowest in the state for grades 6-8 and 2nd lowest in the state for grades 9-10 noting that the lowest scores in the state come not from a district but from a single entity, Florida School for the Deaf and Blind.

District #	District Name	Grade 6-8 FCAT 2.0 Reading Level 3 or Above			Grade 9-10 FCAT 2.0 Reading Level 3 or Above		
		2014	2013	Percentage Point Change	2014	2013	Percentage Point Change
00	STATE TOTALS	58%	57%	1%	54%	54%	0%
24	HAMILTON	39%	35%	4%	34%	38%	-4%
33	JEFFERSON	32%	32%	0%	30%	27%	3%
20	GADSDEN	39%	35%	4%	20%	27%	-7%

68	FSDB	15%	14%	1%	17%	14%	3%
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GCA believes that these results are in no way indicative of the level of intelligence, ability, or potential of the students in Gadsden County and that when the students at GCA are given a conducive environment as described above that not only will their performance levels will reach and exceed their state peers, but their ability to solve problems and to think deeply and critically will be unleashed.

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.

Gadsden Charter Academy will begin with two classes each of 6th and 7th grade and one class of 8th grade students. Special note that Florida charter schools are allowed to have an average number of students per teacher rather than a class to class ratio. The average middle school class ratio is projected to contain the class size amendment maximum of 22 students.

Gadsden Charter Academy Enrollment Projections

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
6	40	44	44	44	44
7	40	40	44	44	44
8	20	40	40	44	44
Total	100	124	128	132	132

C. Provide a description of how the student population projections were developed.

GCA is a direct alternative to the general population of the district public schools without any specific target for achievement level or other demographic. According to 2013 FCAT Reading statistics, there were 1153 students tested in Gadsden County in the target grades including 119 from the existing charter school, Crossroads Academy. Based on the population, GCA projects the ability to recruit up to two classes per grade for a total of 44 per grade.

Section 3: Educational Program Design

A. Describe the school’s daily schedule and annual calendar, including the annual number of days and hours of instructional time.

Gadsden Charter Academy will adopt the Gadsden County School Board’s annual calendar year. The school will operate 180 days annually. Students will be provided with no less than 900 hours of instructional time as prescribed in Rule 6A-1.045111 of the Florida Administrative Code.

The school day will be developed in conjunction with the faculty to allow for the best learning environments for the students based on the total curriculum of GCA. The instructional time per day will be no less than 420 minutes. Students will receive no less than 1260 Instructional Hours per calendar year. Classes will be offered from 8:00 AM-4:00 PM with built-in time for remediation and enrichment. The school will also provide extended school year services to ESE students whose IEPs require this extension.

Below is an example of a possible daily bell schedule and Master Schedule:

GCA's Sample Daily Bell Schedule	
1 st Period	8:00-9:00 AM
2 nd Period	9:05-10:05 AM
3 rd Period	10:10-11:10 AM
4 th Period	11:15-12:15 PM
5 th Period	12:20-1:50 PM
Lunch A	12:20-12:50 PM
Lunch B	12:50-1:20PM
Lunch C	1:20-1:50 PM
6 th Period	1:55-2:55 PM
7 th Period	3:00-4:00 PM

GCA's Sample Student Schedule					
Period	Group A- 6th Grade	Group B- 6th Grade	Group C- 7th Grade	Group D- 7th Grade	Group E- 8th Grade
1 8:00-9:00 AM	Language Arts	Social Studies	Math	Science	Remediation/ Enrichment
2 9:05-10:05 AM	Physical Education	Language Arts	Social Studies	Math	Science
3 10:10-11:10 AM	Remediation/ Enrichment	Physical Education	Language Arts	Social Studies	Math
4 11:15-12:15 PM	Science	Remediation/ Enrichment	Physical Education	Language Arts	Social Studies
5 12:20-1:50 PM	Social Studies	Math	Science	Remediation/ Enrichment	Language Arts
Lunch A: 12:20-12:50 PM B: 12:50- 1:20PM C: 1:20-1:50 PM	Lunch A	Lunch A	Lunch B	Lunch B	Lunch C

6 1:55-2:55 PM	Math	Science	Remediation/ Enrichment	Physical Education	Arts
7 3:00-4:00 PM	Arts	Arts	Arts	Arts	Physical Education

SAMPLE MASTER SCHEDULE							
<i>Groups A & B- 6th grade/Groups C & D- 7th Grade/ Group E- 8th Grade</i>							
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Teacher A (Language Arts)	LA 1- GA	LA 1- GB	LA 2- GC	LA 2- GD	LA 3- GE	Arts 3- GE	Planning
Teacher B (Social Studies)	SS 1- GB	SS 2- GC (Civics)	SS 2- GD (Civics)	SS 3- GE	SS 1- GA	Planning	Arts 1- GA
Teacher C (Math)	M 2- GC	M 2- GD	M 3- GE	Planning	M 1- GB	M 1- GA	Arts 1- GB
Teacher D (Science)	S 2- GD	S 3- GE	Planning	S 1- GA	S 1- GC	S 2- GB	Arts 2- GC
Teacher E (Remediation/ Enrichment)	RE 3- GE	Planning	RE 1- GA	RE 1- GB	RE 2- GD	RE 2- GC	Arts 2- GD
Teacher F (Physical Education)	Planning	PE 1- GA	PE 1- GB	PE 2- GC	Lunch Duty	PE 3- GD	PE 2- GE

Key:

LA= Language Arts

SS= Social Studies

MA= Math

SC= Science

RE= Remediation/Enrichment

PE= Physical Education

G= Group (Letters Correspond each Group)

A= 6th Grade

B= 6th Grade

C= 7th Grade

D= 7th Grade

E= 8th Grade

B. Describe the proposed charter school's educational program.

The school's educational program will consist of high engagement learning. By engaging in high-impact instructional practices, underserved students are more apt to benefit from the learning. The ultimate goal is to prepare students for college or a career, so the school plans to employ practical skills that will help lead them there.

GCA is founded on the premise of Character, Depth of Knowledge, and Leadership. It is through these components that our educational program is designed. We want students use these elements to become engaged in the learning and to ultimately help them to lead meaningful and purposeful lives.

Character

Character Education is a critical component that GCA founders felt was imperative in order to achieve the desired results of cultivating world class students. The school will utilize the Knowledge is Power Program (KIPP) as a reference to building and sustaining character education. The course will be embedded within the curriculum. The seven character traits- grit, zest, self-control, optimism, gratitude, social intelligence, curiosity- will be taught strategically throughout the day. There are seven keys to implementing this character education piece school-wide:

1. Believe it and model it
2. Name it
3. Find it
4. Feel it
5. Integrate it
6. Encourage it
7. Track it

Depth of Knowledge

GCA will meet the minimum standards as set forth in the Florida Standards and Next Generation Sunshine State Standards as stated in Appendix D.

GCA aims to create a depth of knowledge in students through the use of the Four Ex's (Exposure, Experience, Explore, and Experiment).

- Exposure: Students are exposed to new and/or unfamiliar concepts through a variety of engaging methods
- Experience: Students are given opportunities to experience the relevance of concepts they have been exposed to.
- Explore: After experiencing concepts, students begin to develop a curiosity to explore deeper characteristics, meanings, and usefulness.
- Experiment: The top level of the depth of knowledge is to have such an understanding of a concept as to be able to use it alone or in combination with other concepts to create and develop new or improved means of usefulness and to be able to apply that deeper concept to solve problems.

Students will have the chance to learn a concept by extending their knowledge of simply being exposed to a notion, to exploring how the perception extends beyond what they see. The Four Ex's were designed based on Webb's Depth of Knowledge and on the idea of taking students from the simple *Recall* level all the way through the *Extended Thinking* stage. Students will spend quality time extending the learning so that they can receive a thorough and deep understanding of a subject.

Leadership

Leadership is defined as "taking the initiative to inspire and influence people toward true success." GCA will institute an intentional Leadership Development Program for all students. The purpose of the program is to instill and establish character, foundational skills, and fortitude to compete. In reality, everyone leads, even if it's only themselves, so it is imperative that we equip students with the skills and abilities to lead their own lives well and instill in them the rewarding responsibility to lead others.

The official leadership training will take place outside of core academic time during co-curricular activities as well as field trips specifically designed for leadership development. Some of the core highlights students will be taught to demonstrate and internalize include:

- CPR and First Aid certification
- Leadership Values: Courage, Wisdom, Justice, and Charity
- Leadership Styles
 - Directive
 - Democratic
 - Consensus
 - Laissez - faire
- Leadership axioms
 - Great leaders know when to follow
 - Smart failure brings success
 - Challenge builds strength
 - Improvise, adapt, and overcome
 - Do the hard but the right thing
 - Progress not perfection
 - Take the blame and give away the praise
 - Develop the situation
 - Actions have consequences
 - Commitment drives everything

Students will be trained and given opportunities to develop and demonstrate skills in controlled environments then will have the opportunity to face challenges in real life situations through treks, team building activities, and corporate scenarios.

Rigorous Academics

The school will provide a rigorous academic program through direct and explicit instruction. We want to respond to the academic level of all students and through that, educate the whole child. Each classroom will provide instruction that teaches students directly how to achieve

the desired outcome. Every day students will be allowed to practice the learning through use of collaboration or independent learning.

Rigor in the school will be displayed in various settings. Students will be pushed to their potential and mediocrity will not be accepted. Teachers will provide lessons that take students through the Four Ex's, ensuring they become exposed to the learning deeply before they move to explore. Students will be engaged in Project-based Learning that will further allow them to probe using various academics.

Aligned to Next Generation Sunshine State Standards (NGSSS) and Florida Standards (FS)

GCA's educational program will be aligned with the Next Generation Sunshine State Standards (NGSSS) and Florida Standards (FS). We will use Florida's Department of Education outline of the standards to create an instructional model that will drive the school. Anchor standards will help drive courses so that students will be adequately prepared for college and/or career readiness. The school will offer courses with the following features:

- Rigor and relevance
- Data analysis of student performance
- Remediation and enrichment
- Reading and writing across the curriculum
- Guaranteed and viable curriculum
- Research-based instructional models

Rigor and Relevance:

GCA will ensure each class provides instruction that pushes students to reach and surpass their potential. Teachers will scaffold lessons as needed so that students are receiving information that challenges them to think. They will also make certain each lesson is built on the other. This will allow students to make connections and to digest the relevance of each lesson.

Data Analysis of Student Performance:

All formative and summative assessments, mini-assessments, projects, and quizzes will be analyzed to determine how to best deliver instruction to students. Teachers will be trained on examining test information, determining where the problem lies, and concocting a plan to deliver instruction so that students will understand the skill or concept being taught.

Remediation and Enrichment:

Each child in the school will have an opportunity for remediation or enrichment. After careful analysis of all test data, the GCA staff will determine which students need to be remediated in an area and which students are on-track for college and careers and need to be enriched to help maintain a level of high achievement.

Reading and Writing Across the Curriculum:

Each class at GCA will contain high levels of reading and writing. Students will read and write from informational text in Social Studies and Science classes, literary text in Language Arts

class, word problems in Math class, sheet music, plays, and biographies of famous artists in one of the Arts classes, and health material in Physical Education class.

Guaranteed and Viable Curriculum:

All students will have the “opportunity” and “time” to learn at GCA. As indicated by Dr. Robert Marzano in his book, *What Works in Schools- Translating Research into Action*, he states that these two indicators have a strong correlation to academic achievement (Marzano, 2003). GCA plans to construct a curriculum that clearly guides teachers in regards to the content that needs to be addressed in a specific course and a specific grade level. This also means that teachers do not have the option of disregarding or replacing an assigned content.

The school also will ensure that the viable curriculum is attainable within the allotted school year. The content that teachers will be expected to address must be adequately covered in the instructional time available to teachers.

Researched-based Instructional Model:

Below you will find a list of instructional strategies that will be used at GCA. Included are *Marzano’s Nine Instructional Strategies for Effective Teaching and Learning* (Marzano Research Laboratory, 2011). The school’s model will include:

Whole Groups	Summarizing and Note-Taking*
Small Groups	Reinforcing Effort and Providing Recognition*
Individual Instruction	Homework and Practice*
Cooperative Learning*	Nonlinguistic Representations*
Project-based Learning	Setting Objectives and Providing Feedback*
Computer-based Learning	Creating and Testing Hypotheses*
Identifying Similarities and Differences*	Cues, Questions, and Advance Organizers*

**Marzano’s Nine Instructional Strategies for Effective Teaching and Learning*

GCA will also provide instruction that engages the adolescent learner through inquiry studies. The instruction will be differentiated and delivered in diverse ways with high expectations for all students. Students with Disabilities (SWD) and English Language Learners (ELL) students will be inclusive in the regular classroom setting and educated in the least restrictive environment. Literacy will be a school-wide effort and will be a focal point of decisions made when educating students in the school.

C. Describe the research base for the educational program.

The research for the educational program is as follows:

Character Education

Students need to learn more than academics. In order to function in society, they will need to learn lessons that extend beyond the books. For many centuries, philosophers like Plato,

Aristotle, and John Locke believed that learning was secondary to virtue and that education was to train good and virtuous citizens (Education Week, 2004).

A report conducted by The Character Education Partnership clearly delineates why character education is imperative in schools. They found that by implementing their 11 Principles of Effective Character Education, schools changed dramatically. Some of the turnarounds were:

- Bullying was rare in schools.
- Cheating and discipline problems declined.
- Test scores, grades, and homework completion went up.
- Attendance and graduation rates were higher.
- Dropout rates were lower.
- Teacher retention and satisfaction were high.
- Parent satisfaction and engagement rates were high.
- Student engagement and involvement were high.

(Edutopia, 2012)

Depth of Knowledge (DOK)

The DOK is the degree of depth or complexity of knowledge standards and assessments require. Norman Webb from the Wisconsin Center for Education Research identified four levels of assessing student's DOK and aligned standards and assessments to measure the full range of cognitive complexity. The DOK implies how deeply a student needs to understand the content with different ways of responding and interacting with the content (Lowe, 2005). Students need to move beyond the surface level thinking to a deep metacognition that allows them to explore learning.

Leadership

The Partnership for 21st Century Skills identified Leadership as one of the top 10 skills needed for success. It also showed as the second greatest skill deficit behind "written communication". At GCA, we believe everyone is a leader, even if they only lead themselves. Intentional instruction and practice in leadership will enable students to develop the skills to manage themselves as students, to set and accomplish goals, and to assist others in ways that benefit the entire group.

School Level Factors

Research that has been conducted over the years indicate factors that make a school work. In Dr. Robert Marzano's book, *What Works in Schools- Translating Research into Action*, he outlines five school-level factors that enhance a school's effectiveness. They are:

1. Guaranteed and viable curriculum
2. Challenging goals and feedback
3. Parent and community involvement
4. Safe and orderly environment
5. Collegiality and professionalism

Guaranteed and Viable Curriculum

A guaranteed and viable curriculum is a combination of having the opportunity and time to learn (Marzano, 2003). These two factors have a strong correlation to academic achievement. Over the years, there has been a discrepancy between the intended curriculum, the implemented curriculum, and the attained curriculum. Because of this, opportunity to learn (OTL) has become quite critical. OTL addresses the extent to which the curriculum in the school is “guaranteed.” So that means that individual teachers do not have the option to disregard or replace assigned content (Marzano, 2003). Viability means that the school ensures that the articulated curriculum content for a given course or given grade level can be adequately addressed in the time available.

Challenging Goals and Feedback

High expectations and pressure to achieve are essential in an effective school organization. Research shows that these goals themselves lead not only to success but also the effectiveness and cohesion of a team. To impact student learning, these challenging goals must be accompanied by feedback. Timely and specific feedback should be received during the instruction as a formative tool to guide the learning.

Parent and Community Involvement

Parent and community involvement has to do with the extent to which parents and the community are both supportive and involved in the school (Marzano, 2003). Dr. Marzano thinks there should be good communication between schools, parents, and the community. He also believes that parents and the community should participate in the day-to-day running of the school. They can assist as teacher aides or serve as guest lecturers. Lastly, he shares that parents and the community should have some voice in the key school decisions.

Safe and Orderly Environment

If teachers and students do not feel safe, they will not have the necessary psychological energy for teaching and learning (Marzano, 2003). Research indicates that without the minimum level of safety and order, schools have little chance of positively affecting student achievement. Polls consistently demonstrate that the public perceives safety as a primary issue. A safe and orderly environment is a critical aspect of effective schooling.

Collegiality and Professionalism

The manner in which the staff in the school interacts and how they approach their work as professionals is important. Collegiality is characterized by authentic interactions that are professional in nature. This environment fosters staff members being able to openly share failures and mistakes, respecting each other, and constructively analyze and criticize practices and procedures. It is not the friendships that have been established. A study by Noah Friedkin and Michael Slater showed a negative correlation between student achievement and “friendship” interactions among teachers. The more friendship interactions experiences in the 17 elementary schools they studied, the lower students’ academic achievement (Marzano, 2003).

Professionalism also plays an enormous role in an effective school. Having a sense of efficacy on part of the teacher was important. Efficacy is grounded in the teacher’s perception that they can effect change in their schools. This means that they have to feel valued and be a part of the school’s policy-setting mechanism.

D. Explain how the educational program aligns with the school's mission.

The mission of Gadsden Charter Academy is to provide a world class education to the students of Gadsden County by training strong visionary leaders through the development of a Depth of Knowledge in students that leads to high academic achievement supported by explicitly taught and modeled character traits that will equip them for success in college, industry, and life in the 21st century.

GCA's educational program is founded on the mission of the school. All aspects of the organization will derive from the three pillars (Character, Depth of Knowledge, and Leadership) indicated within the statement. The school believes that these three foundational purposes is the beginning of creating students who will lead this generation with deep knowledge and great character traits.

The school is dedicated to educating students via the Florida Standards and Next Generation Sunshine States Standards. These are the skills and knowledge set mandated that students should be able to know before leaving their assigned grade level. GCA believes that these standards directly align with the pillar of Depth of Knowledge. We understand that more is demanded of students through the new standards and will utilize the standards to push students towards meeting goals and maximizing their potential.

By incorporating rigor and relevance, data analysis, remediation and enrichment, reading and writing across the curriculum, guaranteed and viable curriculum, and a research-based instructional model, GCA will be able to provide a quality learning experience in all classes for all students.

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 will help students attain the Next Generation Sunshine States Standards (NGSSS) and the Florida Standards (FS) by providing a rigorous instruction that is aligned with the standards and a researched-based curriculum. We will create a guaranteed and viable curriculum based on the standards. Using this method, we will use the standards to decide what students should know before leaving the sixth, seventh, and eighth grade. Then we will determine how much instructional time we have available within a school year to a deliver instruction.

Students will receive direct and explicit instructions in order to experience a high degree of success and academic achievement. The Individual Learning Plan (ILP) will assist teachers in providing a blended approach to teaching and learning so that all student needs are met. Each class will provide a unique mixture of whole group, small group, individual, technology-driven, project-based, and field trip instruction that all type learners will benefit from the program.

The standards expect students to be college and career ready by the time they exit high school. GCA plans to ensure that all students gain knowledge through the ELA, Math,

History, Science, and Technical Subjects as well as the Next Generation Sunshine State Standards. We will utilize the data to determine who is and is not mastering the standards. Those students will be remediated or enriched based on their performance. It is the school's goal for students to take the information they learn in class and put it to practice.

Section 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 - Florida Standards.

Gadsden Charter Academy will provide a rigorous curriculum in the core academic areas that connects the learning for students while addressing the Next Generation Sunshine State Standards- Florida Standards. The school will implement a Guaranteed and Viable Curriculum (GVC) by combining the factors of "opportunity to learn" and "time" (Marzano 2000a). This Marzano Model has been proven to have a strong correlation to academic achievement. By aligning the intended, implemented and attained curriculum, students at GCA will receive a high quality education daily. We will first start by identifying and communicating the content that is essential for all students. Secondly, we will ensure the essential content can be addressed in the amount of time available for instruction. Then, we will sequence and organize the essential content in a way that students have ample opportunity to learn. Next, GCA will ensure teachers address the essential content. Lastly, the school will ensure that instructional time is protected. Since the school will be utilizing a Guaranteed and Viable Curriculum, all of the essential content will be addressed.

The timeline for Next Generation Sunshine State Standards- Florida Standards in 2015 reflects full implementation for grades k-12. Particularly, the implementation process for Middle School will include all the content areas and the content area literacy standards in: 1) FS Reading (Informational and Literary Text), 2) Writing, 3) Language, 4) Speaking and Listening, 5) Literacy in History/Social Studies, Science, and Technical Subjects, and 6) Writing in History/Social Studies, Science, and Technical Subjects.

Core Academic Area	Description
Language Arts	The school will adopt the districts' Basal series for English/Language Arts. The curriculum will address literature, grammar, writing, and communication. These studies will prepare students for Next Generation Sunshine State Standards- Florida Standards by teaching students reading comprehension skills from literature and informational text and addressing language skills to enhance grammar. This will improve our students' social skills as well as their writing abilities. The curriculum will also speak to writing skills that fosters persuasive, informative/explanatory, and narrative

	<p>pieces. Students will learn communication skills through collaborations and by using information and media literacy to research write and produce presentations. The focus of the ELA classes will be:</p> <p><u>6th-8th Grade</u> Focus Idea 1: Reading Literature Focus Idea 2: Reading Informational Text Focus Idea 3: Writing, Production, Distribution, Researching and Presenting Focus Idea 4: Speaking and Listening Focus Idea 5: Language</p>
<p>Math</p>	<p>Math curriculum at the school will take on the form of hands-on learning. While students will be using the math book as a resource to help teach them concepts, the bulk of the teaching and learning will come from students being involved and applying ideas to various situations. Manipulatives will be a huge component in connecting the dots for students and students will be able to demonstrate the learning through projects. Kahn Academy will also be an integral piece of instruction. Students will utilize the program at school and at home when learning and practicing new concepts. The focus of the Math classes will be:</p> <p><u>6th Grade</u> Focus Idea 1: Ratios & Proportional Relationships Focus Idea 2: The Number System Focus Idea 3: Expressions & Equations Focus Idea 4: Geometry Focus Idea 5: Statistics & Probability</p> <p><u>7th Grade</u> Focus Idea 1: Ratios & Proportional Relationships Focus Idea 2: The Number System Focus Idea 3: Expressions & Equations Focus Idea 4: Geometry Focus Idea 5: Statistics & Probability</p> <p><u>8th Grade</u> Focus Idea 1: The Number System Focus Idea 2: Expressions & Equations Focus Idea 3: Functions Focus Idea 4: Geometry Focus Idea 5: Statistics & Probability</p>
<p>Science</p>	<p>Labs will be essential in science classes. Students will act as scientist as they navigate through an Inquiry-Based Curriculum that allows them to research, study, and interact with various science phenomenons. The focus of Science classes will be:</p> <p>Focus Idea 1: Earth and Space Science Focus Idea 2: Life Science Focus Idea 3: Nature of Science Focus Idea 4: Physical Science</p>

Social Studies	<p>Social Studies classes will bridge the gap between what's happening in the world now, happened in the past, and how these events can affect the future. Students will participate in high engagement learning activities in which they learn about the American government, money, the earth, and the history of America. The focus of Social Studies classes will be:</p> <p>6th Grade Focus Idea 1: Civics & Government Focus Idea 2: Economics Focus Idea 3: Geography Focus Idea 4: World History</p> <p>7th Grade Focus Idea 1: Civics & Government Focus Idea 2: Economics Focus Idea 3: Geography</p> <p>8th Grade Focus Idea 1: American History Focus Idea 2: Civics & Government Focus Idea 3: Economics Focus Idea 4: Geography</p>
Reading	<p>The school will utilize Scientific Learning's <i>Fast ForWord</i> and <i>Reading Assistant</i>. The programs use the brain's neuroplasticity - the ability of the brain to rewire and improve- to treat the underlying cause of language and reading difficulties. <i>Fast ForWord</i> has been an important factor in achieving AYP with lasting results in processing skills and learning capacity. Struggling readers, ELL, and Students with Disabilities (SWD) will all benefit from the program by building foundational middle school reading skills. Students will participate in this eight week program that focuses on improving the brain's processing power. During this time, students will work on enhancing phonological awareness and language structures. Students will then move on to <i>Fast ForWord Literacy Advance</i> that will establish their processing efficiency which establishes a foundation for learning or <i>Reading Assistant</i> which delivers individualized reading coaching every time students use the program.</p>

B. Describe the research base and foundation materials that were used *or will be used* to develop the curriculum.

Gadsden Charter Academy will use the research of Robert J. Marzano (2003) on *What Works in Schools: Translating Research into Action*. Marzano provides a framework of various school-level factors that affect student achievement in a positive manner. Over the past 35 years, Marzano's research has compiled five factors that represent the most current level thinking on school-level factors: 1) Guaranteed and Viable Curriculum, 2) Challenging Goals and Effective Feedback, 3) Parent and Community Feedback, 4) Safe and Orderly Environment, and 5) Collegiality and Professionalism. This research provides a clear guidance as the steps successful schools take to be highly effective in enhancing student achievement.

GCA will also use Dr. Michael Merzenich's Scientific Learning program to help enhance the brain capacity in students by learning to process the information received. This computer-based reading intervention program uses brain plasticity to restore and recreate so that students are able to learn and to regain what they have lost.

- 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 at GCA will be outlined by Florida's Reading Program Specifications.

Specification 1: Professional Development

- 1.1. Comprehensive Initial Professional Development
- 1.2. Professional Development for Everyone
- 1.3. Frequent and Continuous Professional Development
- 1.4. Professional Development to Impact Change
- 1.5. Professional Development Lead by School-site Expertise

Specification 2: Administrative Practices in Support of Reading

- 2.1. Reading as a School-wide Priority
- 2.2. In-service and Evaluation Process Focus on Reading
- 2.3. Resource on Reading Achievement

Specification 3: High Quality Reading Instruction is a Dynamic System

- 3.1. Propels Student Learning in Essential Reading Component
- 3.2. Expends Efficient Use of Instructional Time
- 3.3. Contains Systematic Set of Assessment Practices
- 3.4. Differentiated Instruction

Specification 4: Reading Text Materials and Resources

- 4.1. Materials Align with Student Reading Levels
- 4.2. Comprehensive Instructional Materials
- 4.3. Wide Assortment of Diverse Text
- 4.4. Flexible Use of Text
- 4.5. Appropriate Use of Technology

Through these guidelines, the school will implement a reading curriculum that is designed to increase a student's reading ability. Students will be highly engaged in learning that addresses the six areas of reading: phonics, phonemic awareness, fluency, vocabulary, comprehension, and oral communication.

Gadsden Charter Academy will ensure teachers are empowered in reading by providing professional development in the area of reading. Every teacher will be abreast in the

ideologies the school has for reading and will enforce these practices on a daily basis across the curriculum for maximum impact. Students who are performing below grade-level in reading will receive 60 minutes of additional reading time through a certified Reading Teacher or Reading Endorsed Teacher. Students that are performing on grade-level will receive reading instruction across the curriculum.

The following chart outlines the instructional minutes that will be devoted to reading:

Middle School (6-8) Instructional Reading Minutes		
Instructional Plan	On Grade-Level Instructional Plan	Below Grade-Level Instructional Plan
60 minute Language Arts	60 minute Language Arts	60 minute Language Arts
		60 minute Intensive Reading
Total Minutes	60 minutes	120 minutes

The instructional time used for reading will not only be a part of English and Reading, but it will also be a major component in Social Studies and Science. Students will have regular practice with complex texts through all content areas, reading that is grounded in evidence from the text, and will build knowledge through content-rich non-fiction.

During the instructional Reading block, students will receive brain training instruction, independent reading time, and direct instruction in phonics, phonemic awareness, fluency, vocabulary, and comprehension.

The school will adhere to Florida Reading Specifications as follows:

Specification 1: Professional Development

Gadsden Charter Academy will provide comprehensive professional development at the start of the school year for teachers to become acclimated with all aspects of the organization. We will conduct on-going professional development for teachers throughout the year. Teachers will partake in PD that is grounded in researched-based practices and will tailor them to the goals of the school. The instructional staff in the school will utilize data to drive professional learning communities that will allow teachers to share best instructional practices that have the biggest impact on student learning.

Specification 2: Administrative Practices in Support of Reading

Reading will be the pinnacle of the school. High expectations will be set and will be a part of the school's culture. Administration will monitor and provide feedback to teachers on instructional practices in reading. Students will read various genres of books and will record their reading in reading logs. Student progress will be recorded and posted throughout the school. An example of grade level challenges to promote reading throughout the school include:

Grade	Number of Books
6 th	25 books 2 novels
7 th	20 books 4 novels
8 th	15 books 6 novels

Each classroom will have classroom libraries stocked with high-interest fiction and non-fiction books. Studies confirm that the more contact children have with books, the better readers they become. The findings reveal that books in close proximity to classroom activities increased time spent reading by 60%, doubled literacy-related activities, and increased letter knowledge, phonemic awareness, concepts of print and writing, and narrative competency by 20% (Neuman, 2014).

Specification 3: High Quality Reading Instruction is a Dynamic System

Direct instruction in reading will be essential and will be epitomized in each classroom. Out of the Five Components of Reading, vocabulary is extremely important in every content area and will be taught to students on a consistent basis. Teachers will teach vocabulary explicitly through context clues, multiple meaning words, and by analyzing word parts. In addition, students will be taught using a variety of vocabulary strategies from Next Generation Content Area Reading Professional Development (NGCAR-PD) and Reading Endorsement documents. They will pay close attention to Tier 2 words that can be taught across the curriculum and has the biggest impact on student learning. Vocabulary words will be taught seamlessly in the instruction and the words will be posted in the room for student use. When students encounter new words, it breaks the flow of comprehension. So by exposing students to as many Tier 2 vocabulary words as possible, students will not only begin to read fluently, but also comprehend at a higher level.

From the beginning, teachers, as well as parents, will be provided with score reports from each student's FCAT 2.0 and/or American Institute for Research (AIR) Assessments, Florida Assessment in Reading (FAIR) Assessments, and District Assessment Results. Students will be assessed bi-weekly to ensure they are progressing through the skills being taught. Teachers will monitor the progress of students and communicate results during our PLC meetings. From there, we will work together as a team to decide the area of need for the student, create a plan to address the need, execute the plan, and continue to progress monitor the student. Teachers will utilize oral reading fluency checks (from FAIR Toolkits) to track students fluency rate. This data will be used to create plans (i.e. in the area of phonics, phonemic awareness, or site word recognition) to assist teachers in correcting the issue of students not reading fluently. As students receive instruction in phonics, phonemic awareness or site word recognition, teachers will maintain running records of the progress and report these findings to parents.

Students will be taught explicitly and the lesson will be differentiated to maximize learning for all students. Teachers will use data to organize lessons for students who are not performing well. They will also use the data to provide enrichment opportunities for those that are.

The following is an example of a plan to ensure the school addresses the root of the student's reading problem:

Reading Deficiency	Steps	Implementation Time
Decoding	<p>Step 1: Identify whether the student recognizes letter, the sound associated with the letter, if they can blend the letters to make a word, and if they are attaching a meaning to the word</p> <p>Step 2: Create a prescription to address the student's area of deficiency</p> <p>Step 3: Provide student with explicit Tiered 2 or Tiered 3 instruction daily</p> <p>Step 4: Monitor progress and make adjustments to instruction as needed</p>	Range from 3-20 minutes daily
Fluency	<p>Step 1: Identify the student's Words Per Minute (WPM) from FAIR Fluency Toolkit</p> <p>Step 2: Decide what fluency rate is appropriate the student's age or grade</p> <p>Step 3: Determine if the student is having trouble with decoding or site-word recognition</p> <p>Step 4: Create a prescription to address the student's area of deficiency -If Decoding Issue → Refer to decoding model/plan -If Site-word Recognition Issue → Create instruction from site/frequent viewed words</p> <p>Step 5: Provide student with explicit Tiered 2 or Tiered 3 instruction daily</p> <p>Step 6: Monitor progress and make adjustments to instruction as needed</p>	Range from 3-20 minutes daily
Comprehension	<p>Step 1: Identify the student's reading level from FCAT/AIR, District, or School-wide Assessment(s)</p> <p>Step 2: Disaggregate the information from tests Looking for trends or areas of strengths/weaknesses</p> <p>Step 3: Provide student with explicit Tiered 2 or Tiered 3 instruction daily -Provide short lessons to address of weakness -Begin with lower grade level texts and gradually progress to on-grade level to above grade level texts</p>	Range from 5-10 minutes daily

Step 4: Monitor progress and make adjustments to instruction as needed**Specification 4: Reading Text Materials and Resources**

Gadsden Charter Academy will provide materials that are comparable to the student's grade level. In addition, the school will have reading materials that are on grade level as well as below and above grade level to address the needs of struggle readers and those that are advance.

The Comprehensive Core Reading Program (CCRP)

Teachers at GCA will have as a resource a textbook series that meets the state's requirement for scientifically-based reading programs such as Houghton Mifflin Harcourt or Pearson. All ancillary materials will be utilized to accompany the program. The school will use a Guaranteed and Viable Curriculum to teach the Common Core Standards for Florida through the core program.

Comprehensive Intervention Reading Program (CIRP)

After diagnosis of individual student needs in reading, students will be placed in a class that will address their deficiencies in reading. The school will give students an additional 60 minutes of instruction in reading outside of their 60 minute Language Arts class. Only students who are deemed level 1 will receive this additional reading time. Students will be progressed monitored frequently in order to accelerate them through the program addressing all areas of reading.

Some researched-based programs teachers may utilize are:

- National Geographic- *Inside*
- Scientific Learning- *Fast ForWord*
- Scientific Learning- Reading Assistant
- Leveled Reading Materials
- REWARDS

Supplemental Intervention Reading Program (SIRP)

The school will meet the needs of struggling readers through reading and writing intervention materials that is specifically designed for adolescent struggling learners. *GCA will offer supplemental* short-term intervention that results in long-term literacy achievement.

Some researched-based programs teachers may utilize are:

- FCRR Center Activities
- FAIR Toolkit
- Accelerated Reader

- Study Island

D. Explain how students who enter the school below grade level will be engaged in and benefit from the curriculum.

Students who enter the school below grade-level will become engrossed in a high-engagement environment that allows them to use creativity to meet the challenges of the day-to-day curriculum. Teachers will ensure that each lesson addresses the various learning styles so that all students become invested in the lesson. GCA students will be involved in a series of projects that will allow them to combine lessons learned in the class into a culminating project that is correlated to real-life.

SWD and ELL students will be involved in the writing of their educational plans (IEP, PLP, PMP, etc.). This allows them to have ownership in the process which in term makes them more likely to meet their goals.

E. Describe proposed curriculum areas to be included other than the core academic areas.

6-8 Technology

Students at GCA will learn computer skills throughout all courses. Technology will be a major component of the learning process, therefore, all teachers and students will be trained in basic and advanced skills in order to efficiently and effectively access information for classes and research. Word processing and presentations will be a regular part of all core classes. Students will be taught the legal, social and ethical issues related to the use of computers in our daily life.

6-8 Art

Students will be exposed to two and three dimensional art production. Basic design, drawing, painting, and sculpture techniques will be explored. A concentration on the principles and elements of design, incorporated with art history, will be integrated into various art projects.

Students will enhance their knowledge of art by learning artistic traditions through various cultures. Students will compare and contrast art forms and will link art to other disciplines cultures, and human interactions.

6-8 Music

All students will be immersed in music. Music creates opportunities for risk taking and self-exploration and expression as well as creative problem solving. Classrooms will be filled with music for listening and for engaging in content. Every student will receive some level of music instruction in order to access the important brain development that occurs when music is studied.

6-8 Physical/Health Education

Each student at GCA will understand the importance of being healthy. Depression is a serious concern among youth and poor physical activity is a major contributing factor. Through regular exercise, students increase the chemical- serotonin- that is low or missing in cases of depression. The school will ensure students learn healthy competition through

competitive sports and how to be good losers and good winners. Students will be taught that leading a healthy life style makes them ready for life and helps reduce obesity and morbidity factors such as hypertension and heart disease. GCA strives to follow Michelle Obama’s initiative- *Let’s Move*- to put students on the path to healthier futures.

F. Describe how the effectiveness of the curriculum will be evaluated.

One of the ways GCA will evaluate the effectiveness of the curriculum is by examining the intended, implemented, and attained curriculum. In *What Works in Schools: Translating Research into Action*, Marzano discusses how the three differ and the discrepancies that were found during his studies. The intended curriculum is the content specified by the state, district, or school to be addressed in a particular course. The implemented curriculum is the content actually delivered by the teacher. The attained curriculum is the content actually learned by the students. The school will map out the Common Core and Sunshine State Standards in a matrix to guarantee the intended curriculum is covered in an effective and efficient manner.

The school will be able to track the extent to which standards have been covered as well as student mastery level through formative assessment results. School administrators will conduct formal and informal walk-throughs on a weekly basis to observe teaching pedagogy and to examine the curriculum. This will ensure there is a continuous feedback loop to create a constant line of improvement.

Student academic improvement will be evaluated on an on-going basis by using benchmark/standards base test. The school will determine mastery level by using the following scale:

Mastery:	85-100% of content material correct
Partial Mastery:	70-84% of content material correct
Non-Mastery:	0-69% of content material correct

Student’s performance on Florida Assessment for Instruction in Reading (FAIR), the Florida Standards Assessment, and the attained curriculum will ultimately determine how effective the curriculum will be evaluated.

Section 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.

The school will address educational goals and objectives for improving student achievement by focusing on the contributions of all stakeholders. The school will establish school-wide goals, grade-level goals, class goals, and individual student goals. In addition, the school will

utilize the state’s A+ School Grading System for improving student achievement. The goals will be a vital factor in reaching the school’s high performing grade. The school will work to ensure the lowest 25% of students in reading and math make a year’s growth and progress. Students that are meeting high standards will work to maintain or increase their level. Below is an example of SMART Goals:

School-Level	S.M.A.R.T Goals (<u>S</u> pecific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> elevant, <u>T</u> ime-bound)
School-wide	<i>75% of student will increase their achievement level in reading by one on the Florida Standards Assessment.</i>
Grade	<i>70% of students will pass their math course with a grade of a C or higher.</i>
Class	<i>90% of students will achieve 50,000 points in the first 9-weeks on Kahn Academy.</i>
Individual	<i>I will learn to factor long division problems within the first nine-weeks.</i>

Sample Annual School-wide Goals:

Performance Area	Annual Improvement	Evaluation Measure	Results to be Attained
Reading Achievement	The percent of students proficient in reading will increase by 5%.	Florida Standards Assessment	The school will meet and/or exceed the district’s average of comparable alternative education students in Reading.
Math Achievement	The percent of students proficient in math will increase by 5%.	Florida Standards Assessment	The school will meet and/or exceed the district’s average of comparable alternative education students in Math.
Science Achievement	The percent of students proficient in science will increase by 5%.	FCAT Science;	The school will meet and/or exceed the district’s average of comparable alternative education students in Science.
Learning Gains	The percent of students making learning gains in Reading and Math will increase by 5%.	Florida Standards Assessment	Students will make a year’s worth of progress in Reading and Math in a year’s worth of time as measured by the state’s requirements for AYP.
Lowest 25% Learning Gains	The percent of the lowest 25% of students making learning gains will increase by 5%	Florida Standards Assessment	The lowest 25% of students will make a year’s worth of progress in Reading and Math in a year’s worth of time as measured by the state’s requirements for AYP.

The *S.M.A.R.T Goals* will be aligned to the school-wide goals and objectives each year. These goals and objectives will be modified based on previous year’s performance on

standardized tests and changes to the curriculum. The school will utilize FCIM to reflect the school's improvement throughout the year.

Below are Sample S.M.A.R.T Goals outlined for the 2015-2016 school year:

- ◆ S.M.A.R.T Goal 1: During the 2015-16 school year, 70% of all students tested will demonstrate a year's worth of learning gains on the Florida Standards Assessment in Reading.
 - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.
- ◆ S.M.A.R.T Goal 2: During the 2015-16 school year, 70% of all students will demonstrate a year's worth of learning gains on the Florida Standards Assessment in Math.
 - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.
- ◆ S.M.A.R.T Goal 3: During the 2015-16 school year, 50% of all students will be proficient on the Florida Standards Assessment in Reading.
 - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.
- ◆ S.M.A.R.T Goal 4: During the 2015-16 school year, 80% of all eligible students will meet promotion requirements.
 - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.
- ◆ S.M.A.R.T Goal 5: During the 2015-16 school year, the school will demonstrate minimal attendance rate of 80%.
 - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.
- ◆ S.M.A.R.T Goal 6: During the 2015-16 school year, 70% stakeholders (parents, staff, and students) will demonstrate positive responses to the school climate survey.
 - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.
- ◆ S.M.A.R.T Goal 7: During the 2015-16 school year, 70% of students will demonstrate a passing grade in core academic classes, including reading.
 - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.
- ◆ S.M.A.R.T Goal 8: During the 2015-16 school year, the number of students with discipline referrals will decrease by 50%.
 - Anticipated Outcome: Year one baseline data will determine 2016-17 anticipated outcomes.

SMART Goals will be developed from year to year. The results from one year will be used to determine goals for the upcoming school year.

B. Describe the school's student placement procedures and promotion standards.

Student Placement Procedures:

Students will be placed in the appropriate grade based on their previous school's records. If they scored a level 1 in reading, they will be placed in an Intensive Reading class to receive an additional 60 minutes of reading instruction. All level 2 students will receive reading instruction through the content areas with an NGCAR-PD certified instructor. In addition, students who are deficient in Math, Science, or Writing will receive intensive instruction that is not limited to tutoring, mentoring, or curriculum modification during the remediation block. Parents will be notified in writing of their child's deficiency in reading. A description and explanation of services being rendered to the students will be outlined along with strategies the parent can use to assist their child in becoming successful. If the student's deficiency is not remedied, parents will be notified and the student will be retained unless he or she is exempt from mandatory retention for "Good Cause." A description of "Good Cause" as stated in the *Gadsden County Student Progression Plan* is outlined below:

Good Cause exemptions shall apply only to a student in grades 1-8 who has not met certain requirements for promotion to the next higher grade. Good Cause exemptions shall be limited to the following:

- a. *A student with limited English proficiency who has had less than two (2) years of instruction in English for Speakers of Other Languages (ESOL);*
- b. *A student with a disability whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;*
- c. *A student who demonstrates an acceptable level of performance on a district and State approved alternative standardized reading assessment;*
- d. *A student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery on the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT 2.0;*
- e. *A student who demonstrates through a portfolio that promotion requirements have been met in other applicable subject areas;*
- f. *A student with a disability, who has been previously retained in the K-3 grade group, who participates in the FCAT 2.0, and who has an individual education plan or a 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading;*
- g. *A student in grades 4-8 who has received intensive remediation in reading and/or mathematics for 2 or more years in the 4-8 grade group but still demonstrates a deficiency in reading and/or mathematics and who was previously retained for 2 or more years in the 4-8 grade group or combined retentions of 3 years in the K-8 grade group;*

A student promoted under the conditions in section "g" must have met other applicable promotion requirements. Additionally, the student must be provided intensive reading and/or mathematics instruction in an altered instructional day based upon a plan (AIP/IEP/MSSP/LEP) that includes individually specific diagnostic information and specific reading and/or mathematics strategies for the student.

Promotion Standards:

Students in grades 6-8 must receive a passing grade in the academic classes of Language Arts, Science, Math, and Social Studies. A student must also receive a passing score in Reading (if applicable). In addition, a student must:

Reading

- Score at or above a Level 2 on the Florida Standards Assessment in Reading.
- Achieve a gain score on the Florida Standards Assessment in Reading.
- Demonstrate mastery through a district/state approved alternative assessment by scoring at or above the 50th percentile.

Math

- Score at or above Level 2 on the Florida Standards Assessment in Math.
- Achieve a gain score on the Florida Standards Assessment in Math.
- Demonstrate mastery through a district/state approved alternative assessment by scoring at or above the 50th percentile.

Science

- Score at or above Level 2 on the FCAT Science Assessment.
- Demonstrate mastery through a district/state approved alternative assessment by scoring at or above the 50th percentile.

Below are the exemptions for “Good Cause” as stated in the *Gadsden County Student Progression Plan*:

Good Cause Exemption from Mandatory Retention is the assignment of a student to the next grade level who has failed to meet grade level requirements. Students who are eligible for a Good Cause Exemption must meet one or more of the following:

- *English Language Learner student who has had less than two years of instruction in an English for Speakers of Other Languages program;*
- *Student with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of the State Board of Education rule;*
- *Student who demonstrates, through a student portfolio, that the student is reading on grade level, as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT 2.0;*
- *Student with disabilities who participated in the FCAT 2.0 and who has an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading, as required by paragraph (4)(b), for more than two years but who still demonstrates a deficiency in reading and was previously retained;*
- *Student who has received the intensive remediation in reading as required by paragraph (4)(b) for two or more years but still demonstrates a deficiency in reading and who was previously retained for a total of two years;*
- *Student who demonstrates an annual (one year) learning gain on FCAT 2.0 in the area of Reading.*

- 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.*
- 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.*

During the first week of school, students will be baseline tested in reading, math, science, social studies, and writing to determine their present academic needs. The data, in combination with the state and/or district data will assist teachers in determining each student's strengths and weaknesses. From there, we will design the curriculum to address all the students' academic needs.

Establishing and Collecting Data:

GCA will create a baseline assessment that is goal oriented and based on the Florida Standards. The assessment will include all the information we want students to learn by the end of the year. The school will utilize previous school year grades, previous FAIR scores, FCAT 2.0, as well as Florida Standards Assessment scores to determine student placement and needs and to monitor students' progress over time. The beginning of the year's baseline data will be the most recent information collected on the students' academics and will be used in a triangulated method to provide the best, informed instruction possible.

For example, if a sixth grader scored a Level 3 on FCAT 2.0 Reading in fourth grade, scored proficient on the Florida Standards Assessment in Reading in fifth grade, and a Level 1 on the school's baseline assessment in reading, the school will use the historical data to conclude on instruction for the student. This child consistently scored on grade level for multiple high-stakes tests, but did not perform well on the baseline. The school will look at all factors that come into play when the student took the baseline. More than likely, the child's reading level did not drop that far over the summer, therefore the student will be placed in a regular Language Arts class and the teacher will monitor the student's progress of the skills in which he/she did not perform well.

Data Usage:

GCA will use data on an ongoing basis. The high stakes tests data and baseline will be used as a diagnostic tool. Once the student's strengths and weaknesses are identified, the school will work to create a prescription that will help decrease weaknesses and sustain or increase strengths. Individual Learning Plans (ILP) will be crafted to include all academic needs of the student. A copy of the ILP can be found in Appendix A. Teachers will use the ILP as a map to help students reach their ultimate goals. Students will be assessed periodically to see how they are progressing with the skills and the curriculum. The school will use a comprehensive assessment to assess students three times per year to determine how they will perform on the high-stakes tests (Florida Standards Assessment) at the end of the school year. Mini-assessments will take place electronically so that teachers and administration can receive immediate feedback and make plans based on the results.

The school will use the information to determine content, knowledge and skills for whole and small group instruction. It will also be used to identify individuals and groups of students who need direct and targeted instruction.

E. Identify the *types and frequency* of assessments that the school will use to measure and monitor student performance.

GCA will comply with all national, state, and local mandates on testing. While high-stakes tests are important, the school will not only use the results from these assessments as a means for data. We will monitor progress of students in the school based on the goals set forth by the school through projects, teacher-made assessments, and academic performance in courses.

Formative and Summative Evaluations will be utilized to inform instruction for individual and groups of students. Below is an outline of the types of assessments the school will use along with the frequency of the assessment:

Type of Assessment	Frequency
Baseline Assessment	Initially upon enrollment
Software-based Assessment	Initially upon enrollment ; ongoing
Mid-Year Assessment	Mid school year
FAIR	3 times per year
Quizzes, Tests, Classroom Assessments	Ongoing
Florida Standards Assessment	Spring
EOC	Spring
Report Cards/Progress Reports	Quarterly
Projects	Ongoing
CELLA	Annual to English Language Learners

F. Describe how student assessment and performance data will be used to evaluate and inform instruction.

Using Data to Evaluate Instruction:

GCA will use data gathered from assessments to evaluate instruction. Teachers will be trained on analyzing test information and to make decisions on how to instruct. They will be able to determine students’ strengths and weaknesses, trends, proficiency, growth, percentile ranks, and achievement levels. The school will also use data as an evaluative tool when deciding what programs or strategies work, and which ones do not. GCA will review data quarterly to determine trends and progress being made. From there, the school will make the decision of keeping or abolishing practices.

Using Data to Inform Instruction:

The school will take the evaluated data and use it to make informed decisions about the curriculum. Teachers will use the information gathered to determine which students are progressing and which ones are not. They will also use it to differentiate instruction, plan for

tiered instruction (whole group, small group, and individual instruction), determine what to reteach or enrich, determine starting points for instruction, and to identify which practices work best for students.

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 throughout the school year. The school will utilize systems such as Skyward or Engrade to post a variety of grades and comments that parents will be able to access and view from home. Parents can keep track of their child's progress 24 hours a day, seven days a week via the parent portal. Students and parents will also be able to keep track of performance with Progress Reports every mid nine-weeks and Report Cards at the end of every nine-weeks. Results of state assessments like AIR and FAIR will be sent home by students as soon as they are made available. Student performance on all computer-based programs will be shared with students daily and communicated to parents via the Parent Portal or as needed.

Section 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 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.
- The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-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.
- The school will serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).

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 will have a policy that accepts students regardless of their exceptional learning status. However, the school will only be able to service students whose needs can be met in a regular classroom environment. GCA will hold a 30 day enrollment period that will allow parents the opportunity to enroll their child in grades six through eight. The school will only be able to service 44 sixth graders, 44 seventh graders, and 22 eighth graders during the first year, so students who register within that period will be granted admission. The school will not include questions on the enrollment application concerning the student's IEP or need for special services. However, GCA strives to maintain a learning environment with a balance of

high, medium, and low level learners and will use the student's historical data to determine placement. Parents/Guardians will be able to enroll their child(ren) via the school's website or at the school during the normal operating hours. GCA will accept all eligible students who reside in the Gadsden district. Once all slots are filled, the school will retain all applications and accept students if the numbers begin to decrease in the school (e.g. parents move to another location and have to withdraw their child). The school will not discriminate on the basis of any legally protected category under the Florida Education Equity Act.

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.

GCA will maintain a close relationship with the school district's Exceptional Student Education (ESE) liaison. This person will help facilitate the needs of the students with disabilities in the building. They will work with the staff to develop Individual Educational Plans (IEP), as well as Individual Learning Plans (ILP) that each child will maintain. The school will also utilize the ESE Liaison as a resource to help determine all modifications and accommodations available to the exceptional education student. GCA acknowledges the school district as its Local Education Agency (LEA) and will comply with any district, state, or Federal Mandates regarding trainings and workshops.

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 maintain a facility that is in compliance with all federal regulations such as Individuals with Disabilities Education Act (IDEA) and under the American with Disabilities Act (ADA). These laws prohibit discrimination and ensure equal opportunity for persons with disabilities (i.e. in public places and a free and appropriate public education). To meet the facilitative needs of these students, GCA will:

- Provide wheelchair ramps for the building and classrooms.
- Provide wheelchair accessible restrooms.
- Provide wheelchair accessible lunchroom tables.
- Provide wheelchair accessible desks in classrooms.
- Provide computers with large font capabilities.
- Provide support bars on ramps, in classrooms, and walk areas.
- Provide Assistive Technology (when necessary).

E. Describe how the school's effectiveness in serving exceptional education students will be evaluated.

The school will use the student's IEP, as well as all formative and summative assessments in determining effectiveness. The school will ensure that all modifications and accommodations on the student's IEP are provided as a basis to addressing the needs of the student. Each assessment will provide academic progression of the Student with Disability (SWD) and will assist teachers in providing instruction that is differentiated in nature. Students will also be able to track their progress towards their goals with the ILP.

F. Explain how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum.

The mission of GCA is to produce future leaders, through character education and depth of knowledge. With that, the school strives to engage students in all aspects of the curriculum. Students will learn character traits within the daily curriculum that are designed to motivate and develop characters full of zest, grit, self-control, optimism, gratitude, social intelligence, and curiosity. Teachers will conduct shorter lessons that will engage the learner and will quickly transition into activities that extend the lesson. Students at GCA will engage in culminating projects that are hands-on and designed to meet the Florida Standards.

GCA wants all students to be prepared for college or a career upon leaving the k-12 system. Therefore, the school feels it is essential to expose, experience, explore, and experiment (The Four Ex's) with the learning. Exceptional students who enter below grade-level will become immersed in the curriculum because it will offer the Four Ex's with every new learning experience. Students will be exposed to the new learning via virtual fieldtrips, field trips, story-telling, pictures, short clips, and any other way that will lead them to become familiar with the concept. They will then begin to experience the learning through hands-on activities, readings, interactive activities, labs, etc. Then students will be allowed to explore the concept further. After that, they will experiment with the new learning; they will find ways to make it different or better.

Students will benefit from this type of curriculum because they will begin to build a schema that will allow them to make connections which in turn will allow them to become independent thinkers. This is the ultimate goal of the school. If they are thinking, they can begin to move through the low, moderate, and high complexity levels and begin to compete with their peers. We want all students to perform on grade-level or higher. The Four Ex's were designed from Webb's Depth of Knowledge where students work from the Recall Level (Level 1), to Skill/Concept (Level 2), to Strategic Thinking (Level 3), and ultimately Extended Thinking (Level 4).

G. Provide the school's projected population of students with disabilities and describe how the projection was made.

GCA projects the population of SWD will be 12% of the total student population. This number is based on the district-wide percentage of exceptional education students.

H. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.

GCA plans to employ a teacher with dual certification. Since we project having a small number of exceptional education students, the school will need to utilize teachers that are certified in multiple areas. In addition, the school will only be able to service students who are capable of receiving instruction within the general population. Having a dually certified teacher in Special Education will help fulfill the provisions of supplementary support for the student.

I. Describe how the school will serve gifted and talented students.

At GCA, we believe that all students are gifted and talented and will design every learning environment to bring out the most potential in every student. In the case that a single or few students show genius capacity in certain areas, the ESE certified teacher will engage those students with opportunities to explore even deeper content in areas of interest.

Section 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 school will use the Florida Department of Education's definition of English Language Learner to determine the identification of the student. Below is the definition provided by the Bureau of Student Achievement through Language Acquisition (Florida Department of Education- fldoe.org, 2005-2013).

1. All students with limited English proficiency (L.E.P.) must be appropriately identified in order to ensure the provision of appropriate services. The terms limited English proficiency and limited English proficient, when used with reference to individual, mean:

a. individuals who were not born in the United States and whose native language is a language other than English; or

b. individuals who come from home environments where a language other than English is spoken in the home; or

c. individuals who are American Indian or Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and

d. individuals who, by reason thereof, have sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English.

2. The terms home or native language, when used with reference to an individual of limited English proficiency, mean the language normally used by such individuals, or in the case of a student, the language normally used by the parents of the student.

3. The term LEP committee means a committee composed of ESOL teacher(s) and home language teacher (if any) and administrator or designee plus guidance counselors, social worker, school psychologist or other educators as appropriate for the situation. The parent(s) would also be invited to attend any committee meetings.

4. *LEP student plan means a written document(s) which identifies student name, instruction by program, including programs other than ESOL provided, amount of instructional time or schedule, date of LEP identification, and assessment data used to classify or reclassify as LEP, date of exit and assessment data used to exit student as English proficient. The plan may be included in or attached to an existing student's plan, IEP, etc. or may be a separate document for a given student or students, provided, however if "students", each student will have an individual copy of the plan maintained in the student's file.*

5. *Basic subject areas means instruction in computer literacy, mathematics, science and social studies.*

6. *Basic ESOL means instruction in English.*

7. *Other subject areas means any instruction other than Basic ESOL or Basic subject areas.*

B. Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

Most college graduates are leaving college with ESOL Endorsements or Certifications. GCA will seek to employ teachers with dual qualifications on order to meet the needs of the students as well as the school. With one ESOL Endorsed or Certified teacher on staff, the school will be able to service students that are English Language Learner.

C. Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.

The mission of GCA is to produce future leaders, through character education and depth of knowledge. With that, the school strives to engage students in all aspects of the curriculum. Students will learn character traits within the daily curriculum that are designed to motivate and develop characters full of zest, grit, self-control, optimism, gratitude, social intelligence, and curiosity. Teachers will conduct shorter lessons that will engage the learner and will quickly transition into activities that extend the lesson. Students at GCA will engage in culminating projects that are hands-on and designed to meet the Florida Standards. They will also benefit from the language immersion that will permeate throughout the school. Social skills will be addressed and encouraged in order for these students to be engaged in the curriculum.

Section 8: School Climate and Discipline

A. Describe the school's planned approach to classroom management and student discipline.

The key to classroom management is consistency and fairness. GCA staff will work together to develop classroom procedures, rules, and consequences based on a combination of the work of Harry Wong and Ron Clark. These policies will be implemented in every classroom to build a culture of respect and to provide students with a consistent and trusted environment.

Examples of procedures include:

- Beginning and end of day/period
- How to quiet the class
- Students seeking help
- Movement of students and papers
- When students are absent

Examples of classroom rules include:

- Eyes should track the speaker at all times, whether it is the teacher or another student
- When a student is reprimanded, do not make a sound
- Follow along when reading together and begin reading immediately when called on.

Examples of consequences include:

- Warning – Name on the board
- + 1 Check – Silent Lunch
- + 2 Checks – Silent Lunch / Detention / Parent phone conference
- + 3 Checks – Silent Lunch / 2nd Detention / Sent to office / Parent face to face conference

B. Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.

For the first year of operation, GCA will follow and diligently enforce the Gadsden County School District Code of Student Conduct (included as Appendix B) for issues outside of classroom management and school procedures as described above. A full student code of conduct for GCA students will be developed following best practices and legal guidelines during the first year and will be adopted for each year moving forward.

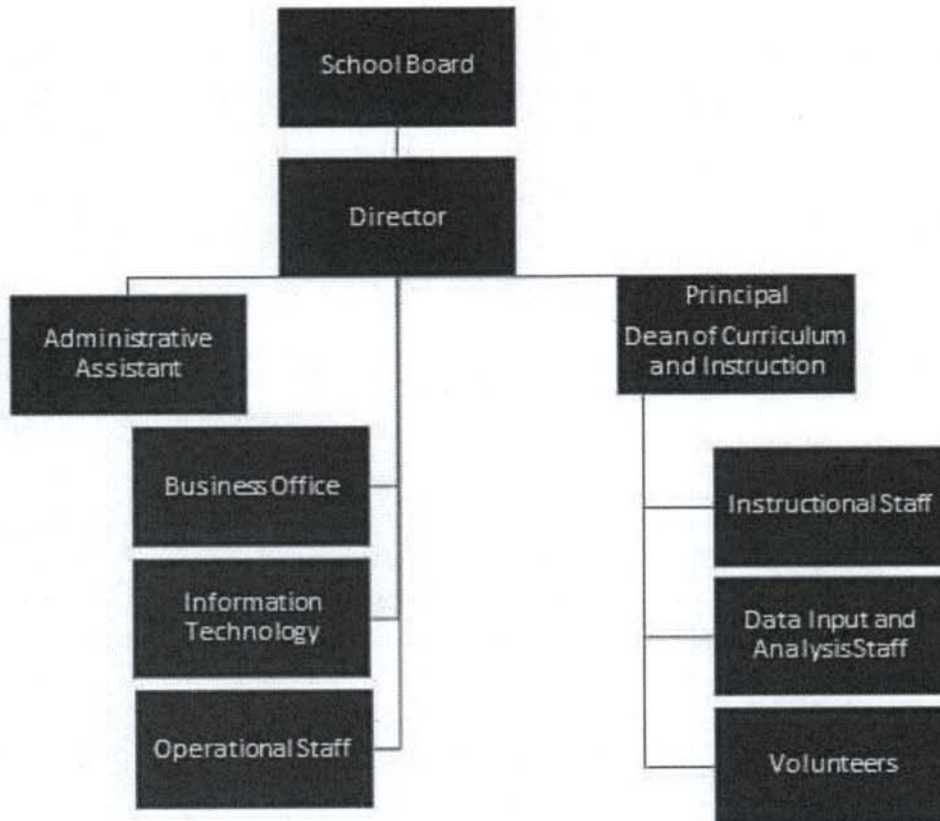
ORGANIZATIONAL PLAN

Section 9: Governance

A. Describe how the school will organize as or be operated by a non-profit organization.

Upon approval of the application, the school will organize and be operated as a Florida non-profit corporation and a Federal 501(c)(3) non-profit corporation as a name to be determined at that time by the GCA Board of Directors which will have the responsibility for the affairs and management of the school and will provide continuing oversight of school operations.

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.



Primary Reporting Relationships:

School Board: Governing body of the school ultimately accountable and responsible to the Sponsor for all operations and results of the school. The Board is the ultimate policy making entity of the organization and employs the Director to be responsible for fulfilling the school's mission, reaching goals, and following the approved budget. The Board will also evaluate the Director for annual performance.

Director: The Director serves as the Dean of Culture and Operations, creating an engaging and positive environment for students, an empowered and collaborative environment for faculty and staff, and ensures that GCA operates effectively and efficiently. The Director reports directly to the Board to ensure that all activities and operations at the school are consistent with the Mission of the Board. The Director supervises the office and operational staff.

Principal: The Principal serves as Dean of Curriculum and Instruction. As the primary educational leader, the Principal will collaboratively lead the instructional staff to create the best learning environment for the students that will achieve the highest results. The Principal reports to the Director and supervises the instructional staff, data staff, and volunteers.

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 will not only supervise the school's Director, but will give oversight and direction to the business practices of the School and the Corporation as well as being responsible for handling issues and complaints regarding school operations. Each year, the Board will approve the school's official operating budget and will exercise oversight over the school's operations ensuring a balanced general operating fund. The Board will review the school administration performance periodically and provide a written official evaluation annually. It is the Board's responsibility to retain a CPA or auditor for the annual financial audit and for assurance of compliance with all financial requirements and statutes. The Board will conduct at least two public meetings per school year in the Gadsden district.

The Governing Board will perform the following duties as well as any and all other duties as specified in Florida Statutes regarding Governing Boards of Charter Schools and any other duties specified by the Applicant's Bylaws.

- Oversee operational policies; academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Report its progress annually to its Sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit, who shall submit the report to Board.
- Review and approve the audit report, including audit findings and recommendations.
- Monitor any financial recovery plan in order to ensure compliance with same (if applicable).

- Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):
 - a. Student achievement performance data
 - b. Financial Status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.
 - c. Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.
 - d. Information about the charter school's personnel, including the proportion of instructional personnel teaching in field or out-of-field.

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.

The GCA Board will develop policies within 90 days of the date of approval of the charter application.

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.)

Upon approval of this application, and subsequently the execution of the charter contract, the Founding Board of Directors will transition to the Governing Board.

F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

When additional Board members are needed, the Board will immediately seek to fill open positions from candidates who can lend their time and expertise in needed areas of government, accounting, law, education, and other backgrounds helpful to the organization. New Board members will be nominated by existing members through a nominating committee from recommendations from existing Board members, parents, and school administrators. The committee will consist of no fewer than two Board members and will submit a list of potential candidates to the full Board. Persons will be offered a position on the Board upon a favorable majority vote of the Board.

Board members will be required to participate in a comprehensive orientation program which will include but not be limited to:

- Review of the current operating budget
- Review of approved policies and procedures
- Review of statutory requirements of charter schools
- Review of the school's contract with the district

All Board member candidates must be fingerprinted and cleared by the District and attend a FLDOE approved 4 hours Governance Training (or re-attend a FLDOE approved 2 hour refresher Governance Training) as outlined and mandated by Rule 6A-6.0784. The governance training will include the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law.

Board members will also be trained annually in the area of Human Resources. The training will cover the areas of Hiring, Utilizing, and Evaluating Administration, Personnel Policies and Procedures, Hiring Practices, Evaluation, Taxes and Benefits.

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.

1. **Shiquita Derico** – Business Owner, Gadsden County Resident
Mrs. Derico is a lifelong resident of Gadsden County and is the community representative for the GCA Board. She was educated in the Gadsden County Public School system and has a child that has been educated in the system. She acquired a Bachelor's Degree in Business Administration from Flagler College in 2005.
2. **Anne Harris** – Retired Deputy Superintendent, Principal, Teacher.
Ms. Harris' experience as an educator, administrator, and district leader provides unparalleled wisdom to direct GCA in fulfilling the vision of the school. She has and will continue to offer guidance, connections, and resources to serve the students of GCA.
3. **Lori Smith** – CFO, TCC Foundation
Mrs. Smith is highly experienced in funding, grants, and general accounting practices of the school. She will be a critical asset to helping the school set up financial policies and procedures and to fund activities and resources outside of FTE dollars.
4. **Tony Tolson** – Associate Pastor, Fellowship @ Midway; Global Project Manager, Nielsen Corp.
Tony is a highly qualified business manager with years of experience managing and directing organizations and departments including owning his own business. Tony is invaluable in his ability to think strategically, and to champion the marketing of the school.
5. **Vacant Seat – Human Resources or Finance**

H. Outline the methods to be used for resolving disputes between a parent and the school.

Parents will be given every opportunity to resolve disputes with the school. They will be provided with a conflict resolution model which will require that if they have a dispute with a specific staff member they must first address it with that particular staff member. If they are not satisfied with the resolution, they can bring their dispute to the school administration. If

they are still not satisfied they may request to be placed on the agenda for the next regularly scheduled board meeting. They will be provided with ample opportunity to discuss their particular situation. The decision of the Governing Board is final.

Section 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.**

Gadsden Charter Academy operates on the premise that school leaders/administrators ultimately lead the largest stakeholders, which are the students. Therefore, in order to be effective leaders, the administrators must be directly connected to the students they are leading. GCA will employ two administrators, Director and Principal, from the outset to more effectively serve the tremendously varied functions of the administration of the school and to allow time for connection with students through instructional and co-curricular teaching. Attention will be given to the scheduling of the administrators classes to allow for the accessibility of at least one administrator at all times. Summary job descriptions are listed below. Detailed job descriptions will be developed by the Board after approval of the charter application and contract.

Summary Job Descriptions:

The Director will report directly to the Board and will supervise the Principal. The Director is responsible to implement and enforce Board approved policies and procedures. The Director also is responsible for the direction of school operations, e.g. business functions, public relations, technology, custodial, food service, facilities, security, etc. Supervises Principal, Business Office, Technology, and Operations staff. The Director will oversee the Leadership Development Program of the school and will teach as needed in the area of certification.

The Principal reports to the Director and as the instructional leader, works directly with instructional staff to create engaging learning environments and to design and evaluate curriculum and assessments. Responsible for data collection, analysis, reporting, and distribution for continuous improvement. Directly supervises Instructional Staff, Data Input and Analysis staff, and Classroom Volunteers. The Principal will oversee the integrated literacy program throughout the school and teach as needed in area of certification.

Teachers are responsible for creating engaging learning environments in which to deliver the agreed upon instructional material with integrity and validity, and to reach and teach every student with maximum effort toward student learning.

Administrative Assistant's responsibility is to work with the administrators to be sure all students are enrolled and registered properly, ensure valid attendance is taken daily, assist teachers with administrative work, manage the school and administrator's calendars, and assist with projects as directed.

B. Outline the criteria and process that will be used to select the school’s leader.

The selection of the school’s Director is a critical decision the Board will make to ensure the success of the startup and growth of Gadsden Charter Academy. The ideal candidate will be a certified educator who is an experienced leader with an exceptional ability to lead and inspire students and staff. The Director should also be skilled at building and managing internal teams as well as collaborating with other stakeholders in the community to build partnerships that are beneficial to students’ success. The GCA Board will initially select the school’s founder, Bryan Mooneyhan, as Director. Pamela Jones is selected as the school’s Principal. Resumes are included as Appendix C. Subsequent searches for the Director position will generally follow the steps below:

1. A search will be conducted, including referrals from board members, job postings in Monster.com, CareerBuilder.com, Teachers-Teachers.com, and other pertinent publications.
2. The Board or their designee will review all resumes.
3. Screening interviews will be conducted by phone to ensure the right fit for the person to the job with the School.
4. First round interviews will be conducted with members of the Board or their designee.
5. A background and extensive reference check will be conducted.
6. Upon the return of a successful background check, the Board will interview final candidates.
7. The Board will vote, and a majority is needed in order to extend an offer of employment to the Director.
8. An offer of employment will be extended to the candidate, offering a compensation and benefits package comparable to the local job market.

In addition to the qualifications outlined above for the School Director, the Board would like to find an individual who also has strong managerial skills, able to multi-task for task completions, excellent communication skills, and the ability to react appropriately in a crisis situation.

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.

As noted above, both the Director and Principal will serve as instructional staff in the area of certification. The level of teacher FTE for the first year will be 1.0 total for the two administrators and .5 for subsequent years.

Gadsden Charter Academy (GCA) Enrollment Projections

	2015-16	2016-17	2017-18	2018-19	2019-20
Basic Ed	88	109	113	116	116
ESE	12	15	15	16	16
	100	124	128	132	132

Projected Enrollment	100	124	128	132	132
6 th Grade	40	44	44	44	44
7 th Grade	40	40	44	44	44
8 th Grade	20	40	40	44	44
Teachers	4	5	5	5	5
Dual Certified ESE Teacher	1	1	1	1	1
Total Teachers	5	6	6	6	6
Avg. Class Size	20	20.7	21.3	22.0	22.0

The above figures are based on projected numbers. If the actual total of students is less than projected, the number of teachers will be decreased accordingly, however ensuring that the average class size does not exceed 22 students.

D. Explain the school's plan for recruitment, selection, and development.

Recruitment and Selection

The Director and Principal of the school will actively recruit staff that will be able to provide students with the highest quality education. The school will post all job openings locally using Teachers-Teachers.com, careerbuilder.com, the schools website and word of mouth. The school will set up at job fairs, go to local teaching colleges and seek recent graduates. The school administration will review the applications and select the most qualified applicants for interview. After interviewing the prospective staff the Director will verify the applicant's eligibility for employment and credentials, and work with the District to verify certification qualifications and eligibility for employment.

No employee will be hired unless the employee is approved/cleared/eligible as per the District guidelines. All school based personnel, including teachers, administrators and staff, will comply with the Sponsor's requirement for fingerprinting, background checks and drug screening prior to employment at the school. Upon clearance and final approval, an offer of employment is made to the final candidate. If the employee accepts the offer, a start date and employee contract will be issued. Employees will be offered an annual contract for employment that is on an at-will basis. The contract specifies specific salary, position, title, and job duties and always is contingent upon verification of eligibility for certification and clearance.

The Director will send all new hire information to the Board for review, and then to the Business Office for payroll processing. The amount of positions and salary offerings are specified in the projected and approved budget, and the Director must be sure to stay within the accepted budget (as it was created, reviewed and accepted by the Governing Board).

Staff development

All staff will be required to participate in a comprehensive staff develop program. Each staff member will develop, with the School Principal, a Personalized Staff Development Plan.

Staff development will include but not be limited to:

- Strategies for classroom management
- Software specific training
- NGCAR-PD, Florida Standards, in-house assessments, summative and cumulative training
- Effective lesson planning, Differentiated Instruction, Personalized Learning
- Quality improvement, student, group and grade level data analysis

- First Aid/CPR, De-escalation techniques
- ELL/ESE compliance strategies

Teacher and staff quality, experience, and preparation are critical to students' and the School's initial and ongoing success. The School recognizes that the purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing to high school and ultimately the workforce.

Section 11: Education Service Providers

Gadsden Charter Academy does not intend to contract with an Education Service Provider.

Section 12: Human Resources and Employment

A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.

The School will organize as a private employer. All employees of the charter school shall be required to provide proof of background screening. All school based personnel, including teachers, administrators and staff, will comply with the Sponsor's requirement for fingerprinting, background checks and drug screening prior to employment at the school, as well as comply with the certification, endorsement, or other credentials required for their positions as per State guidelines.

The school will comply with the provisions of Florida School Code concerning compensation and salary schedules, contracts with instructional employees and evaluation of instructional personnel and school administrators, as required by Section 1002.33 (16) (b), Florida Statutes.

As an employer we believe that it is in the best interest of both the organization and our employees to fairly compensate our workforce for the value of the work provided. The Board of Directors will work in establishing budget criteria, incentives, and other motivating factors that will attract, reward and retain the best employees. The typical salary will be higher than the area Districts in order to attract the absolute best candidates for each position. Benefits such as health care, retirement, life insurance, etc. will be negotiated with vendors to result in the greatest benefit to the employees while maintaining best budget practices for the school. Best practices will include high investment in personnel in order to achieve the ambitious mission of the school.

- 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.**

Personnel policies and procedures will be developed by the Board within 120 days after the approval of the charter application in conjunction with at least two Human Resources directors, one from private business and one from higher level education.

Section 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.**

Various Marketing Strategies

GCA will use a variety of strategies to publicize the school including, but not limited to:

- The development of a comprehensive brochure
- Door hangers for door to door marketing
- Post cards for events and mail outs
- Information flyers to be posted and distributed in the community

Informational Meetings

The school will hold a number of family information meeting occurring at different times of day to accommodate parents. This will provide parents the opportunity to ask questions and meet staff. Flyers will be developed and distributed regarding specific times and dates. The school may also utilize free public announcements via local public radio, the internet, and print media to make announcements regarding enrollment opportunities and parent information meetings.

Internet

The school will have an interactive web site for email blasts and utilize social media for student and community communication

Grass Root Marketing

There is no better marketing than word of mouth. GCA will secure volunteers, parents and students to go out and spread the word about the new, fresh alternative middle charter school. These volunteers will work together to present and have tables at local community gatherings.

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's marketing efforts will be targeted to the general population of Gadsden County, which should naturally result in a racial balance reflective of the community and the public schools.

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.

GCA is 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 Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability.

The school will have a non-discriminatory enrollment policy. An open enrollment period of ninety days shall be held each year for available openings by grade level. Enrollment preference shall be granted to any student who has a sibling in attendance at the school. GCA enrollment is always open and GCA will accept any student who is in grades 6-8 who lives in the district and qualifies for district enrollment as per district code of conduct.

Open enrollment

Open enrollment will be from January 1- March 30 of each school year* for the upcoming school year. Applications can be picked up at the school, printed from the website, emailed or US post office mailed via a request from the parent. Once an application is filled out and returned, it will be date/time stamped and that student will be assigned a number. In the event that the number of applications exceeds the number of available spaces in a given grade level, the school will hold a random lottery to determine admission. Only applications received prior to the end of the enrollment deadline are eligible to participate in the lottery. Numbers will be drawn until such time as all the available spaces are filled. The remaining numbers will be drawn and those students will be placed on a waiting list. Families will have ten days to accept their enrollment. If a family declines or fails to respond the school will offer enrollment to the next student on the waiting list. (ESE and ELL students will not be pre-identified during enrollment). All applications received after the initial enrollment period will be accepted on a "First-Come, First-Serve" basis, after the Waiting List has been exhausted. If the applications exceed the capacity, then the School expects to hold only one lottery per school year

**During the enrollment period for the first school year 2015-16, an initial enrollment period will be held January 1 – March 31. If capacity is not reached during this time period, all students who have applied and completed all necessary processes as of March 31 and are able to be serviced by GCA will be admitted. Subsequently, there will be an additional late enrollment period from April 1 – May 31, at the end of which will be a lottery if necessary to fill spots left after the initial enrollment period.*

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.

GCA will institute the following parent/student/teacher Contract of Expectations in order to communicate and encourage expectations of involvement from all major stakeholders in the education process. The contract will be signed as part of the application process and will be reaffirmed each year following. In the event the application is not signed during the application process, the application will be considered incomplete and will not be processed or time stamped until such time as the contract is signed. The expectations outlined in the contract will be expected to be followed by the identified parties. If a party does not comply and after effort has been made for reconciliation including Board intervention, a student can be dismissed from GCA at the discretion of the Board. If the offending party is a teacher, disciplinary action can be taken up to and including termination at the Board's discretion.

Contract of Expectations

Student's Commitment

I fully commit to Gadsden Charter Academy (GCA) in the following ways:

- I will arrive at GCA on time each school day. (Monday - Friday).
- I will come to GCA on appropriate days for field trips and after school curricular events.
- I will come to school every day prepared to learn (examples: supplies ready, well-rested, positive attitude).
- I will not take shortcuts. I will give 100% every day.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for my fellow teammates and me to learn. Every day, I will be the best student and person I can be.
- I will follow all the components of the Technology Acceptable Use Policy.
- I will take charge of my own learning by following the GCA principle of SPARK: Sitting up straight, Paying attention, Asking and answering questions, Reacting to show I'm following along, and Keep tracking the speaker.
- I will complete all my homework every night. I will make sure my homework is of the best quality and that my parent/guardian signs my agenda.
- I will ask my teachers for help when I need it both in class and outside of class (by phone) until 7:30pm.
- If I make a mistake, I will always use reflection to make a better choice the next time.
- I will always follow my teachers' directions and school rules, the first time I'm asked..
- I will show love and respect the rights and interests of all members of the GCA community regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
- I will follow the GCA Dress Code.
- I will uphold the high expectations of GCA at all school related events on and off campus.
- I am responsible for my own behavior, and I will accept responsibility for my actions.

Failure to adhere to these commitments can cause me to lose various GCA privileges.

Sign here

Teachers' Commitment

We fully commit to Gadsden Charter Academy ("GCA") in the following ways:

- We will arrive at GCA every day no later than 15 minutes prior to the first bell (Monday – Friday) and will remain until at least 15 minutes after student dismissal.
- We will come to GCA on appropriate days for field trips and after school curricular events.
- We will always teach in the best way we know how, and we will do whatever it takes for every single one of our students to learn.
- We will plan and execute rigorous lessons to prepare our students for success in high school, college, industry, and in life.
- We will hold all of our students, parents, fellow staff members, and ourselves to GCA's high expectations.
- We are committed to results.
- We will collaborate and plan with colleagues on a regular basis.
- We are committed to our own professional growth and constant learning. We will give each other feedback regularly and seek out professional development opportunities.
- We will make ourselves available to the questions, concerns, or suggestions of our parents through scheduled meetings and phone calls.
- We will make ourselves available to students, parents, and fellow staff members via phone in the evenings until 7:30pm.
- We will provide opportunities to parents/guardians to volunteer and participate in their child's classroom.
- We will regularly provide parents with updates on their children's progress via progress reports and report cards.
- We will respect the rights and interests of everyone at GCA regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
- We will always act in a professional manner when speaking with all people in our school community: fellow colleagues, parents, and students.
- We will strive to be the best teachers we can be, modeling excellence and taking no shortcuts in preparing our students for success in high school, college, industry, and in life.
- We will ensure the safety of all students under our supervision.
- We will follow the GCA Dress Code and norms for Professionalism.

- We are responsible for our own behavior, and will accept responsibility for our own actions.
- We will commit to finding a healthy work-life balance and taking time to re-energize our minds and renew our bodies and spirits to be the best we can be for ourselves, our students and our families.

Failure to adhere to these commitments can lead to our dismissal from GCA.

Sign here

Parents'/Guardians' Commitment

We fully commit to Gadsden Charter Academy ("GCA") in the following ways:

- We will make sure our child arrives on time each school day. (Monday – Friday).
- We will make sure our child comes to GCA on appropriate days for field trips and after school curricular events.
- In the event my child will leave our Enrichment time early, I will sign him/her out and an release form.
- We give permission for our child to participate in supplemental instruction as needed.
- We give permission for our child to participate in the Saturday enrichment or supplemental instruction program on appropriate Saturdays.
- We commit to volunteering at least 10 hours of service to the school each year (volunteering includes attendance at mandatory meetings, office/classroom support, etc.).
- We will, to the extent possible, serve on parent committees.
- If the team has identified a need, I will attend a Student Success Team meeting to design goals to support my child's success.
- We will do all we can to support our child and the commitment he/she has made to attend GCA.
- We will partner with the teachers and staff of GCA to help our child excel in school, both academically and behaviorally.
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn.
- We will review our child's homework every night, sign his/her agenda, and let him/her call a classmate or teacher (until 7:30pm) if there is a question and/or problem with the homework.
- We will read carefully and sign (if necessary) all the papers the school sends home to us. We will ask questions if we have them.
- We will monitor our child's use of technology and will ensure that he/she adheres to all components of the Technology Acceptable Use Policy both in school and at home.
- We will always make ourselves available to our children and the school and address any concerns they may have. We will meet regularly with teachers to discuss our child's progress.

- If our child is going to miss school, we will call the Principal before 7:00am the morning of the absence. If the student is going to be tardy we will immediately contact the Office Manager.
- We will allow our child to go on GCA field trips.
- We will make sure our child follows the GCA dress code.
- We understand that our child needs to respect the rights and interests of everyone at GCA regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
- We will always act in a professional manner when speaking with all people in our school community: GCA staff members, fellow parents, and students (i.e. use of profanity, shouting, threatening or demeaning language of any kind)
- We will help our child prepare for high school, college, industry, and life by supporting him/her and encouraging him/her to adhere to his/her commitment to excellence.
- We are responsible for our child's behavior, as well as our own.

Failure to adhere to these commitments can cause my child to lose various GCA privileges.

Sign here

E. Explain any other efforts to encourage parental and community involvement, if applicable.

The school will hold a number of events throughout the school year to encourage parental involvement. These may include but not be limited to:

- Open House events four times each year
- Student award events quarterly
- End of year celebrations
- Family Game night
- Weekly Principal letters home and monthly Student Newsletters.
- Web Site and Email Blasts.
- Student Learning Plan meetings and update meetings
- Orientation sessions
- Guest Speakers
- Community in-services for parents

In addition, parents will be provided with the opportunity to participate in the parent teacher organization, mentor students, volunteer, and will be provided the opportunity to participate in parent teacher conferences.

BUSINESS PLAN

Section 14: Facilities (Acquired)

A. Describe the proposed facility, including location, size and layout of space.

Gadsden Charter Academy will be initially housed in the facilities at Fellowship at Midway Church, 32319 Blue Star Hwy, Midway, FL 32343. There is sufficient space to house the entire projected enrollment for the charter period. GCA intends to seek a more permanent space as the school progresses. Inquiries have been initiated for a 10 acre section of land in the Midway area. Funding for development and construction will come from Capital Outlay funds as well as grants, monetary donations, and gifts in kind, but not from normal operating funds.

Fellowship at Midway has four large classrooms and one small classroom and an auditorium that can seat 150 that can be used for multi-purpose due to removable chairs and concrete floor. The auditorium can be divided off as needed for project classroom space, creative arts, cafeteria, etc. There is sufficient room to house an office. There is a covered drop-off/pick-up area at the front entrance to the main foyer. There is adequate parking for staff and visitors. The building is accessible to persons with disabilities. The building has seven flushable toilets and six sinks. Prior to the time of habitation of the facilities by GCA, the building will have a monitored fire/burglary system.

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.

After GCA is granted the Charter Contract by the District to begin operations as a school, the Governing Board will authorize any renovations necessary to ensure that the building meets or exceeds all local building and fire/safety codes as outlined in Florida Building Code and Florida Fire Prevention Code.

In addition, the City of Midway will be consulted for any necessary changes for zoning or facilities use.

C. Describe how the facility will meet the school's capacity needs for students to be served.

See section 14.A. above for a description of the functional possibilities for the facilities. The school's capacity includes two classes per grade for three grades for a total of six class groupings. The maximum number of students for Middle School is 22 per the Florida Class-Size Amendment. A Charter School has the ability to average 22 students per teacher rather than 22 per class maximum. GCA will employ various project based initiatives which will group students in classes larger or smaller than 22 as needed. The four large classrooms at the F@M facility can accommodate up to 44 students if needed. The entire school population can meet all together in the auditorium.

- 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.**

Renovation Estimates

- \$15,000 – existing portable unit for two classrooms
- \$3,000 – handicap accessibility alterations, sidewalks, and one handicap ramp in back
- \$3,000 – Misc. renovations
- Total: \$21,000 – Funding will be acquired through donations, grants, and crowd-funding. If the amount raised does not cover the costs, a line of credit will be taken out from a local lender and the budget will be adjusted accordingly.

Rent - \$1,000 per month to include maintenance costs. Rent amount agreed to by Fellowship @ Midway.

Storage - \$200 per month – 16 foot POD on-site storage

Utilities - \$1,500 per month estimate based on expansion of current building use, additional security, and internet.

Section 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.¹**

GCA will potentially serve students from all areas of Gadsden County. Being strategically located in Midway will allow for a portion of parents to drop off and pick up students on the way to and from Tallahassee for work. However, due to the size of Gadsden County and in order to provide equal opportunity for all students who wish to attend GCA, the school intends to operate two bus routes: one to the eastern county and one to the western county. The routes will be structured based on the needs and concentration of the riders based on where they live.

GCA will contract with local bus owners to provide transportation services.

¹ 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)

Section 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.**

GCA believes the food students eat is a critical component to their success and the overall health program of the school. In order to properly feed students breakfast and lunch, GCA will participate in the National School Lunch Program and will investigate a contractual relationship with the district to provide food from East Gadsden High School on an annual contract basis until such time as GCA can provide its own food preparation. EGHS is the closest district school facility that can service GCA and provides multiple meal options to students. GCA will pick up breakfast and lunch daily from the high school to be delivered back to GCA. The school will also seek out additional options for food service vendors.

Healthy snacks are also important and will be available throughout the day for students as needed. These snacks will be provided through regular budget funds.

Section 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.**

See appendix for the Five Year Estimated Budget and FEFP Worksheet

- 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.**

The school will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school will identify a private company school lender that will provide a line of credit to support the opening expenditures.

In addition, credit relationships will be established after Board approval with multiple vendors. These relationships combined with the working capital that will be contributed by the Board,

private and federal grants, private lenders, and planned fundraisers, will enable us to appropriately fund its start-up costs.

Grants that will be applied for include but are not limited to:

- The Bill and Melinda Gates Foundation
- Carson Scholar's Fund
- Walton Family Foundation
- Publix Foundation
- Usher's New Look

A copy of the School's start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance is included in the appendix.

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.

Five Year Estimated Operating Budget Assumptions:

- FEFP Revenue was calculated using the 2014-15 charter school revenue estimator worksheet provided by the Florida DOE. The revenue for year one of the budget is based on the 14-15 base student allocation.
- Subsequent years are adjusted by 1% per year for inflation according to the Congressional Budget Office's economic projections.
- Full registration of projected enrollment.
- Maximum 3% raise possible for all personnel each year based on performance evaluation developed by Board.
- No dollars for substitutes. Classes for missing teachers will be filled by Administrators or extended time for other classes.
- Most advertising will be word of mouth – most effective in Gadsden County
- Financial Audit amount provided by prospective Accounting Firm
- Technology based on upkeep and replacement. Initial acquisition of devices will be grant and donor funded.
- Transportation cost is based on allocated amount from FETE worksheet and negotiations with transportation vendor.
- GCA will participate in the National School Lunch Program resulting in a break even food cost.
- Food service revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program.
- Budgeted food cost is for supplemental items at \$500 per month for 10 months.
- Lease amount for facility is already negotiated with Fellowship @ Midway Church.
- Insurance is for additional coverage above existing church coverage.
- Open-source, free, and low-cost digital curriculum and textbooks will be used throughout the school. Traditional textbooks will be secondary and will suffice to be used from other schools. Kits for science will be purchased from curriculum cost.

- Phys. Ed and Student Activities funding will increase after the first year unless outside or designated gift or grant funds are available to acquire supplies and equipment.
- Furniture, Fixtures, and Equipment costs are for upkeep and replacement. Initial acquisition of devices will be grant and donor funded.
- Library will be funded through grants, free book acquisition, and free digital resources such as the Gutenberg Project.
- Debt service will be paid through regular dollars designated for items a loan may cover. The payment dollars on any short term debt will be taken directly from the corresponding line item in the operating budget.
- Grants and donations will be utilized for upfront funding of implementation cost as noted in Implementation Budget in appendix.
- FLDOE Implementation Grant will be used as needed and saved for major expenses in years one through five.
- Capital Outlay dollars may be pursued in year three per FL State Regulations. However, they are not included as potential revenue to sustain the school in any way.

D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

The School's governing Board will annually adopt and maintain the School's official operating budget and exercise oversight over the School's operation. In exercising its oversight and maintaining the budget, the governing Board shall provide for a balanced general operating fund. The governing Board shall review the School's financial statements quarterly. It shall be the governing Board's responsibility for ensuring retention of a CPA or auditor for the annual financial audit, reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, and monitoring a financial recovery plan in order to ensure compliance. In the School's financial statements, the Board will be able to see the budget to actual comparison and will amend the budget as needed. If there are significant budget shortfall concerns between the projected and the actual, IMMEDIATE response will be needed with an action plan to reduce costs. This could be staff reduction, supply restrictions, or other cost cutting measures. All staff and teacher contracts will be written with a 30 day termination clause that will allow the Board to end a position if the school does not meet enrollment expectations or anticipated FEFP.

The Director will be responsible for managing cash flow and expected receivables. Expense commitments will not occur without a clear indication that funds are available to pay for them.

Also included in the appendix is a sample budget based on 50% enrollment for the first year. GCA is convinced that if enrollment is lower than expected the first year, it will increase significantly to projections once the proof-of-concept is complete to the community.

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.

See the Budget section in the appendix for cash flow projections spreadsheets.

- 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.**

GCA will pursue partnerships with local entrepreneurs, donors, corporations, small businesses, civic and community groups, churches, etc. in order to fund needed resources, trips, extra-curricular activities, sports, etc. Relationships are vital to successful fund raising and GCA will create a strong community presence with student visibility and service. Grants will also be diligently pursued for specialized expenditures such as computers, musical instruments, smart boards, classroom furniture, specific trips, etc. There will be at least one major school-wide fund raiser per year along with various smaller efforts.

Section 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 school's finances will be managed cooperatively by The Director and the Governing Board. The Governing Board will set the annual budget and the Director will be responsible for compliance. All recurring items such as facility expense, electric, water, phones, internet, pest control, and other reoccurring charges will be set up on an automatic payment system as available. The Governing Board will review the statement of revenues and expenditures each month and a copy will be provided to the sponsor in compliance with the statutory reporting requirements. The monthly financials will be shared with the Board and sent to the District.

- B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.**

The Governing Board will review all expenditures each month. They will make a comparison of the budget verses actual amounts and make budgetary adjustments as indicated. In addition, monthly bank reconciliations and a detail list of individual cash disbursements will be reviewed by the Board Treasurer. Any disbursement not previously anticipated within the annually approved budget will need special approval from the Board of Directors; any expenditure in excess of \$10,000 requires signature/approval of two authorized signers. All financial transactions will be handled in accordance with the approved board policies which will be developed upon approval of the charter application.

The school will secure, at its own expense, an annual financial audit which complies with the statutory requirements. All financial documents will be provided to the sponsor in Red Book accounting format in accordance with the procedures outlined by the Florida Department of Education and the district.

C. Describe the method by which accounting records will be maintained.

Accounting records will be maintained using Red Book accounting and generally accepted accounting principles. The Governing Board will amend the policies each year as needed based on the recommendation of the audit. The school will comply with all financial regulations as outlined by the district, Florida Department of Education, and the Department of Treasury/Internal Revenue Service.

D. Describe how the school will store student and financial records.

The school will store all paper versions of student and financial records in a secure, fire-proof cabinet at all times. Digital copies will be maintained at a secure offsite document storage facility. Student records will not be disclosed except in accordance with statutory requirements. Access to the secure files will be limited to those staff that require access to perform the reasonable and necessary function of their position.

E. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage.

GCA will obtain all required health, workers compensation, general liability, property insurance, and directors and officers liability coverage in accordance with the Charter Contract that will be signed once this application is approved. As set forth in Florida Law, chapter 2006-190, GCA shall meet all applicable state and local health, safety and civil rights requirements. A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage. Evidence of insurance will be provided by GCA to the Sponsor no later than four weeks before the beginning of school. The insurance company or companies that provide insurance coverage will have a Best's rating of "A" or better and financial size category of "VII" or better, according to A.M. Best Company.

Section 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)

Activity	Time Frame	Responsible
Application Due	August 1, 2014	GCA Founding Board
Charter Approval	October 2014	District School Board
Contract Development/ Negotiations	October – December 2014	District and GCA School Boards
Florida Charter School Conference	November 2014	Director and Principal
Transition from Founding Board to Governing Board/Budget Approved	December 2014	GCA Board
Application for Charter School Planning and Implementation Grant	December 2014	GCA Board
Development of Board and School policies and procedures	November – February 2015	GCA Board
Marketing – Supplies paid for by GCA Board members until Start Up funds secured in June/July	January – June 2015	GCA Board
Town Hall Meetings – Midway, Quincy, Havana, Greensboro/Gretna	January – February 2015	GCA Board, Director, and Principal
Zoning/Permitting/Renovations/Lease for site – Fellowship @ Midway Church	January – May 2015	GCA Board
Board Training	March – May 2015	GCA Board
Initial Enrollment Period	January – March 2015	GCA Board, Director, and Principal
Late Enrollment Period (if needed)	April – May 2015	GCA Board, Director, and Principal
Lottery (if needed)	June 2015	GCA Board, Director, and Principal
Student Registration/Enrollment in system database	June 2015	Director and Principal
Staff Recruitment and Interviews	April – June 2015	Director and Principal
Staffing plan presentation to GCA Board	June 2015	Director and Principal
Formal offers of employment to staff/Fingerprints and clearances/Certification and education verified	June 2015	Director and Principal
Finalize procedures, Master Schedule	June – July 2015	Director and Principal
Technology, Books, Materials, Furniture ordered	June 2015	Director and Principal
Student Bonding Events	July 2015	Director and Principal and Staff

Teacher Summer Institute – Workshops, Training, Collaboration, Team Building	June – August 2015	Director and Principal and Staff
Curriculum Development	June – July 2015	Principal and Staff
Insurance acquired and reported to District	July 2015	Director and GCA Board
Installation of Equipment and Furniture	August 2015	Director
Student/Parent Orientation	August 2015	Principal and Staff
Teacher Pre-Planning	August 2015	Principal and Staff
School Opens	August 2015	All Hands

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 that the information submitted in this application for a charter for GADSDEN CHARTER ACADEMY 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 BRYAN MOONEYHAN (name),

DIRECTOR (title) to sign as the legal correspondent for the school.

Bryan Mooneyhan

 Signature
 Bryan Mooneyhan

 Printed Name

7-31-14

 Date

APPENDICES

Appendix A: Individual Learning Plan Sample

Student Name (Please print):	School:	School Year:	Beginning date of plan:
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State Assessment Results					
WASL:	Student's Score:	WPLT II	Student's Score:	Other Assessments:	Results:
Reading:					
Writing:					
Mathematics:					
Science:					

Indicate Intervention subject area(s) addressed by this Student Learning Plan:

Reading Writing Mathematics Science Absences Credits

School Interventions:						
Subject:	Specific Needs	Intervention/Strategies	Monitoring Date	Monitoring Status		
				Insufficient Progress	Some Progress	Mastery
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Intervention Status	Student is not progressing in a timely manner. Intervention/Strategies need to be revised <input type="checkbox"/> Date: _____ Student is making some progress. Continue with plan as is <input type="checkbox"/> Date: _____
----------------------------	--

Student has mastered and completed Student Learning Plan Date: _____

Student Reflections:	_____	Date
	_____	Date
	_____	Date
	_____	Date

Parent Information	Parent has received a copy of Student Learning Plan by: Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____	
	Parent has received a copy of Student Learning Plan after each monitoring update:	
	Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____	Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____
	Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____	

Signatures:

School Official: _____ Date: _____

Parent _____ Date: _____

Student _____ Date: _____

Appendix B: Gadsden County Public Schools 2013-14 Code of Student Conduct

GADSDEN COUNTY SCHOOL DISTRICT



"Building a Brighter Future"

Code of Student Conduct

2013-2014

Mr. Reginald C. James
 Superintendent of Schools
 35 Martin Luther King, Jr. Blvd.
 Quincy, Florida 32351
 (850) 627-9651
 Fax: (850) 627-2760

School Board Members

<p>Audrey Lewis District No. 1 Havana, FL 32333 Midway, FL 32343</p>	<p>Judge B. Helms, Jr. District No. 2 Quincy, FL 32351</p>	<p>Isaac Simmons, Jr. District No. 3 Chattahoochee, FL 32324 Greensboro, FL 32330</p>	<p>Charlie Frost District No. 4 Gretna, FL 32332 Quincy, FL 32352</p>	<p>Roger P. Milton District No. 5 Quincy, FL 32351</p>
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Board Approved
June 25, 2013

TABLE OF CONTENTS

Superintendent’s Message 3 Vision
 4 Mission Statement
 4 Jurisdiction of the School Board
 4 Discrimination Statement
 4 Students' Rights and Responsibilities
 5 Attendance
 5 Respect for Persons and Property
 8 Right to
 Learn..... 9 Right of Assembly
 9 Right of Privacy
 10 Participation in School Programs and
 Activities 10 Dress and Grooming
 10 Discrimination/Sexual Harassment
 13 Counseling
 13 Free Speech and Publication
 14 Student Government
 14 Student
 Records..... 15 Grades
 19 General Disciplinary Procedures
 20 Presence of Pupils, When and Where
 Authorized 20 Authority of the Teacher
 20 Offenses
 20 Deferred Punishment for Offenses
 21 Bullying and Harassment
 21 Procedures for the Discipline of
 Students with Disabilities 28 Procedures for Discipline of K-12
 Students Including PreK 29 Disciplinary Procedures Grades K-12
 29 Zero Tolerance Policy
 33 Weapons Prohibited
 34 Certain Drugs Prohibited
 35 Procedures for Student Transfer-
 Felony Charges..... 35 Suspension/Expulsion
 36 Corporal Punishment
 38 Reasonable Force
 38 Collection of Evidence / Search and

Seizure 38 Classroom Behavior Management
Form 40 Authority of the School Bus Driver
..... 41 Misconduct on School Buses
..... 41 Glossary
..... 42

The School Board of Gadsden County



"Building A Brighter Future"

REGINALD C. JAMES
SUPERINTENDENT OF SCHOOLS

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

SUPERINTENDENT'S MESSAGE

In order for the Gadsden County School District to perform effectively, we must operate within a system of rules. These rules are written in the **Code of Student Conduct** to ensure a safe learning environment for the students who attend our schools. We know that there are many factors which contribute to discipline problems in a school; consequently, schools have the responsibility to encourage, promote, and maintain effective disciplinary practices.

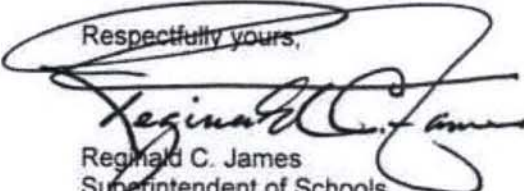
The contents of this document apply to all students in grades **PreK-12**, unless otherwise stated. The information contained in the **Code of Student Conduct** is written specifically to ensure that each student associated with school activities has positive experiences in a safe learning environment.

This document will explain the rules of the Gadsden County School District, student rights and student responsibilities, disciplinary actions, and the disposition of school records. While this document does not contain the exact Florida Statutes referenced herein, a copy of those statutes can be obtained from the district office at 35 Martin Luther King, Jr. Boulevard in Quincy upon request or viewed on the State of Florida website at <http://www.flsenate.gov/statutes>.

The administrators and school personnel will continue to promote and maintain the kind of discipline that will foster a *healthy dose* of intervention, prevention, and the encouragement to discontinue those behaviors that are not acceptable to a safe learning environment. As we continue to find ways to make all of our schools safer, we realize that consequences for inappropriate behavior must be fair, consistent, and comply with policies as conflicts are resolved and undesirable behavior is modified.

Please read and thoroughly discuss this document with your child. Help us maintain the safe school status which we all desire throughout our district. As we work together to build a brighter future, we want to ensure that each student will have positive experiences in a safe learning environment.

Respectfully yours,


Reginald C. James
Superintendent of Schools

RCJ:RWS:mjwb

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

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

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

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

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

VISION

The Gadsden County Public School District is committed to working together to “*Build A Brighter Future*” for our boys and girls.

We, the partners for excellence, recognize the need for multicultural awareness and education and envision that schools, communities, and parents/guardians will cooperatively embrace one another to offer an educational program that will meet the needs of students, parents/guardians, and the community. We further believe that ALL children can learn, and we envision that schools, using new and emerging technologies in conjunction with traditional approaches, will provide academic, intellectual, emotional, psychological, physical, and social experiences that will develop the whole student. Our product will be students who possess foundational, marketable, and/or functional skills that will enable them to broaden their horizons in any post-secondary endeavor upon which they might choose to embark.

MISSION STATEMENT

The mission of the district is “*To Build a Brighter Future as We Prepare Students for Success in Life*”.

JURISDICTION OF THE SCHOOL BOARD

The Code of Student Conduct and the Positive Student Management Discipline Plan were adopted by the Gadsden County School Board and are compatible with the Florida State legislative codes. Subject to law and rules and regulations of the State Board of Education of the State of Florida, each student enrolled in a school shall, during the time he/she is being transported to or from school at public expense, during the time he/she is attending school, including the time during which he/she is proceeding from one school center to another during the school day, and during the time he/she is on the premises of any publicly supported school in this district, be under the control and direction of the principal or teacher in charge of the school, and under the immediate control and direction of the teacher or other member of the instructional staff or the bus driver to whom such responsibility may be assigned by the principal; and each such student shall, during the time he/she is otherwise en route to or from school at public expense, or is presumed by law to be attending school, be under the control and direction of the principal or teacher in charge of the school where he/she is enrolled.

DISCRIMINATION STATEMENT

No person shall, on the basis of race, color, religion, sex, national origin, handicap, age, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under, any education program or activity.

This practice shall apply equally to students, employees and all persons having business with the School Board.

STUDENTS' RIGHTS AND RESPONSIBILITIES

It is the intent of the Students' Rights and Responsibilities, as expressed in the Code of Student Conduct, that students understand that their rights must be accompanied by corresponding responsibilities.

Florida's School Improvement and Accountability System states that all school communities will provide an environment that is alcohol and drug-free and protects students' health, safety, and civil rights.

I. ATTENDANCE

All questions relating to the attendance policy are to be directed to the school's attendance office first, and then if needed, the school principal.

Florida law requires each parent/guardian of a child from age six (6) to sixteen (16) years to be responsible for the child's school attendance. Regular attendance is the actual attendance of a pupil during the school day as defined by law and regulations of the state board.

The school attendance law was amended by the 1997 Florida Legislature to require that any sixteen or seventeen year old student withdrawing from school must file a formal declaration of intent to terminate school enrollment with the district school board.

A student is considered "truant" when he/she is not in attendance without approval of the principal and/or consent of the parent/guardian. School-based interventions will occur for all truant students.

A student is considered a "habitual truant" when he/she has 15 unexcused absences within 90 calendar days.

Rights:

Students will be given an explanation of excused absences, unexcused absences, and tardies. Students can make up work for credit if the absence is excused.

A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date upon which he or she attains that age if the student files a Student Declaration of Intent to Terminate School Enrollment form. This form is available from the school administration or guidance office.

Responsibilities:

Students are required to attend school every school day. If absent, a written note from the parent/guardian stating why the student was absent must be brought to school on the day the student returns. The principal shall consider each absence as being either "excusable," "permissible," or "unexcused."

It is the responsibility of the student's parent/guardian to notify the school when his/her child will not be in attendance. The school is to be notified of an absence the morning the student is absent or within twentyfour hours.

Excusable Absence:

An excusable absence is one caused by illness of the student or by serious illness or death in the family, legal reasons and other special conditions or extenuating circumstances. The student shall be given an opportunity to make up all missed work.

Excused Absence for Religious Holidays:

A student shall be excused from attendance for observation of a religious holiday or because the tenets of his religion forbid secular activity on that day. Prior notification to the school principal is required.

A student who has been excused for observance of a religious holiday shall be given up to 3 school days to complete any work missed, including examinations and work assignments. No adverse or prejudicial effects shall result from any such religious observance.

Permissible Absence (Excused):

A permissible absence is one which has the sanction of the parents/guardians and the school. This may include activities such as an individual educational trip or other extenuating circumstances. Any such individual educational trip must be planned by the parent/guardian and teacher, and a written report of the trip must be presented to the teacher. The student shall be given an opportunity to make up all missed work.

Unexcused Absence:

An unexcused absence (this does not include suspensions) is one which does not have the approval of the school, or which is due to disciplinary action against the student. Ordinarily, in such case, the work missed may not be made up by the student for credit. Pursuant to Florida Statute 1006.09, no student who is required by law to attend school shall be suspended for unexcused absence or truancy. Therefore, suspension is not an appropriate disciplinary action for students who fall within the mandatory state attendance requirements.

Students who are more than five (5) minutes late for a class will be recorded as being tardy.

Rule:

All students between the ages of six (6) and sixteen (16) must attend school regularly.

Disciplinary Action:

A student may receive counseling, attendance conferences, parent/guardian contact, and may be referred to other appropriate disciplinary programs.

The law allows absences for illness and certain other special circumstances. Under these circumstances, district and school policies regard these absences as excused absences. A student with an excused absence is not subject to any disciplinary or academic penalties for that absence. It is the student's responsibility to obtain and complete all makeup work. An unexcused absence takes place any time a child is out of school for reasons not recognized in the law. In these cases, the child may be subject to academic penalties.

For students in grades 9-12 a minimum of 135 hours in attendance is required to earn a credit in a course.

In order to be eligible to receive a credit, a student must meet course requirements and be present at least 67.5 hours each 18 week grading period or demonstrate mastery of the course performance standards for the defined course by passing the semester exam. Credits are awarded at the end of each 18 week grading period.

Each school must implement procedures to increase student attendance. An attendance committee will be established at each school to review the reason(s) for absence(s).

Minimum School-Based Intervention Procedures for Truant Students

Minimum School-Based Intervention Procedures for Truant Students may be as follows (Appropriate Documentation of Interventions Must Be Maintained):

1. After 3 days of unexcused absences, within a 90-day period, a parent/guardian/student contact/conference is conducted by teacher/school designee.
2. After 5 days of unexcused absences, within a 90-day period, a referral is made to the principal to send a certified letter to parents/guardians and possibly to convene a student study team. *NOTE: A student study team is to convene when a student misses 5 unexcused absences within 30 calendar days, or when a student misses 10 days within 90 calendar days.*
3. After 10 days of unexcused absences within a 90-day period, the student is referred to the visiting teacher.
4. After 15 unexcused absences within a 90-day period, the student is considered "habitually truant." Florida statutes 1003.27(b).

The Florida Legislature enacted requirements that school districts report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, birthdates, sex, and social security numbers of minors who attain the age of 14 and accumulate 15 unexcused absences in a period of 90 calendar days. The legislation further provides that those minors under age 18 who thus fail to satisfy attendance requirements or drop out of (voluntarily withdraw from) school will be ineligible for driving privilege. Additional information about procedures and waivers is available from the school administration or guidance office.

Middle-High School Attendance

A minimum of 135 hours of attendance is required for students to earn a credit in a course. In order to be eligible to receive a credit, a student must meet course requirements and be present at least 67.5 hours each semester or demonstrate mastery of the course performance standards for the defined course by passing the semester exam.

Each school will document attempts to notify parents/guardians of each student's absence either through an automated system or other method. However, failure to successfully notify parents/guardians shall not negate the attendance policy.

Absences

- Students are to sign in/out when missing a class for excusable appointments or emergencies and are to comply with the individual school procedures established with the school attendance office. Failure to sign out may result in an unexcused absence and the consequences thereof.
- Excused absences/tardies may only be used for the following legitimate, documented reasons:
 1. Illness and/or medical care
 2. Death in the family
 3. Legal reasons
 4. Religious Holidays, administratively pre-approved observance
 5. Pre-arranged absences approved by an administrator, school sponsored field trips, or school approved activities
 6. Other special circumstances or insurmountable conditions
- In the event 4 or more unexcused absences occur in a course during a 9-week grading period, an attendance conference may be held to determine which, if any, absences are excusable.
- For each course in which the student has four (4) unexcused absences, that are not for one of the legitimate purposes described above, a grade of "F" will be assigned for that grading period.
- The teacher's grade book and/or the attendance sheet signed by the teacher will be the final authority in determining the number of absences for each student.

Attendance Conference / Appeal Procedures

- In order to appeal an unexcused absence, the following must occur:
 1. The student and parent/guardian must request a hearing by completing and submitting an Attendance Conference Application (form available at school).
 2. Written documentation of absences from a doctor or recognized agency, legal proceedings or other relevant information should be attached to the application

when it is submitted, and may be accepted in lieu of an attendance conference provided all absences are included.

3. An attendance conference may not be necessary if written documentation for each absence is submitted to the attendance office. Other circumstances made known to the attendance office may also make the conference unnecessary. The need for a conference will be made by the principal/designee. The school will notify the parent/guardian(s) if a conference is not necessary.
- The school will make every effort to schedule conferences at a time convenient for parents/guardians, including evening hours when necessary.
 - One administrator/designee and two teachers will hear and rule on the appeal.
 - The parent/guardian will be notified of the decision in a timely manner.
 - Teachers will be notified of the decision in a timely manner.
 - The principal may overrule the findings of the attendance committee should special circumstances occur or excuse any student from any consequence arising from recorded absences.

Other Considerations

- Students who are suspended will be considered administratively absent and the absences will not count toward the “four unexcused” policy for the nine weeks grading period.
- Students who are absent for an “educationally valuable experience” other than a field trip may receive an excused absence if the following criteria are met:
 - a. The absence must be pre-approved at least one week in advance.
 - b. There must be stated and written educational objectives for the trip that are related to the performance standards for each course in which the student is enrolled and include at least one objective for each course. This information shall be attached to the Prior Approval Request Form when it is turned in to the attendance office and initialed by the teacher of each course.
 - c. The attendance administrator and/or the attendance committee will review the pre-arranged absence request. The absences may then be pre-excused pending the completion of (d) below.
 - d. Within ten (10) calendar days of the student’s return to school following the trip, the student and parent/guardian will present a student prepared report and other appropriate exhibits to the attendance committee documenting the completion of each written objective. The committee shall determine whether the absences are to be excused.
- College recruitment trips are to be scheduled when school is not in session. Days missed will be considered as part of the three (3) allowed per 9-week grading period. Administrative exception may be granted for a planned program scheduled for a specific day if the student has a pre-planned appointment, with a specific college administrator that is verified in writing by the college.

- Any student with fifteen (15) or more absences due to a physical or mental condition, which confines the student to a home or a hospital, may be referred to the Homebound Program. If placed in the Homebound Program, attendance records become the responsibility of the Homebound Program.

II. RESPECT FOR PERSONS AND PROPERTY

Rights:

Students are recognized as individuals. Their rights include a safe, healthy, and drug-free environment.

Responsibilities:

Students should treat others, school property, and property of others with respect. Respectful behavior includes, but is not limited to, following school, classroom, and bus rules. Unacceptable behavior includes, but is not limited to, fighting, stealing, destroying property, and violating school rules.

Rule:

Students will treat others and their property with dignity and respect.

Disciplinary Action:

A student not respecting the right and property of others may be subject to disciplinary action allowed by School Board policy. Disciplinary action may range from counseling to expulsion.

III. RIGHT TO LEARN

Rights:

Students have a right to be in an environment conducive to learning and will have appropriate educational programs.

Responsibilities:

Students should come to school prepared to take advantage of all educational opportunities offered. Students should inform school personnel if they have a problem at home or at school that keeps them from doing their best.

Rule:

Students will participate in educational opportunities and complete classroom assignments and homework to the best of their abilities.

Disciplinary Action:

Students who fail to comply with the above stated rule may hinder their educational progress and be subject to other disciplinary procedures allowed by the local school-wide discipline plan.

IV. RIGHT OF ASSEMBLY**Rights:**

Students may meet in an orderly manner on the school grounds or building(s) if proper authorization has been granted.

Responsibilities:

The meetings must be approved by the principal/designee and must not interfere with other planned activities.

Rule:

With proper school authorization, students may assemble in an orderly manner.

Disciplinary Action:

Unauthorized or disorderly meetings will be terminated immediately by the principal/designee, and violators may be subject to further administrative disciplinary action.

v. RIGHT OF PRIVACY**Rights:**

1. Only authorized persons may have access to student records as governed by Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g. Regulations: 34 CFR Part 99.)

2. Students and their storage area, under the jurisdiction of the School Board, may be searched in cases of reasonable suspicion. Strip searching is prohibited. The use of metal detectors or specially trained animals is permissible.

Responsibilities:

1. Students, parents/guardians should give the school any information needed to work with the student.
2. Students should not bring prohibited items to school.

Rule:

Students will respect the privacy of others.

Disciplinary Action:

Prohibited items will be confiscated by school personnel and the students will be subject to disciplinary actions allowed by School Board policy.

VI. PARTICIPATION IN SCHOOL PROGRAMS AND ACTIVITIES**Rights:**

All students will be a part of classroom instruction and other school activities for which they are qualified, without regards to their race, sex, religion, national origin, age, marital status, disability, or perceived disability.

Responsibilities:

Students should do their best in school or while participating in school activities. They should also be aware of the rights and responsibilities of others so as to make the school the best place of learning possible.

Rule:

Students who participate in or attend school activities will do so in a manner which promotes the objectives of the school and/or the activity.

Disciplinary Action:

Students who violate the above stated rule may be subject to disciplinary actions allowed by School Board policy.

VII. DRESS AND GROOMING

Rights:

Students have a right to dress comfortably.

Responsibilities:

Students have a responsibility to wear clothes that are not dangerous to their health or safety and to dress in a manner that is not disrupting to the educational process. Clothes worn should not advertise drugs, gangs, alcohol, tobacco, inappropriate language and/or sexual behavior.

Rule:

Student will dress and groom in such a way as to express personal preferences within the guidelines of the school dress code. Students are prohibited from wearing bandannas, dropped pants, low riding jeans, and shorts revealing the buttocks or underwear, short tops revealing the belly button, and inappropriate short dresses, shorts, or skirts. Middle and high school students are required to have shirts tucked in and pants are to be worn with a belt.

Elementary and Middle School Requirements:

Appropriate dress is the primary responsibility of the student and his/her parent or guardian. In order to promote safety, personal hygiene, academic well-being and moral and character development, students shall be expected to comply with reasonable requirements relating to dress, grooming and personal appearance as follows:

- 1) All students in elementary or middle school shall wear a school uniform while in attendance during the regular school day and on school sponsored field trips.
- 2) Colors shall be that of the official school colors and other colors as recommended by the School Advisory Committee and approved by the principal of the school.
- 3) Shirts/blouses must have a collar. T-shirts may be worn at the discretion of the individual school. Shirts must be tucked into pants.

- 4) Uniform style bottoms will be dark blue, black, tan (khaki). No sweat pants, overalls, or jeans will be allowed.
- 5) The legs of pants shall not extend below the heels of shoes.
- 6) Uniform knee-length shorts/skirts will be acceptable.
- 7) Sneakers and leather shoes are both acceptable, but must be black, or white with matching shoelaces.
- 8) Socks must be black, white, or other color as approved by the principal.
- 9) Boys and girls must wear belts if pants/shorts have belt loops. No sagging of pants will be allowed.
- 10) Outer garments for cold weather are permissible.

A student who transfers from one school to another in the county will be required to wear the “generic school uniform”, and will have 15 days to acquire the new school’s uniform.

The “generic uniform” shall consist of the following:

- A. Khaki or black pants, shorts, or skirt
- B. White collared shirt
- C. Dark or white leather shoes or sneakers with black, dark brown, or white socks

At the beginning of the school year, students will be required to conform to the uniform dress code within but no later than the first ten (10) school days. Likewise, students transferring into the district will have the first fifteen (15) days of school enrollment in order to conform to the uniform dress code.

Elementary/Middle School Disciplinary Action:

Any student enrolled in an elementary or middle school who reports to school improperly attired shall be disciplined as follows:

- A. First and second offense consequences are:
 - a. Notification of parent or guardian and require student to change into appropriate attire
- B. Third offense consequences are:
 - a. Notification of parent or guardian and require student to change in to appropriate attire and
 - b. One day of in-school suspension (if available) or three (3) days of after school detention.

- C. The fourth and subsequent offenses are considered to be willful disobedience that will result in further disciplinary action that may include additional days of in-school suspension, after school detention, or work detail.
- D. Any absence resulting from a violation of the uniform dress code will be excused.

High School Disciplinary Action:

Any student enrolled in a high school who violates the dress code may receive counseling and/or parent/guardian(s) will be contacted.

Clothing and/or other personal adornment that is so unusual or non-traditional that it attracts undue attention and distracts from the academic climate of the classroom cannot be allowed.

APPROPRIATE ATTIRE

- When young ladies wear shorts, skirts, and dresses, the length must be near their knees. This knee length is determined by the indentation of the tip of the student's middle finger when placed against the student's attire.
- Bound sleeveless shirts and/or dresses that cover the armpits may be worn.
- Shirts/blouses must cover the midriff at all times.
- Young men must wear belts or suspenders with their pants. Elastic waist band/draw strings are acceptable. ▪ Hats and hoods may be worn outside of the building only.
- Shirts and blouses that are designed to be worn inside will be tucked into the pants/skirts.
- Undergarment shirts need to be white or grey.

INAPPROPRIATE ATTIRE

- Tight-fitting stretchy pants, leotards, bicycle pants, or body gloves
- Blouses or shirts that are unbuttoned, see-through, halter tops, tank tops, or muscle shirts and dresses that are strapless, spaghetti strap, or sun dresses,
- Section cutout garments with holes
- Clothes that advertise gangs, alcoholic beverages, tobacco, drugs, suggestive or sexually explicit logos, or offensive racial slogans
- Headbands, bandannas, scarves, stocking/wave caps, or any other head gear
- Bare feet, bedroom slippers, flip-flops or beach shoes
- Hair combs, hair picks, or hair rollers
- Drop pants / saggy pants (F.S. 1006.07 and F.S. 1006.15) ▪ No hoodies allowed on campus.

* These dress code guidelines are subject to the interpretation of the administration, faculty, and staff. Any other type of clothing or garment that is distracting, immodest, or interferes with learning will not be allowed.

ALL STUDENTS (ELEMENTARY, MIDDLE AND HIGH) FOUND IN VIOLATION OF THE DRESS CODE WILL BE SUBJECTED TO THE FOLLOWING OPTIONS:

- For first offenders, the school is required to give the student a verbal warning, and the principal must call the student's parent or guardian;
- For second offenders, the student is ineligible to participate in extracurricular activities for up to 5 days, and the principal must meet with the parent or guardian;
- For the third or subsequent offenders, the extracurricular activity exclusion is extended to up to 30 days; the school must place the student in in-school suspension for up to 3 days; and the principal must both call and send written notice to a parent or guardian.

VIII. DISCRIMINATION/SEXUAL HARASSMENT

Rights:

Students have the right to attend school and learn in an environment free from discrimination and sexual harassment.

Responsibilities:

Students should report occurrences of discrimination or sexual harassment to the principal through the proper grievance procedures.

Rules:

No student shall on the basis of race, sex, religion, national origin, age, marital status, disability, or perceived disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination/sexual harassment under any educational program or activity.

Disciplinary Actions:

Students who violate the above-stated rule may be subject to disciplinary actions allowed by School Board policy.

IX. COUNSELING**Rights:**

Students have the right:

1. To be informed as to the nature of the guidance services available in their school.
2. To have access to individual and group counseling.
3. To request a change of counselor as applicable.
4. Students have the right of confidentiality except in the following circumstances:
 - a. Reports of abuse or neglect,
 - b. Indication of harm to self/others.

Responsibilities:

Students have the responsibilities:

1. To use guidance services for their own educational and personal improvement.
2. To schedule appointments in advance unless the problem or concern is one of an emergency.
3. To work cooperatively with all school personnel.

Rule:

Students should participate appropriately in the counseling process.

Disciplinary Action:

Students who fail to participate appropriately in the counseling process may temporarily have their opportunities for counseling suspended, or other disciplinary measures may be taken.

X. FREE SPEECH AND PUBLICATION

Rights:

1. Students will be given the opportunity to participate freely in class discussions.
2. Students may, with the approval of the principal/designee, write and distribute non-commercial printed materials. This shall include freedom of the press for all student publications.
3. Students may decide whether or not to participate in symbolic (e.g. flag salute) or religious activities.
4. After receiving permission from the principal, students may display posters, notices, magazines, or articles.
5. Students participation in classroom instruction or other school activities may not be denied based on race, sex, religion, national origin, age, marital status, exceptionality, or perceived disability.

Responsibilities:

1. Students must use appropriate language when expressing their thoughts, concerns, and opinions.
2. Students must respect the principal's decision concerning the request to display printed material.
3. Students should respect others' rights, responsibilities, and opinions.

Rule:

The principal/designee will ensure that all printed materials distributed in the school reflect appropriate journalistic ethics and are not obscene or offensive by school and community standards.

Disciplinary Action:

The principal may discipline any student for infraction of the above stated rule.

XI. STUDENT GOVERNMENT**Rights:**

Students have the following rights:

1. To form and operate a student government at their respective schools under the direction of a faculty advisor.
2. To have access to policies of the School Board and the individual school.
3. To seek office in student government, or any school organization, regardless of race, sex, religion, national origin, age, marital status, disability, or perceived disability.
4. To attend, as student government officers and representatives, official student government meetings upon approval of such meetings by the school principal.

Responsibilities:

Students have the following responsibilities:

1. To elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.
2. To become knowledgeable of School Board and individual school policies governing the actions of students.
3. To conduct election campaigns in a positive, mature manner, with all due respect provided their opponents.
4. To attend regularly scheduled meetings, if an elected student representative, and exhibit appropriate conduct at all times.

Rule:

Students will use the democratic process to conduct student government operations.

Disciplinary Action:

The principal/designee may apply disciplinary procedures as appropriate.

XII. STUDENT RECORDS**Rights:**

Students/Parents/guardians have the following rights:

1. Information contained in records that relates directly to the student may be inspected, reviewed, and challenged.
2. Personal identifiable information will be protected by legal provisions which prohibit its release to any person who is not legally authorized by the consent of the parent, guardian, or eligible student. (An eligible student is one who is 18 years of age or over and/or one who attends a post-secondary institution.)
3. Parents/guardians will receive annual notification, written in their native language, stating that they may review their child's record.

Rules/Procedures Relating to Student Records:

Student Records: The principal of each school shall be responsible for all student records and will ensure that all state and federal rules are followed. The Superintendent will make all rules available to principals.

- I. Purposes. Rules cover all school records of all students.
- II. Definitions:
 - A. Education Records: Records required by law containing information about the student
 1. Category A - Permanent Information: student information that is required by law to be kept indefinitely.
 2. Category B - Temporary Information: student information that may be kept for a short time then discarded or changed

- B. Child: a person who is under 18 years of age
- C. Pupil/Student: a person who is enrolled in a school
- D. Eligible Student: a person who is 18 years old or older and who is enrolled in one or more offered educational programs by the Gadsden County district (see section IV.)

III. The Cumulative Record: The principal is responsible for all cumulative records. These records must be kept at school and may be relocated to other schools upon appropriate written request.

A. Content of Category A Records: Category A records contain the permanent report card and education records. These records are kept up to date and cannot be changed without the permission of the principal. The person making the change will initialize each change.

- 1. Student's birth certificate name
- 2. Birth date, place of birth, race, and sex
- 3. Current address of the student
- 4. Name of parent(s) or guardian(s)
- 5. Name of last school attended
- 6. Number of days present, absent
- 7. Date enrolled, date withdrawn
- 8. Classes/subjects taken, grades received
- 9. Date of graduation or program completion

B. Content of Category B Records:

- 1. Health information
- 2. Information about the student's family
- 3. Test scores
- 4. School and vocational plans
- 5. Honors and school activities
- 6. Reports of special classes required by law
- 7. List of schools attended
- 8. Driver education certificate
- 9. Letters from other groups

10. Written requests for permission to review the record
11. List of people who requested and received a copy of the record
12. Written information indicating any changes made in the record
13. Summary of state student assessment test results
14. Copies of exceptional student education placement reports as required by law.
15. Records of discipline, suspension, and expulsion
16. Records of counselors' and teachers' conferences with students
17. Free lunch applications, work experience interviews, and other records

IV. The following strategies may be used for an eligible student or parent/guardian to change or remove a portion of the student record:

- A. A written request must be submitted to the principal, clearly identifying the part of the record to be changed, and specifying why it is inaccurate or misleading.
- B. If the request is approved, the change or removal shall be made in writing and signed and dated by the eligible student or parent/guardian and a school official. The written agreement shall show only that the record has been corrected or a portion removed.
- C. If the District denies the request for the change of record, the District will notify the eligible student or parent/guardian of the decision, advising them of their right to a hearing. Information regarding the hearing procedures will be provided to the eligible student or parent/guardian.
- D. If a hearing is held and a decision is made to keep the record intact without the proposed change, the eligible student or parent/guardian may include a written statement in the record. The statement may indicate disagreement with the decision and state reasons for disagreement.

V. Procedures for Transfer of Education Records.

- A. Records shall be transferred immediately upon written request from an eligible student or parent/guardian or from a school to which a student has transferred. The principal or designee shall transfer all

- Category A and Category B information and shall keep a copy of Category A information.
- B. Records shall not be prohibited from transfer for unpaid fees or fines assessed by the school.
 - C. For all Gadsden County schools, current records shall be passed to a middle or high school upon student promotion to that school. This transfer will occur automatically without request.
 - D. If a school is closed by order of the School Board, student records shall be transferred to the school at which students will attend the following year. If students will not attend school the following year, the Superintendent shall decide where records will be kept.

Notification of Rights for Elementary and Secondary Schools

FERPA affords parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents/guardians or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent/guardian or eligible student believes are inaccurate or misleading. Parents/guardians or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. (Optional) Upon request, the School discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

Parents/guardians have the following rights:

- b. They may review their child's school records.
 - c. They may give permission for others to review the records.
 - d. They may challenge information in the records.
 - e. Upon request they will receive a copy of this rule from the Superintendent's office.
4. Eligible students or parents/guardians of the student may review individual records. Copies of records may be obtained through written request to the principal or School Board contact person. All requests will be granted within 5 working days.
 5. An eligible student or parent/guardian may give permission for others to review letters or statements in the student's records. Permission must be in writing and signed by the eligible student or parent/guardian. Access by others to a student's record will be closed upon written request by the eligible student or parent/guardian.
 6. The fee for copying the school records shall be as provided by School Board Policy.
 7. Student records are located at the school/district office.

8. Records that give personal information may not be released without an appropriate request, except to the following:
- a. District and school administrators and supervisors
 - b. District and school personnel, their interns, and substitutes
 - c. Administrative secretaries (as required for record keeping duties)
 - d. Gadsden County Health Department (health records only)
 - e. Florida Diagnostic and Learning Resource System personnel
 - f. Officials from a school to which a student has moved
 - g. State and federal officers, if records are needed to meet legal requirements, including judicial and law enforcement agencies as specified within signed interagency agreements.
 - h. Persons requiring information for the purpose of donating money for tuition and other related expenses
 - I. State and local people who collect data for factual reporting
 - j. Colleges/Universities needing information for the benefit of students
 - k. People who set standards for schools
 - l. Parents/guardians for tax reasons
 - m. To comply with a court order
 - n. Any person requiring information for health or safety emergencies
 - o. Persons needing information for student expulsion hearings
 - p. Educational researchers who will not publish personal identification, and who destroy the information at the end of the study
9. Parents/guardians eligible students have the right to file complaints with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA). Inquiries may be addressed to:
- Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue,
SW,
Washington, DC 20202-4605

Responsibilities:

Students/Parents/guardians have the following responsibilities:

- 1. To inform the school of any information that may be useful in making appropriate educational decisions.

2. To authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the student.

Rule:

Students and parents/guardians must comply with board policies related to student records.

Disciplinary Action:

Failure of students/parents/guardians to provide accurate information may result in inaccurate maintenance of student records and a delay in delivery of services in a timely manner. For additional information regarding student records, and procedures, see Appendix.

XIII. GRADES**Rights:**

Students have the following rights:

1. To receive a teacher's grading criteria at the beginning of each year or semester course.
2. To receive reasonable notification of failure or potential failure at any time during the grading period when it is apparent unsatisfactory work is being performed.
3. To receive periodic academic reports which may include, but not be limited to, academic and/or conduct grades. A conduct grade may not affect an academic grade.

Responsibilities:

Students have the following responsibilities:

1. To become informed of the grading criteria and behavior standards.
2. To maintain standards of academic performance commensurate with ability.

Rules:

Students enrolled in the Gadsden County School District will comply with the provisions of the Student Progression Plan.

GENERAL DISCIPLINARY PROCEDURES

Students are under the authority of the principal/designee, teacher, or bus driver any time they are going to or from school, at school, or at any school activity. Law enforcement or other appropriate agencies may be notified by the principal/designee as deemed necessary. Law enforcement must be notified for battery, homicide, kidnapping and sexual battery.

I. PRESENCE OF PUPILS, WHEN AND WHERE AUTHORIZED

Students have permission to be on the school grounds during the regular school day and during special activities. The principal will use appropriate disciplinary procedures with any student who is found on campus without permission.

II. AUTHORITY OF THE TEACHER

- A. The principal gives to the teacher authority to control students while on school campus or at any school event.
- B. Florida Statutes 1003.32 authorizes the teacher to remove from class, students with abusive, disruptive, or unruly behavior. According to the statute, a teacher may remove from class a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. Each district school board, each district school superintendent, and each school principal shall support the authority of teachers to remove disobedient, violent, abusive, uncontrollable, or disruptive students from the classroom.

III. OFFENSES

- A. Students shall not be subject to discipline which is verbally abusive, severe, or humiliating. Discipline shall not consist of the denial of breakfast, lunch, or toileting.

- B. The principal may discipline any student for, including but not limited to, the following misbehaviors:
1. disobeying or threatening any school personnel
 2. profanity; offensive gestures
 3. destroying property
 4. disturbing school functions (FS 1006.145)
 5. leaving school without proper permission
 6. excessive tardies and/or unexcused absences from school
 7. breaking school rules
 8. serious misconduct
 9. sexual harassment
 10. multiple offenses
 11. fighting (to include instigating a fight)
 12. usage of wireless communication devices and all other electronic devices (such as pagers, cellular phones, iPods, MP3 players)
 13. possession of weapons and/or any firearm, to include imitation firearm
 14. possession or use of alcohol, tobacco, or other drugs
- C. Serious misconduct or multiple offenses may result in expulsion of the student by the School Board.
- D. When a non-English-proficient student and/or parent/guardian(s) are involved in any disciplinary procedure, an interpreter will participate in the process.
- E. When a student is guilty of any act or threat of violence to any school personnel on campus or at a school activity, the principal may discipline the student by suspension and/or request that the School Board expel the student.
- F. School personnel should use the disciplinary method commensurate with the offense. The discipline will be fair and will be given to each student on an individual basis. Before the student is disciplined, the student has the right to tell his/her side of the story and he/she should be told why he/she is receiving the punishment.
- G. If a student is to be suspended, he/she will be told why before being suspended and will also get an explanation of the evidence and a chance to tell his/her side. Every effort will be made to notify the parent/guardian(s)

as soon as possible. A principal may suspend for five days. If the suspension is for more than five days, or if the student is recommended for expulsion, a hearing will be held. If the student is a danger to other students or constantly keeps others from learning, he/she may be immediately removed from class and/or school. Only the School Board can expel a student. (See VIII A-B.) When a student is suspended, privileges to participate in extra-curricular activities will be revoked.

- H. All disciplinary referrals will be maintained in the district's student database.

IV. DEFERRED PUNISHMENT FOR OFFENSES

Disciplinary action for offenses occurring near the end of the school year may be carried over to the next school term.

BULLYING AND HARASSMENT – GADSDEN SCHOOL BOARD POLICY #5.321

The Gadsden County School Board prohibits acts of bullying and harassment. The School Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying or harassment, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying or harassment is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

Bullying or harassment is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

1. Statement Prohibiting Bullying and Harassment
 - A. It is the policy of the Gadsden County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying. The District will not tolerate bullying and harassment of any kind. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.

- B. The District upholds that bullying or harassment of any student or school employee is prohibited:
1. During any education program or activity conducted by a public K-12 educational institution;
 2. During any school-related or school-sponsored program or activity;
 3. On a school bus of a public K-12 educational institution; or
 4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 education institution.

2. Definitions

- A. **Bullying** means systematically and chronically inflicting physical hurt or psychological distress on one or more students, or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

1. Unwanted teasing;
2. Social Exclusion;
3. Threatening;
4. Intimidation;
5. Stalking;
6. Cyberstalking;
7. Cyberbullying;
8. Physical violence;
9. Theft;
10. Sexual, religious, or racial harassment;
11. Public humiliation;
12. Rumor or spreading falsehoods; or 13. Destruction of school or personal property.

- B. **Harassment** means any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;

2. Has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;
 3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
 4. Has the effect of substantially disrupting the orderly operation of a school.
- C. **Cyberstalking** is defined in F. S. 784.084(d) means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
- D. **Cyberbullying** is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social websites (e.g., MySpace, Facebook), chat rooms, and instant messaging.
- E. **Bullying, Harassment, and/or Cyberbullying** also encompass:
1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
 2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by a. Incitement or coercion;
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system;
 - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.
3. Unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or

training programs sponsored by the District. For Federal requirements when these acts are against Federally identified protected categories, refer to Policy 4001.1.

- F. **Accused** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.
- G. **Complainant** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other

3. Behavior Standards

- A. The Gadsden County School District expects students and adults to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with proper regard to the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
- B. The District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.
- C. The School District prohibits the bullying of any student or school employee:
 - a. During any educational program or activity conducted by Gadsden County Schools District;
 - b. during any school-related or school-sponsored program or activity or on a Gadsden County school bus;
 - c. Through the use of any electronic device or data while on school grounds or on a Gadsden County school bus, computer software that is accessed through a computer, computer system, or computer network of the Gadsden County School Board. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section.
 - d. Through threats using the above to be carried out on school grounds. This includes threats made outside of school hours, which are intended

- to be carried out during any school-related or school-sponsored program or activity, or on a Gadsden County school bus.
- e. While the District does not assume any liability for incidences that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer. The principal/designee shall use all District Reporting Systems to log all reports and interventions.
- D. All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systemic methods for student and staff recognition through positive reinforcement for good conduct, self discipline, good citizenship, and academic success, as seen in the required school plan to address positive school culture and behavior (the school's Discipline Plan).
 - E. Student rights shall be explained as outlined in this policy and in the Student Code of Conduct: Respect for Persons and Property.
 - F. Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the Student Code of Conduct and this Policy.
4. Stakeholder Responsibilities
- A. By August 2009, each school principal shall create a School Safety team and designate one of its members as a School Safety Liaison and contact who shall serve on a district School Safety team that address acts of violence and school safety. The district's Safety Investigation's Officer will be head the School Safety Team. At minimum, school teams should include staff members from administration, guidance, and instruction. These persons will serve as the key school based personnel who will receive prevention/safety training and assist in the dissemination of prevention/safety procedures, intervention, and curriculum, for bullying and other issues that impact the school culture and welfare of students and staff.
 - B. The Academic Services' Office, in collaboration with other District departments, will collaborate with school based staff members, families, and community stakeholders to utilize this Policy and associated procedures to promote academic success, enhance resiliency, build developmental assets, and promote protective factors within each school by ensuring that each and every staff member and student is trained on violence prevention. These trainings will work to create a climate within each school and within the District that fosters the safety and respect of children and the belief that

- adults are there to protect and help them. Additionally, students and staff (including but not limited to school based employees, administrators, district personnel, counseling staff, bus drivers) will be given the skills, training, and tools needed to create the foundation for preventing, identifying, investigating, and intervening when issues of bullying arise.
- C. The Parent Services' Office, in collaboration with other District departments, will train a wide range of community stakeholders, profit, non-profit, School Resource Officers, and faith based agencies to provide the dissemination and support of violence prevention curriculums to students, their families and school staff. This collaboration will make effective use of available school district and community resources while ensuring seamless service delivery in which each and every school and student receives an equitable foundation of violence prevention.
 - D. The District School Safety Team will serve as the coordinators and trainers of prevention/safety for all school staff and outside agencies/community partners. The District Safety Team will receive training in violence prevention programs. These team will ensure that these programs are evidence-based and proven. The team will be responsible for implementing the evidence-based interventions and proven programs within each of their schools.
 - E. The Parent Services' Office, in collaboration with other District departments, will provide opportunities and encourage parents to participate in prevention efforts with their children in meaningful and relevant ways that address the academic, social, and health needs of their children. The District will offer parents and parent associations' trainings on violence prevention as well as knowledge of and/or opportunity to participate in any violence prevention initiatives currently taking place in their school via the district and school websites, open houses, and school newsletters. Training will provide resources and support for parents by linking them with internal supports as well as referral to community-based resources as needed.
 - F. Evaluations to determine the effectiveness and efficiency of the services being provided will be conducted at least every three years and shall include data-based outcomes.
 - G. The Superintendent, other district administrators, as well as school principals, will be held accountable for implementation of these student support services consistent with the standards of this policy. These administrators will take steps to assure that student support services are fully integrated with their instructional components at each school as well as in policy and practice.

V. Training for all Stakeholders

Form Number: IEPC-M1
Rule Number: 6A-6.0786
May 2012

- At the beginning of each school year, the school principal/designee and or appropriate area/district administrator shall provide awareness of this policy, as well as the process for reporting incidents, investigation and appeal, to students, school staff, parents, or other persons responsible for the welfare of a pupil through appropriate references in the Student Code of Conduct, Employee Handbooks, the school website, and/or through other reasonable means.

VI. Consequences

A. Committing an act of bullying or harassment

1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
2. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
3. Consequences and appropriate remedial action for a school employee, found to have committed an act of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements. Additionally, gross acts of harassment by certified educators may result in a sanction against an educator's state issued certificate.
4. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment, shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

B. Wrongful and intentional accusation of an act of bullying or harassment

1. Consequences and appropriate remedial action for a student, found to have wrongfully and intentionally accused another as a means of bullying or harassment, range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
2. Consequences and appropriate remedial action for a school employee, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements.
3. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after

consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

- C. Reporting an Act of Bullying or Harassment
1. At each school, the principal or the principal's designee shall be responsible for receiving complaints alleging violations of this policy.
 2. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
 3. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.
 4. The principal of each school in the District shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in person or anonymously and how this report will be acted upon.
 5. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment.
 6. A school employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.
 7. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.
 8. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).
 9. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.
- D. Investigation of a Report of Bullying or Harassment
1. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and shall begin with a report of such an act.
 2. The principal or designee shall select an individual(s), employed by the school and trained in investigative procedures, to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.

3. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
 4. The investigator shall collect and evaluate the facts including but not limited to:
 - i. Description of incident(s) including nature of the behavior;
 - ii. Context in which the alleged incident(s) occurred;
 - iii. How often the conduct occurred;
 - iv. Whether there were past incidents or past continuing patterns of behavior;
 - v. The relationship between the parties involved;
 - vi. The characteristics of parties involved, *i.e.*, grade, age;
 - vii. The identity and number of individuals who participated in bullying or harassing behavior;
 - viii. Where the alleged incident(s) occurred;
 - ix. Whether the conduct adversely affected the student's education, educational environment or mental well-being;
 - x. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
 - xi. The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
 5. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all the facts and surrounding circumstances and shall include but not limited to:
 - i. Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
 - ii. A written final report to the principal.
 6. The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
 7. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.
- E. Investigation to Determine Whether a Reported Act of Bullying or Harassment is Within the Scope of the District
1. The principal or designee will assign an individual(s) who is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the School District.

2. The trained investigator(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the District.
 - i. If it is within the scope of the District, a thorough investigation shall be conducted.
 - ii. If it is outside the scope of the District and determined a criminal act, the principal shall refer the incident(s) to appropriate law enforcement.
 - iii. If it is outside the scope of the District and determined not a criminal act, the principal or designee shall inform the parents/legal guardians of all students involved.
- F. Notification to Parents/Guardians of Incidents of Bullying or Harassment
1. Immediate notification to the parents/legal guardians of a victim of bullying or harassment.
 - i. The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
 - ii. If the bullying incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform the parents/legal guardian of the victim(s) involved in the bullying incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states “. . . a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”
 2. Immediate notification to the parents/legal guardians of the perpetrator of an act of bullying or harassment.

The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent

with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

3. Notification to local agencies where criminal charges may be pursued. Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

G. Referral of Victims and Perpetrators of Bullying or Harassment for Counseling
When bullying or harassment is suspected or when a bullying incident is reported, counseling services shall be made available to the victim(s), perpetrator(s), and parents/guardians.

1. The teacher or parent/legal guardian may request informal consultation with school staff, *e.g.*, school counselor, school psychologist, to determine the severity of concern and appropriate steps to address the concern. The teacher may request that the involved student's parents or legal guardian are included.
2. School personnel or the parent/legal guardian may refer a student to the school intervention team for consideration of appropriate services. Parent or legal guardian involvement shall be required when the student is referred to the intervention team.
3. If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian involvement shall be required.
4. The intervention team may recommend
 - i. Counseling and support to address the needs of the victims of bullying or harassment;
 - ii. Research-based counseling or interventions to address the behavior of the students who bully and harass others, *e.g.*, empathy training, anger management; and/or
 - iii. Research-based counseling or interventions which include assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

H. Reporting Incidents of Bullying and Harassment

1. Incidents of bullying or harassment shall be reported in the school's report of data concerning school safety and discipline data required under s. 1006.09(6), F.S. The report shall include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. The report shall also include each reported incident of bullying or

harassment that did not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.

2. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying/harassment as an incident code as well as bullying-related as a related element code.
 - i. Bullying and/or harassment incidents shall be reported and coded appropriately in SESIR using the relevant incident code and the bullying-related code as indicated in the *Code of Student Conduct*.
 3. Discipline and referral data shall be recorded in Student Discipline/Referral Action Report and Automated Student Information System.
 4. The District shall provide bullying incident, discipline, and referral data to the Florida Department of Education in the format requested, through Survey 5 from Education Information and Accountability Services, and at designated dates provided by the Department of Education.
- I. Instruction on Identifying, Preventing, and Responding to Bullying or Harassment
1. The District shall ensure that schools sustain healthy, positive, and safe learning environments for all students. It is committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment – teachers; administrators; counselors; school nurses; other nonteaching staff such as bus drivers, custodians, cafeteria workers; school librarians; parents/legal guardians; and students.
 2. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District's policy and regulations against bullying and harassment. The instruction shall include evidencebased methods of preventing bullying and harassment as well as how to effectively identify and respond to bullying in schools.
- J. Reporting to a Victim's Parents/Legal Guardians the Actions Taken to Protect the Victim
- The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with

the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

K. Publicizing the Policy

1. At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.
2. Each District school shall provide notice to students and staff of this policy through appropriate references in the *Code of Student Conduct* and employee handbooks and through other reasonable means.
3. The Superintendent shall also make all contractors contracting with the District aware of this policy.
4. Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students.
5. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.
- 6.

Disclaimer: The Gadsden County School District prohibits bullying & harassment of any kind; if you know, heard, and/or witness any infraction, Please fill out a form from the district's website or any school in Gadsden's County. You may remain anonymous, if you desire.

PROCEDURES FOR THE DISCIPLINE OF STUDENTS WITH DISABILITIES

(as defined under Section 504 Rehab Act 1973, ADA & IDEA)

6A-6.03312. Discipline Procedures for Students with Disabilities

For students with disabilities whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior must be considered in the development of their **individual educational plans (IEPs)**. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements and procedures in this rule, is appropriate for a student with a disability who violates a code of student conduct.

PROCEDURES FOR THE DISCIPLINE OF K-12 STUDENTS INCLUDING PREKINDERGARTEN

The use of corporal punishment, humiliation, total or extended isolation, and/or withholding of food is prohibited as a form of discipline for prekindergarten students. (ACYF/HS 4.02;45 CFR 1304). When necessary, additional assistance will be acquired to provide for the needs of individual children.

Definitions specific to this policy:

Corporal Punishment - Paddling, slapping, pulling of hair, pinching, or any other means of causing bodily harm.

Denial of Participation in Extracurricular Activities - Denying a child the opportunity to participate in out-of-class activities such as field trips or parties. When necessary, additional assistance will be acquired to provide for the needs of individual children.

Extended Isolation in the Classroom - Denying a child the opportunity to participate in classroom activities for an unreasonable period of time. (e.g. long periods in time out).

Humiliation - Using derogatory remarks when referring to a child, name calling, or any other action that could lower the pride, dignity, or self-respect of a student.

Withholding of Food - Denying a child food that is provided to his/her peers such as dessert, snack, party foods, etc.

Total Isolation - Placing a child out of view of a responsible adult.

Suspension- The temporary removal of a child from his regular school program or the school bus.

Expulsion - The removal of the right and obligation of a child to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance.

Suspension and/or expulsion are NOT RECOMMENDED in disciplining prekindergarten children. These procedures should only be used for the safety, health, or welfare of any student, teacher, or staff member.

If a child's problem behavior is extensive or has escalated over a period of time, this may be an indicator of a physical or emotional problem and a referral to the prekindergarten office and the student study team may be needed.

DISCIPLINARY PROCEDURES GRADES K-12

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

Discipline Guidelines
and
Procedures

CLASS I	MINOR OFFENSES
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*Document All Actions Taken in Class I on the Classroom Behavior Management Form

- Chewing gum, eating food, or drinking beverages during class
- Being unprepared for class/no materials
- Arriving late to class (up to 5 minutes)
- Refusing to do classroom work
- Sleeping in class
- Using offensive language in general conversation with peers
- Disrupting the classroom (talking out loud, getting out of seat, laughing or talking at inappropriate times) ▪ Displaying intimate affection in public
- Possessing inappropriate items, (toys, games, tape players,)
- Disrupting the class by any other minor offense

Actions To Be Taken By Teachers

1st Offense

- Contact the parent/guardian. [**required**]
- Hold a teacher/student conference with documentation [**complete applicable section of Classroom Behavior Management Form (CBM)**].
- Collect inappropriate items from the student and return them at end of the day or when a parent/guardian collects them.

2nd Offense

- Use creative teacher interventions (may include behavior improvement plan, disciplinary work, etc.).
- Refer the student to the homeroom teacher (If student is an athlete, refer to coaches)
- Hold formal teacher-student conference and contact the parent/guardian. (**complete applicable section of CBM**)

- Refer the student to the team leader or designee, if applicable.
- Refer the student to the Guidance Counselor/Resource person/Student Study Team. ▪
Arrange peer mediation for the student.

3rd Offense

- Contact the parent/guardian. **[required]** ▪ Render a verbal reprimand.
- Provide notification of the consequences of the next offense.
- Arrange peer mediation for the student.
- Refer the student to the team leader or designee.
- Refer the student to a Guidance Counselor.

4th Offense**ACTIONS TO BE TAKEN BY ADMINISTRATORS**

- Contact the parent/guardian. **[required]**
- Refer the student to an Administrator for disciplinary action/parent/guardian contact ▪ Suspend the student from home-based school activities for 2 weeks.
- Assign the student to after-school detention - 2 Days ▪
Assign work detail to the student.
- Assign the student to in-school suspension (ISS) for 3 to 5 days/parent/guardian contact.

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

CLASS II**INTERMEDIATE OFFENSES**

- Repeating classroom disruptions
- Failing to serve detention or other disciplinary interventions
- Instigating conflicts by spreading rumors, false statements, accusations, threats and other statements that tend to escalate situations or incite chaos
- Throwing food or drinks in cafeteria
- Loitering in an unauthorized location
- Using obscene or profane language or gestures
- Possessing or using tobacco products
- Cheating, plagiarism, abuse of technology, or forgery
- Skipping class/Leaving class (Skipping class is also considered arriving to class after 5 minutes.)

- Throwing or propelling objects or spitting
- Intimidating or harassing another student
- Dressing in opposition to the dress code
- Repeating Class I offenses
- Unauthorized usage of electronic devices
- Drop Pants / Saggy Pants (reference page 12)
- Student use of cell telephones/wireless communication devices

Personal cell telephones may be brought to school with the following conditions:

- a. Phones must be turned off and kept out of sight during school hours and while riding on the school buses or using school transportation at any time.
- b. If emergency calls to or from students are necessary, they should be placed through the school office and not to or from the student's telephone.
- c. Phones should be kept secure to prevent theft (vehicles, purses, backpacks, lockers, etc.) The school is not responsible for lost or stolen phones or any other electronic device.

Actions To Be Taken By Administrators

- An administrator calls the parent/guardian. **[required]**
- An administrator will assign In-school suspension (ISS) for specified number of days.
- An administrator will assign 3 - 5 days out-of-school suspension (OSS) /parent/guardian contact.
- An administrator will assign 5 days OSS [school level hearing/ parent/guardian conference] ▪ An administrator will provide a hearing with the option to give OSS of 5 more days.
- The School Resource Officer will issue a citation.
- An administrator will provide peer mediation for the student.
- An administrator will involve the Guidance Counselors in fact-finding and counseling of students.
- Drop pants / saggy pants: verbal warning; ineligibility to participate in extracurricular activities; in-school suspension

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

CLASS III	GROUP A	MAJOR OFFENSES
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- Defying a school district employee (an attitude or action designed to provoke a confrontation) ▪ Defacing school property/malicious mischief

- Inciting or participating in riotous behavior
- Obstructing school employees from their duty (preventing fight breakups, etc.)
- Possessing merchandise stolen on school campus
- Trespassing
- Using school property without authorization (computers, A/V or PE equipment)
- Exhibiting lewd and lascivious behavior
- Possessing obscene literature or objects
- Stealing
- Repeating Class II offenses
- leaving school campus without permission
- under the influence of alcohol and/or drugs

Actions To Be Taken By Administrators

1st Offense

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral and administrator confers with the student.
- An administrator assigns 3-5 days out of school suspension.
- An administrator warns the student and parents/guardians of the consequence of the second offense.
 - Guidance Counselors assist with fact finding and counseling of students.
 - The student/parent/guardian makes restitution
 - The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.

2nd Offense

- An administrator calls the parents/guardians. **[required]**
 - The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out of school suspension and conducts a hearing.
- An administrator warns the student and parent/guardian of the consequences of the third offense.
- An administrator informs the student and parent/guardian that all subsequent referrals will result in recommendation for alternative placement and/or expulsion.
- The student/parent/guardian makes restitution.
- The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

CLASS III	GROUP B	MAJOR OFFENSES
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- Fighting (involvement in physical confrontation in which the participant either initiated the fight or failed to take advantage of an opportunity to avoid escalation of the incident that led to the fight)
- Creating a hostile environment that includes harassing, physical, verbal, graphic or written conduct that is sufficiently severe, pervasive or persistent as to interfere with an individual's ability to participate in or benefit from school activities. This includes all forms of sexual, racial, national origin, disability or other forms of discrimination or harassment prohibited by school board policies
- Threatening, harassing or intimidating a school district employee/adult
- Bullying & Harassment that is systematic in gesture or written, verbal, graphic, or physical acts. Also, a repeated behavior that has been already addressed.

Actions To Be Taken By Administrators

1st Offense

- An administrator calls the parents/guardians. **[required]** ▪ The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out-of-school suspension.
- Guidance Counselors assist in fact finding and counseling of student.
- An administrator reads the second offense consequences to the students and parent/guardian. ▪ An administrator provides peer mediation.

2nd Offense

- An administrator calls the parents/guardians. **[required]** ▪ The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out-of-school suspension with a hearing for possible alternative placement and/or expulsion considerations.

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

CLASS III	GROUP C	MAJOR OFFENSES
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ZERO TOLERANCE OFFENSES**REFER TO THE GADSDEN COUNTY SCHOOL BOARD CODE OF STUDENT CONDUCT.**

Florida Statute: 1006.13 - Zero Tolerance Policy

1. The Gadsden County School Board has a zero tolerance policy for:
 - (a) Crime and substance abuse, including the reporting of delinquent acts and crimes occurring whenever and wherever students are under the jurisdiction of the district school board.
 - (b) Victimization of students, including taking all steps necessary to protect the victim of any violent crime from any further victimization.

2. The zero tolerance policy requires students found to have committed one of the following offenses to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year, and to be referred to the criminal justice or juvenile justice system. . (See definition of expulsion.)
 - (a) Bringing a firearm, imitation firearm, or weapon (as defined in F.S. Chapter 790) to school, to any school function, or possessing a firearm, imitation firearm, at school. (to include the possession, use, or sell of a firearm, imitation firearm, or explosive on campus, at a school activity, or on school sponsored transportation, including designated bus stops, or

 - (b) Making a threat or false report (as defined by subsection 790.162 and 790.163) respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity, bring, possess, use, or sell a firearm, imitation firearm, or explosive on campus

The Gadsden County School Board may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system. If a student committing any of the offenses in this subsection is a student with a disability, the district school board shall comply with applicable State Board of Education rules.

Offenses Prohibited

Form Number: IEPC-M1
Rule Number: 6A-6.0786
May 2012

117

1. The Gadsden County School Board's zero tolerance for students that have been found to have committed any of the offenses listed below on school property, school sponsored transportation, including designated bus stops, or during a school sponsored activity. These students will be referred to the School Board for expulsion.
 - a. homicide (murder, manslaughter) – law enforcement must be notified
 - b. sexual battery – law enforcement must be notified
 - c. armed robbery
 - d. aggravated battery – law enforcement must be notified
 - e. assault, battery or aggravated battery on a teacher or other school personnel
 - f. kidnapping or abduction – law enforcement must be notified
 - g. arson
 - h. possession, use, or sale of any firearm, to include an imitation firearm
 - i. display, use, threaten, or attempt to use any imitation firearm
 - j. possession, use, or sale of any explosive device
 - k. possession, use, or sale of drugs or alcohol
 - l. threat or false report involving a school or school personnel's property, school transportation, or a school sponsored activity.
 - m. bomb threat
 - n. possession, use of hazardous chemical or substances material

(The above terms are defined in the glossary.)

2. Any student charged with an assault or battery on any employee of the School Board shall be removed from the classroom immediately and placed in an alternative school setting pending disposition. After an investigation, if the student is found guilty of this offense and in violation of F.S. 784.081, he/she shall be expelled or placed in an alternative school setting (F.S. 1006.13(4)).
3. **All incidents involving firearms, imitation firearms, explosives, unlawful possession, use or sale of controlled substances, including alcohol, and offenses listed in 1 above will be referred immediately to law enforcement.**
4. In the case of a physical altercation (fight) between two or more students on campus, school bus, or at any school sponsored activity, and where it is determined by the principal/designee that one or more of the students was/were the aggressor(s), and the remainder was/were the defender(s), the

aggressive behavior of the student(s) shall be considered a zero-tolerance offense for which the student(s) will be subject to expulsion procedures as outlined in the Code of Student Conduct and the Fight Intervention Program.

5. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

WEAPONS PROHIBITED

2. Students must not bring or possess weapons on campus, at any school activity, or on school-sponsored transportation, including designated bus stops. For use in this policy, weapons shall include but not be limited to the following: air rifle, BB or pellet gun, rifle, shot gun, zip gun, stun gun, pistol, ammunition or explosive device (no matter how limited), incendiary device, ice pick, knife, box cutter, pocket knife, machete, hypodermic needle(s), laser pointer, brass knuckles, club, nunchakus, razor blade, self-defense sprays (such as mace or pepper gas), sling shot, spear, sword, or any item used with intent to cause bodily harm to another individual.
3. The principal or designee will immediately contain/remove the student from the class or school campus and investigate the alleged offense. After the investigation has been completed, the principal may complete procedures for suspension for up to five days.
4. The use and/or possession of a weapon other than a firearm, imitation firearm, or explosive device will result in suspension, expulsion, or other disciplinary action.
5. All incidents involving weapons will be referred to law enforcement. Willful and knowing possession of these weapons (listed in A above) may be a misdemeanor or third degree felony.
6. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

CERTAIN DRUGS PROHIBITED

1. The use, distribution, sale and/or unlawful possession of mood modifiers, synthetic drugs, controlled substances or alcohol on campus, at school activities, or on school-sponsored transportation, including designated bus stops, is strictly prohibited. If, after an investigation, a student has been determined to be in violation of this section, he or she will be referred to the School Board for expulsion.
2. **All incidents involving unlawful possession, use or sale of controlled substances, including alcohol, will be reported to law enforcement.**

3. With written parent/guardian permission, using Form GCSB 893, a prescribed or nonprescribed medication may be given to a student by authorized school personnel. (See School Board rule 5.62.)
4. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

PROCEDURES FOR STUDENT TRANSFER-FELONY CHARGES

1. Section 1006.09, Florida Statutes provides for the transfer to an alternative program of a student enrolled at school who:
 - a. has been formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a prosecuting attorney; and
 - b. the incident for which he/she has been charged occurred on other than school property, and
 - c. under circumstances in which the student would not already be subject to the rules and regulations of the Gadsden County Schools; and
 - d. the incident would have an adverse impact on the educational program, discipline or welfare of the school in which the student is enrolled.
2. If the principal proposes a felony transfer, he/she will, in accordance with Section 1006.09(2), Florida Statutes, conduct an administrative hearing for the purpose of determining whether or not the student should be assigned to an alternative program pending determination of his/her guilt or innocence, or the dismissal of the charge, by a court of competent jurisdiction. The following procedures shall be followed if the principal proposes a felony transfer.
 - a. Upon receiving proper notice that a student has been formally charged with a felony or with a delinquent act which would be a felony if committed by an adult, the principal shall notify the parent/guardian of the student, in writing of the specific charges against the student and of the right to a hearing.
 - b. Such notice shall set a date for the hearing which shall not be less than two (2) school days nor more than five (5) school days from date of postmark or delivery. It shall also advise the parent/guardian of the conditions under which a waiver of discipline may be granted.* A hearing can be held without the attendance of the parent/guardian after proper notification.

***Waiver of Discipline:**

Any pupil who is subject to discipline or expulsion for unlawful possession or use of any substance controlled under chapter F.S. 893, may request a waiver of the discipline code:

- i. If the pupil divulges information leading to the arrest and conviction of the person who supplied such controlled substance to him/her, or if the pupil voluntarily discloses his/her unlawful possession of such controlled substance prior to his/her arrest. Any information divulged which leads to such arrest and conviction is not admissible in evidence in a subsequent criminal trial against the pupil divulging such information, or
 - ii. If the pupil commits himself/herself, or is referred by the court in lieu of sentence, to a state licensed drug abuse program and successfully completes the program. Florida Statutes 1006.09.
3. The hearing shall be conducted by the principal, or designee, and may be attended by the student, the parent/guardian, the student's representative or counsel, and any witnesses requested by the student or the principal.
 4. The student may speak in his/her own defense, may present any evidence indicating his/her eligibility for waiver of disciplinary action, and may be questioned on his/her testimony. However, the student shall not be threatened with punishment or later punished for refusal to testify.
 5. In conducting the hearing, the principal/designee shall not be bound by rules of evidence or any other courtroom procedure and no transcript of testimony shall be required.
 6. Following the hearing, the principal shall provide the student and parent/guardian with a decision, in writing, as to whether or not student transfer for felony charges will be made, and if so, the effective date of such transfer. In arriving at this decision, the principal shall consider the conditions under which a waiver of discipline may be granted, and may grant such a waiver when she/he determines such action to be in the best interests of the school and the student.
 7. If the court determines that the pupil did commit the felony or delinquent act which would have been a felony if committed by an adult, the principal may recommend that the student be expelled. This expulsion, however, shall not affect the delivery of educational services to the pupil in any residential, nonresidential, alternative, daytime, or evening program outside of the regular school setting. (F.S. 1006.09)
 8. If a student is convicted or is found to have committed, a felony or a delinquent act, which would be a felony if committed by an adult, regardless of whether

adjudication is withheld, participation in interscholastic, athletic, and extra-curricular activities will be withheld.

SUSPENSION/EXPULSION

Suspension, also referred to as out-of-school suspension, is the temporary removal of a student from all classes of instruction on public school grounds and all other school sponsored activities, except as authorized by the principal or principal's designee for a period not to exceed ten (10) school days. F.S. 1003.01 During the suspension, the student is remanded to the custody of the parent/guardian with specific homework assignments for the student to complete.

Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the School Board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance.

Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

1. The principal must follow all procedures for suspensions/expulsions. Only the School Board can expel students.
2. If a student is suspended or expelled from school, the student will not be allowed to attend any other school or school activity in the district until the time of suspension or expulsion has ended, or the School Board or the Superintendent has assigned an alternative setting. Failure to adhere to this rule could result in the extension of the suspension/expulsion and/or arrest.
3. Computerized records must be kept on all disciplinary actions that involve suspension/expulsion, and alternative placement.
4. The following are procedures for suspension:
 - a. Before suspending a student, the principal/designee will investigate the alleged offense, giving the student a chance to tell his/her side of the story and obtain written statements from witnesses, if appropriate.
 - b. When a student is suspended from school, an immediate attempt will be made to contact the parent/guardian(s). The student, the parents/guardians, and the Superintendent will be sent written notice (suspension form) within twenty-four hours.
 - c. The suspension by the principal may not be for more than ten days. No student will be suspended for more than five days without a school hearing which will adhere to the following procedures:
 - i. A suspension form will be completed giving the date for the hearing (usually on the third or fourth day of the suspension), and it will also include the time, place, and the purpose for the hearing.

- ii. The hearing will be video and/or audio taped.
 - iii. The student may bring witnesses to speak for him/her, ask other witnesses questions, and tell his/her side of the story.
 - iv. This hearing should include the student and his/her parent/guardian(s) and may also include teachers, administrators, guidance counselors, school psychologists, and/or others as appropriate.
 - v. Decisions will be based on the information presented.
 - vi. At the end of the hearing, the principal will tell the student and the parent/guardian(s) verbally and later in writing what he/she has decided to do about the misbehavior. The Principal may extend the suspension up to 10 days.
5. The following are procedures for an expellable offense:
- a. When a student commits an expellable offense (see Zero Tolerance Policy), the Principal/Designee investigates. If after the investigation it is deemed necessary to continue the expulsion process, the Principal/Designee notifies:
 - i. parent/guardian of suspension and sets a hearing date (hand delivered)
 - ii. the District Office
 - iii. ESE, ESOL and School Psychologist (if appropriate)
 - b. At the school hearing the following will be present:
 - i. student
 - ii. parent/guardian
 - iii. school personnel
 - iv. district personnel
 - v. witnesses
 - vi. other appropriate personnel
 - c. The following guidelines will be adhered to at the school hearing:
 - i. The Principal/Designee will chair the hearing.
 - ii. All information discussed will be recorded.
 - iii. Everyone involved in the incident may give his/her side of the story.
 - iv. All pertinent information will be discussed including the student's discipline, attendance, and academic records and other significant information such as police and witness reports.
 - v. The recommendations of the Principal/Designee may also include, but not be limited to, alternative programs, counseling, community service, drug and rehabilitative treatment centers, extended suspension, and expulsion.
 - vi. If expulsion is recommended to the Superintendent, the suspension is extended for a total of 10 days. The parent/guardian is notified of the date of the School Board Meeting.

- vii. The parent/guardian has the right to request a School Board Hearing prior to the School Board Meeting.
- d. If the Superintendent concurs with the Principal's decision, he will make a recommendation to the School Board. If the Superintendent does not agree with the expulsion recommendation, the student will be allowed to return to school.
- e. All recommendations for expulsion are placed on the School Board agenda for final action. The Superintendent will give to the Board, prior to the School Board meeting, background information on the student. The Board will act upon the recommendation of the Superintendent. The principal making the recommendation for expulsion must be present when the case goes before the School Board .

CORPORAL PUNISHMENT

Corporal punishment is prohibited.

REASONABLE FORCE

Florida Statue 1003.32(1) authorizes teachers and other instructional personnel to use reasonable force to protect himself/herself or others from injury. The Department of Education has defined reasonable force as, "appropriate professional conduct including physical force as necessary to maintain a safe and orderly environment." The Department of Education has clarified that school personnel do have the right and the authority to protect against: conditions harmful to learning, self, and others. Note: Florida Statute 1006.11(2) further provides that a principal, teacher, other staff members, or bus driver shall not be civilly or criminally liable for any action carried out in conformity with School Board rules regarding the control, discipline, and expulsion of students, except in the case of excessive force or cruel & unusual punishment.

COLLECTION OF EVIDENCE / SEARCH AND SEIZURE

The right of students as citizens to be free from unreasonable search shall be preserved in the schools. However, the principal or designee has the right to collect evidence as necessary to provide for the safe and orderly operation of the school and all of its functions. These may include, but not be limited to, the following measures:

1. General Search: In all cases of search the responsible school officials shall maintain an accurate written summary of the events surrounding the search incident.
2. Lockers: Lockers remain the property of the school and are provided to students without charge. The rights of personal property, however, as well as the rights of the school, must be afforded consideration. The school principal or his designee is authorized to open lockers in the presence of another witness and to examine their contents to include personal belongings of students when such person has reasonable suspicion to believe that the contents threaten the safety, health, or welfare of any student or include property stolen from the school personnel or other students. This policy does not preclude administrators from being able to randomly search lockers. Appropriate notices will be posted to this effect.
3. Personal Search: With reasonable suspicion, the administrator/designee may conduct a personal search of a student. Personal search may include: emptying of pockets, removal of shoes and socks, and removal of jacket. FRISKING AND STRIP SEARCHES ARE PROHIBITED.
4. Use of Metal Detectors: As part of an overall plan to protect the health, welfare, safety, and lives of students, faculty, staff, and visitors to the public schools, and to enforce provisions of the Code of Student Conduct, metal detectors may be used to scan and screen for firearms, imitation firearms, and other weapons which have no place in public schools due to the fact that they are life threatening, cause bodily harm, and have adverse and disruptive effects on the educational process.
5. Search of Vehicles: Any motor vehicle parked on school property may be searched by the site administrator or designee with reasonable suspicion. Appropriate notices will be posted to this effect.
6. Use of Video Cameras: For the health, welfare, and safety of students, faculty, and staff, video cameras may be used on school buses and in school facilities as appropriate.
7. Drug-Sniffing Dog: In searching for illegal objects or substances in students' lockers or other school areas, a trained drug-sniffing dog may be used. The search procedure shall consist of the following:

- a. Contact the Superintendent or his designee for approval.
- b. The search will be conducted to avoid contact between students and the dog.
- c. Contact the local law enforcement office and obtain a certified officer and a certified drug-sniffing dog, if drugs are suspected.

CLASSROOM BEHAVIOR MANAGEMENT
FORM FOR MINOR OFFENSES IN K-12
SCHOOLS

STUDENT _____ I.D. _____ DATE _____

TEACHER _____ SUBJECT _____ PERIOD _____

CIRCLE IF APPLICABLE TO STUDENT: ESE

ESOL

The above student's behavior has been disruptive to the class and inhibits my ability to teach. Specifically, the problem is:

Blank lines for describing the disruptive behavior.

As the classroom teacher, I have taken the following steps to correct the problem:

1st Offense: An AFTER-CLASS DISCUSSION was held on _____ with the student regarding the above problem. The student's reaction to the problem and my suggestions for improvement were:

_____ Favorable _____ Unfavorable _____ No reaction

Teacher Signature

Student Signature

2nd Offense: A FORMAL TEACHER/STUDENT CONFERENCE was held on _____ at _____ (DATE) (TIME)

The problem was again discussed, and the student was warned that further misbehavior would result in a referral to the office. The student's reaction to my suggestions for improvement were:

_____ Favorable _____ Unfavorable _____ No reaction

PARENT/GUARDIAN PHONE CONTACT

(Name and No.) _____ was called on _____. The parent/guardian was advised of the problems and the steps taken thus far by me to remedy the problem. The parent/guardian's support was requested. Parent/Guardian reaction was:

_____ **Positive** _____ **Neutral** _____ **No reaction**

3rd Offense: The following **RESOURCE PEOPLE** were consulted:

A. Department/Team Chairman/Leader: The following recommendation/s was made:

B. Guidance Counselor: The following recommendation/s was made:

C. Other: The following assistance was provided:

4th Offense: THE PROBLEM PERSISTS: I request administrative assistance with this student. [**Send this form and the student to the office.**]

Date/Time Student Sent

Teacher signature

White – Office Yellow – Parent/Guardian Pink – Guidance Gold – Referring Teacher

AUTHORITY OF THE SCHOOL BUS DRIVER

1. The principal/designee gives to the bus driver authority to control students to and from school or on school trips. Any student who misbehaves may be reported to the principal.
2. The bus driver will not suspend a student from riding the bus, spank a student, or put a student off the bus at any place other than his regular stop. However, if a bus driver has a note from the student's parent/guardian which has been approved by the school, the bus driver may let the student off at another stop. If there is an emergency on the bus because of student behavior, the bus driver must take care of the emergency and protect the students on the bus. The bus driver will immediately report the incident to the proper authority.

MISCONDUCT ON SCHOOL BUSES

Form Number: IEPC-M1
 Rule Number: 6A-6.0786
 May 2012

If a student misbehaves on the school bus, the bus driver may report the misbehavior to the principal. The principal may suspend the student from riding the bus for no more than ten (10) school days per offense. Please note: If ESE students do not get a ride to school during the bus suspension, the suspension will count towards the maximum allowable ten (10) day school suspension for the year. If the suspension is for more than five (5) days, a hearing is required. The School Board may change the suspension to an expulsion from the school bus. The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

BUS OFFENSES

MINOR OFFENSES

- Shouting/loud talking
- Eating / drinking
- Littering
- Holding hand/head outside of the bus

Actions To Be Taken

- **BUS DRIVERS' INTERVENTIONS (use one or more)**
- Conduct a conference with the student.
- Assign a new seat assignment.
- Notify the parents/guardians.
- Write a referral and give it to an administrator.

- **ADMINISTRATORS' INTERVENTIONS**
- 1st referral: Notify parents/guardians and have a conference with the student.
- 2nd referral: 1- 3 days off bus
- 3rd referral: 3 days off bus
- 4th referral: 5 days off bus (**Hearing Requested**)

MAJOR OFFENSES

- Being out of seat when bus is in motion
- Using foul language/ racial slurs
- Defacing property

- Throwing objects
- Holding hand/head outside bus while in motion ▪ Fighting
- Distracting the bus driver with deviant behavior

Actions To Be Taken By Administrators

- Restitution is paid by the student/parent/guardian.
- 1st referral: 1-3 day off bus
- 2nd referral: 3-5 days off bus
- 3rd referral: 5 days off bus
- 4th referral: 5 days off bus (**Hearing Requested/expulsion considered**)

The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

ZERO TOLERANCE ON THE BUS

- Threatening/assaulting the driver
- Possessing weapons
- Possessing/using drugs/alcohol

GLOSSARY

Abuse of property/minor vandalism - to use wrongly or improperly, or to maltreat any school equipment or property

Aggravated battery - Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery.

Alcohol possession, use, sale, storage, or distribution - having on one's person or within one's personal property or under one's control by placement of and knowledge of the whereabouts or reasonable belief that one has assimilated, or reasonably appears, in the judgment of appropriate school officials, to be under the influence of any alcoholic substance

Armed robbery - the taking of money or other property which may be the subject of larceny from the person or custody of another, with intent to either permanently or temporarily deprive the person or the owner of the money or other property, when in the course of the taking there is the use of force, violence, assault, or putting in fear; with the use of a firearm, imitation firearm, or other deadly weapon

Arson - to willfully and unlawfully, or while in the commission of any felony, by fire or explosion, damage or cause to be damaged: any dwelling, whether occupied or not, or its contents; any structure, or contents thereof, where persons are normally present; and any other structure that the person knew or had reasonable grounds to believe was occupied by a human being

Articles disruptive to school - to possess, display or use anything that is disruptive to the general peace and welfare of a school center, school bus, or a school sponsored activity

Assault - an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so which creates a well-founded fear in such other person that such violence is imminent. (F.S 784.011)

Assault on school board employee - any intentional, unlawful threat, by word or act, to do violence to a school board employee, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

Attempted criminal act against a person - any person who attempts to commit, or who solicits another to commit, or who agrees, conspires, combines, or confederates with another person or persons to commit the offense of a battery against another person or persons, and in such attempt does any act toward the commission of such offense, but fails in the perpetration or is intercepted or prevented in the execution of the offense

Battery (BAT)-Level I - (physical attack/harm) The physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting law enforcement and result in more serious bodily injury. (To distinguish from Fighting, report an incident as Battery only when the force or violence is carried out against a person who is not fighting back.) Law enforcement must be notified.

Battery or aggravated battery on a school board employee - a battery or aggravated battery on any elected official or school district employee whether it is committed on school property, on school sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business

Bomb threat - intentionally making a false report to any person concerning the placement of any bomb, dynamite, explosive, or arson-causing device

Breaking and entering/burglary - the unlawful entry into a building or other structure with the intent to commit a crime

Bullying - Systematically and chronically inflicting physical hurt or psychological distress on one or more students, or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

- a. Unwanted teasing;
- b. Social Exclusion;
- c. Threatening;
- d. Intimidation;
- e. Stalking;
- f. Cyberstalking;
- g. Cyberbullying;
- h. Physical violence;
- i. Theft;
- j. Sexual, religious, or racial harassment;
- k. Public humiliation;
- l. Rumor or spreading falsehoods; or
- m. Destruction of school or personal property.

Bus disruption - behavior that disrupts and/or distracts the driver from safely operating the school bus

Cheating (copying work of another, using materials not authorized to use - copying of anyone else's work or cheating on any test or assignment

Chemical/hazardous material - Any chemical compounds or dangerous materials that may be used to cause harm or vulnerability to any person(s).

Computer misuse/inappropriate use of e-mail/internet - the inappropriate use of a computer, including, but not limited to, breaking into restricted accounts or networks, modifying, or destroying files without permission, illegally copying software, and entering or distributing or printing unauthorized files; accessing or entering unauthorized internet sites; distributing inappropriate electronic messages

Confrontation/tussle - a verbal confrontation, struggle, or scuffle involving more than one person; pushing, shoving, pulling, etc. that has the propensity to escalate into a fight

Contraband, non-criminal - possession and/or use of items or contraband designated by the school as inappropriate materials such as portable paging devices, beepers, portable cellular telephones, etc.; these will be confiscated

Corporal punishment - Paddling by the principal/designee on the student's buttocks.

Criminal assault on a student/person - any intentional, unlawful threat, by word or act, to do violence to another person, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

Criminal battery on a student/person (non-School Board Employee) - an actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual, including child abuse; the malicious and unprovoked physical attack by an aggressor upon another person

Destructive device - A destructive device is any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage (F.S. 790.001(4)).

Disobedient/open defiance/insubordination - refusal or failure to obey, marked by resistance to authority; the flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority

Disobeying rules on the school bus - violation of the posted or written rules of conduct for the bus that is not necessarily a disruptive behavior; e.g.: not in assigned seat, eating or drinking on the bus

Disorderly conduct/disruption of school - any act which substantially disrupts the orderly conduct of a school function, behavior which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others

Disrespectful language - written or verbal remarks or gestures that show a lack of respect, rudeness or are inappropriate; The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons

Disruptive behavior - behavior by its nature disrupts the educational process, but is not criminal.

Disruptive play - non-confrontational activity that is not appropriate in a school setting and is disruptive to the educational process; engaging in rowdy, rough behavior that

interferes with the safe and or purposeful order of a school; e.g.: horseplay, chasing another student in the hallway of classroom, etc.

Dress code violation - to dress in a manner that would constitute a disruption in the school, create a safety hazard or exhibit impropriety; violations of the school dress code

Drug paraphernalia use, sale, storage, or distribution - to possess, use, sale, store, or distribute any equipment, device, or equipment used for the purpose of preparing or taking drugs

Drug Use/Possession Excluding Alcohol (DRU)-Level III - (illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

Due process - A student has the right to a fair, reasonable, and impartial hearing for a broken or disobeyed rule. [F.S 1006.07]

Explosive (F.S. 790.001 (5)) - any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators; but not including: (a) Shotgun shells, cartridges, or ammunition for firearms; (b) Fireworks as defined in s. 791.01(4)(a); means and includes any combustible or explosive composition or substance or combination of substances or, except as hereinafter provided, any article prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration, or detonation. The term includes blank cartridges and toy cannons in which explosives are used, the type of balloons which require fire underneath to propel them, firecrackers, torpedoes, skyrockets, roman candles, dago bombs, and any fireworks containing any explosives or flammable compound or any tablets or other device containing any explosive substance.

(c) Smokeless propellant powder or small arms ammunition primers, if possessed, purchased, sold, transported, or used in compliance with F.. 552.241;

Explosive devices possession, use, sale, or distribution (not firecrackers, fireworks) - an explosive is any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators

Expulsion - Removal of the right and obligation of a student to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance. Expulsion can also mean alternative placement.

Extortion/blackmail/coercion - the use of threat or intimidation to obtain anything of value from another person, including, but not limited to, money

Extracurricular - any school-authorized or education-related activity occurring during or outside the regular instructional school day. [F.S. 1006.15]

Failure to comply with class/school rules - violation of specified posted or written school or class rule that is not necessarily a disruptive behavior; e.g.: repeatedly chewing gum, repeatedly tardy for class, etc.

False fire alarm/911 call - whoever, without reasonable cause, by outcry or the ringing of bells, or otherwise makes or circulates, or causes to be made or circulated, a false alarm of fire or 911 call

False report involving school, school personnel's property, school transportation or school sponsored activity- Making a false report with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, or other deadly explosive.

Fighting - mutual participation in a hostile, physical encounter; mutual participation in an altercation involving physical violence

Firearm - means any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. The term "firearm" does not include an antique firearm unless the antique firearm is used in the commission of a crime. [F.S. 790.001(6)]

***Firearm, possession, use, or sale of** - Possession, use, or sale of any firearm, imitation firearm, on school property, school-sponsored transportation or during a school-sponsored activity. A firearm, imitation firearm, is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. [F.S. 790.001(6)]

Fireworks/firecrackers - possession, use, sale, storage, or distribution of fireworks or firecrackers or associated devices

Forgery of a document or signature - to fashion or reproduce for fraudulent purposes

Gambling - one who participates in games of chance or skill for money or profit

Grievance procedure - The process of filing appropriate forms resulting from a complaint filed by a student. Forms may be obtained from the principal.

Harassment - Any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
2. Has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;
3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
4. Has the effect of substantially disrupting the orderly operation of a school.

Hazing - to persecute or harass with meaningless, difficult, or humiliating tasks whether its mental and/or physical.

Homicide/murder - the unlawful killing of a human being; and manslaughter – the killing of a human being by the act, procurement, or culpable negligence of another, without lawful justification. Law enforcement must be notified.

Illicit drug - A drug not allowed by law, custom, rule, etc.

Imitation firearm – Any toy gun, replica of a firearm, air-soft gun that fires nonmetallic projectiles, or other device that is so substantially similar in coloration and overall appearance to a firearm.

Inappropriate activity - any activity that is disruptive and/or inappropriate in a school setting that does not fit into another category

Intentionally striking a staff member intervening in a fight - intentionally striking or violently struggling with a staff member intervening in a fight or confrontation

Kidnapping or abduction - forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against their will and without lawful authority, with intent to hold for ransom or reward or as a shield or hostage; commit or facilitate commission of any felony; inflict bodily harm upon or to terrorize the victim or another person. Law enforcement will be notified.

Leaving School Grounds without permission - unauthorized leaving of the school grounds

Lying/misrepresentation - intentionally providing false or misleading information to, or withholding valid information from a school staff member

Motor vehicle theft - theft or attempted theft of a motor vehicle; anything that is self-propelled

Obscene, lewd, or inappropriate act - the use of oral or written language, electronic messages, pictures, objects, gestures, or engaging in any physical act considered to be offensive, socially unacceptable, or not suitable for an educational setting

Other potentially dangerous weapons/items - any instrument or object, other than firearms or knives, deliberately used to inflict harm on another person, or used to intimidate any person

Out of Assigned Area - out of assigned area without permission and/or in a restricted access area without permission

Permissible absence - An absence which has the sanction of the parents/guardians and the school. This may include activities such as an individual educational trip or other extenuating circumstance. Any such individual educational trip must be planned by the parent/guardian and teacher, and a written report of the trip must be presented to the teacher. Work missed may be made up by the student.

Petty theft/stealing 1 (\$0-\$10) - the unlawful taking, carrying, or lending of property less than \$10.00 in value from the possession or constructive possession of another person

Petty theft/stealing 2 (\$10-\$25) - the unlawful taking, carrying, lending, or riding away of property more than \$10, but less than \$25 in value from the possession, or constructive possession of another person

Petty theft/stealing 3 (\$25-\$50) - the unlawful taking, carrying, lending, or riding away of property more than \$25, but less than \$50 in value from the possession, or constructive possession of another person

Physical aggression (not involving law enforcement) - the intentional physical aggression of one party against another person such as pushing, punching, or striking

Plagiarism - The unauthorized use of someone else's material, which is then presented as being the result of the plagiarist's own primary research, creative impulse or insight. Plagiarism technically encompasses the borrowing of ideas of others, as well as their exact words or allowing one's own personal work or homework to be copied

Possession/use of tobacco products - possession, use, sale, storage, or distribution of tobacco products on school district property

Profane/obscene language - abusive, profane, obscene, or vulgar language (verbal, written, or gestures) or conduct in the presence of another person

Prohibited items - An item prevented by law or by an order.

Public display of affection - engaging in overtly amorous contact or language not appropriate in a school setting

Robbery - the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and /or by putting the victim in fear

Synthetic Drug - substances that mimic marijuana, cocaine and other illegal **drugs** are making users across the nation seriously ill, causing seizures and death.

Sexual battery (attempted or actual forcible penetration) - forced- oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object. Law enforcement must be notified.

Sexual harassment - any slur, innuendo, or other physical conduct reflecting on an individual's gender which has the purpose of creating an intimidating, hostile, or offensive educational work environment; has the purpose or effect of unreasonably interfering with an individual's work or school performance or participation; or otherwise affects an individual's educational opportunities; sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature

Sexual misconduct - engaging in a sex act or physical conduct of a sexual nature; the unlawful sexual intercourse, sexual contact or other unlawful behavior or conduct intended to result in sexual gratification without force or threat and where the victim is capable of giving consent

Stealing more than \$50 - the unlawful taking, carrying, leading, or riding away of property more than \$50, in value from the possession or constructive possession of another person or entity (meaning school)

Suspension - Removal of students from their regular school program for a period not to exceed 10 school days. Pursuant to Florida Statute 1006.09, no student who is required by law to attend school shall be suspended for unexcused absence or truancy.

Tardiness, Habitual - consistently late to class or school

Tear gas gun or chemical weapon or device - any weapon of such nature, except a device known as a "selfdefense chemical spray." "Self-defense chemical spray" means a device carried solely for purposes of lawful selfdefense that is compact in size, designed to be carried on or about the person, and contains not more than two ounces of chemical. [F.S. 790.001(3)(b)]

Threat against school, school personnel's property, school transportation or school sponsored activity - Threatening to throw, project, place, or discharge any destructive device with intent to do bodily harm.

Threat, non-criminal - a threat (less serious than assault) by word or act to do violence to another person or his/her property; e.g.: "You better watch your back", "I'm going to get you after school."

Trespassing - to enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion, employees not required by their employment to be at the particular location; and unauthorized persons who enter or remain on campus or school district facility or sponsored activity after being directed to leave

Truancy/Unexplained Absence - An absence from class or school that the reason or excuse is inadequate or does not meet the criteria for an excused absence

Unauthorized possession or use of prescription medication - to possess, use, sell, store, or distribute or be under the influence of any substance which requires a physician's prescription, or any over-the-counter medication without parent/guardian approval and school notification

Unauthorized sale/distribution of materials (non-criminal) - unauthorized selling or distributing of materials not generally considered illegal; e.g.: candy

Unexcused absence - An absence which does not have the approval of the school, or which is due to disciplinary action against the student. Ordinarily, in such case, the work missed may not be made up by the student for credit.

Unintentionally striking a staff member intervening in a fight - unintentional striking or violently struggling with a staff member intervening in a fight or confrontation

Unknown weapon possession - type of instrument or object unknown at the time of the report

Unserved detention (extended) - unexcused absence from a scheduled extended detention

Unserved detention (regular) - unexcused absence from a scheduled regular detention

Unserved detention (Saturday) - unexcused absence from a scheduled Saturday detention

Use of intoxicants - the inappropriate use of intoxicants, including but not limited to, glue, solvents, butane, and whipped cream, for the purpose of obtaining a mood-modifying experience

Vandalism more than \$100 (includes time and labor) - the willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, without the consent of the owner or the person having custody or control of it. This includes graffiti.

Weapon - A weapon may be, but is not limited to, any firearm, imitation firearm, any explosive or destructive device, any knife, razor blade or box cutter, any dirk (dagger), metallic knuckles, slung shot (a small mass of metal, stone, sand, or similar material fixed on a flexible handle, strap, or the like, used as a weapon.), billie [billie (also spelled billy) club, night stick, a stick of less than arm's length, usually made of wood, plastic, or metal], tear gas gun, chemical weapon or device, or other deadly weapon except a firearm or a common pocketknife, plastic knife, or blunt-bladed table knife [F.S. 790.001(13)] or any item used with intent to cause bodily harm to another individual.

Weapon/knife possession - the possession of any knife that may inflict harm on another person, or be used to intimidate another person, including, but not limited to, fixed blade knives, folding knives, switch blade knives, and common pocket knives or any item used with intent to cause bodily harm to another individual.

Appendix C: Director and Principal Resume's

Bryan Mooneyhan

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Profile

I am a second career educator after spending 13 years in Information Technology. I have over 25 years of demonstrated leadership experience in a variety of settings. My success in leadership has always been about empowering the people that I lead to reach their full potential. That comes through close observation and listening in order to determine their individual strengths, passions, and desires and effectively resourcing, educating, and leading them to set and accomplish relevant goals.

Proven track record of handling relationships necessary to facilitate whatever task is at hand. Able to wisely use available resources including people, money, time, etc to accomplish goals efficiently and effectively. Demonstrated ability to manage budgets up to and in excess of 2 million dollars. Ability to learn new skills and information very quickly and to apply them appropriately. Flexible and versatile – able to work extremely well under pressure. Poised and competent with demonstrated ability to easily transcend cultural differences.

I have held a number of leadership positions including: Associate Pastor (5 different churches), IT Director, Music Teacher (groups and private individuals), School Board President (2 years – Community Christian School – Tallahassee), School Board Member (6 years), Self-Employed Business Owner, Domino's Pizza Store President (Manager), and many others.

Married for 27 years and have two children: one in college in NC and another in high school in Tallahassee

Skills Summary

- ◆ Leadership
- ◆ Teaching
- ◆ Team Building
- ◆ Technology Savvy
- ◆ Management
- ◆ Volunteer Recruitment and Coordination
- ◆ Project Management
- ◆ Vendor/Resource Relationships
- ◆ Budget Administration

Educator Certifications/Training

- ◆ Temporary Certificate valid through June 2015 – English 5-9
- ◆ Temporary Certificate valid through June 2015 – Business Education 6-12
- ◆ Temporary Certificate valid through June 2015 – Music K-12
- ◆ Multiple in-service trainings for reading, curriculum, assessment, classroom management, student engagement
- ◆ Attended Ron Clark Academy Educator Training in Atlanta April 2013 (1 day) and May 2014 (2 days)

Education Highlights

- ◆ Students achieved highest FCAT Reading scores in Gadsden County 2014 for non-charter schools – Havana Middle School 7th Grade
- ◆ Taught Middle School Information Technology course – Microsoft IT Academy
- ◆ Taught Middle School Language Arts

- ◆ Band Director for Havana Middle School and GMAC summer camp
- ◆ Grade level Team Leader
- ◆ Private instructor for Woodwinds, Brass, and Percussion over 30 yr period. Recent trumpet student was 1st chair in the Tallahassee All-District band 2010 and 2011.
- ◆ Play all band instruments
- ◆ Started current era of band program at Community Christian School in Tallahassee

Leadership Highlights

- ◆ Provided leadership, vision, and management to multi-discipline staff in all organizations/groups led
- ◆ Able to coordinate department and organization level projects with relevant resources and stakeholders
- ◆ Created department and organization level policies and procedures, documents, and manuals
- ◆ Able to effectively lead through high pressure situations and communicate with those affected
- ◆ Proven relationships and ability to teach students of various ages
- ◆ Heavy focus on foundational level teaching
- ◆ Establish specific procedures and rules to be followed with consistent accountability and consequences
- ◆ Able to establish and organize action plans to accomplish personal and organizational goals
- ◆ Promote team building as critical to success
- ◆ Led numerous projects to fall within budget and timeframe
- ◆ Recruited, trained, and coordinated volunteers for over 25 years
- ◆ Founded a church in Midway, FL
- ◆ Owned and operated 3 small businesses.
- ◆ Able to evaluate difficult situations and provide creative solutions to challenges
- ◆ Very resource conscious to work within existing budget and leverage outside resources to accomplish goals
- ◆ Communicate clearly and concisely to a variety of audiences with relevancy
- ◆ Ordained Minister
- ◆ Coordinated various community improvement projects in Gadsden County
- ◆ Directed multiple church programs
- ◆ Served in multiple mission projects and trips including stateside and Guatemala, Brazil (Amazon), and India

Technology Highlights

- ◆ 13 years IT experience leading to Director level position
- ◆ Built IT Operations department from startup to 13 employees serving tech support for 500+ employees
- ◆ Worked with users and management to determine requirements for new hardware and software
- ◆ Managed multiple hardware and software implementations

- ◆ Provided support for desktop and server hardware and software
- ◆ Proficient in all Microsoft Office software versions 2000-2010 including: Word, Excel, Powerpoint, etc.
- ◆ Proficient in computer troubleshooting, networking, data storage, and security
- ◆ Proficient in developing slide show presentations and publications
- ◆ Trained multiple classes and individuals on a variety of software applications and computer functions

Professional Certifications/Training

- ◆ ITIL Service Mangement Practitioner Level Certification
- ◆ Microsoft Office Specialist: Microsoft Office Word 2010 Certification
- ◆ Project Management Training
- ◆ Numerous Leadership and Management Training courses
- ◆ Human Resources Training
- ◆ Hiring Practices Training

Employment History

GADSDEN COUNTY SCHOOLS – Quincy, FL
Teacher, August 2012 to present; Substitute Teacher, 2011 School Year
FELLOWSHIP AT MIDWAY CHURCH. – Midway, FL
Associate and Founding Pastor, September 2007 to Present
TCC GMAC SUMMER BAND PROGRAM – Quincy, FL
Percussion and Band Instructor, June 2012 to August 2013
CAPITAL HEALTH PLAN – Tallahassee, FL
IT Director, 1997 to 2010

Education

FLORIDA STATE UNIVERSITY – Tallahassee, FL
Bachelor of Music Education Degree, 1997
FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE – Jacksonville, FL
Associate of Arts Degree with concentration in Music, 1987

Pamela L. Jones

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Objective

To obtain a leadership position that will allow me to enhance the lives of the youth in the educational school system.

Professional Experience

Reading Teacher
James A. Shanks Middle School
Gadsden County Schools
August 2003-2013

Academic Coach
Carter-Parramore Academy/James A. Shanks Middle
East Gadsden High School
Gadsden County Schools
August 2011-2013
August 2013-2014

Education

Walden University
Masters of Science, Educational Leadership
Minneapolis, Minnesota
April 2008-April 2010

Florida A&M University
Bachelors of Science, Business Administration
Tallahassee, Florida
January 2000-May 2003

Tallahassee Community College
Associates of Arts, Business Administration
Tallahassee, Florida
August 1997- August 2000

Experience

Academic Coach/Reading Teacher
2003-2014
August

James A. Shanks Middle

- NGCAR-PD trainer
- Common Core trainer
- Reading Endorsement trainer
- Taught reading to struggling readers
- Create environments conducive to literacy
- Provide professional development to teachers
- Model effective teaching strategies to teachers
- Encourage teachers to apply best practices in daily instruction
- Analyze and present data to faculty and staff on a periodic basis
- Serve on numerous school, district, and state groups and committees
- Maintain and distribute professional learning materials to teachers and staff
- Maintain and promptly submit accurate and complete records required by law

Appendix D: Florida Standards and Next Generation Sunshine State Standards

LAFS: Language Arts Florida Standards**GRADE: 6**

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
STANDARD CODE	STANDARD
LAFS.6.RL.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.6.RL.1.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.6.RL.1.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
Cluster 2: Craft and Structure	
STANDARD CODE	STANDARD
LAFS.6.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i>
LAFS.6.RL.2.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i>
LAFS.6.RL.2.6	Explain how an author develops the point of view of the narrator or speaker in a text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>

Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.6.RL.3.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i>
LAFS.6.RL.3.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i>

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LAFS.6.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details	
STANDARD CODE	STANDARD
LAFS.6.RI.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.6.RI.1.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.6.RI.1.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.6.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.6.RI.2.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.6.RI.2.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.6.RI.3.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.6.RI.3.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.6.RI.3.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.6.RI.4.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

STANDARD CODE	STANDARD
LAFS.6.W.1.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. <p><i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i></p>
LAFS.6.W.1.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. <p><i>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning</i></p>
LAFS.6.W.1.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence

	<p>and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
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Cluster 2: Production and Distribution of Writing

STANDARD CODE	STANDARD
LAFS.6.W.2.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
LAFS.6.W.2.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.6.W.2.6	<p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Cluster 3: Research to Build and Present Knowledge

STANDARD CODE	STANDARD
LAFS.6.W.3.7	<p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning</p>
LAFS.6.W.3.8	<p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

LAFS.6.W.3.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
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Cluster 4: Range of Writing

STANDARD CODE	STANDARD
LAFS.6.W.4.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

Strand: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration

STANDARD CODE	STANDARD
LAFS.6.SL.1.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

LAFS.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i>
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i>

Cluster 2: Presentation of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i>
LAFS.6.SL.2.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.6.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.) <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

STANDARD CODE	STANDARD
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LAFS.6.L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
LAFS.6.L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Cluster 2: Knowledge of Language	
STANDARD CODE	STANDARD
LAFS.6.L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone. <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

Cluster 3: Vocabulary Acquisition and Use	
STANDARD CODE	STANDARD

LAFS.6.L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
	<ul style="list-style-type: none"> c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p><i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i></p>
LAFS.6.L.3.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>). <p><i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i></p>
LAFS.6.L.3.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Cognitive Complexity: Level 1: Recall</i></p>

GRADE: 7

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.7.RL.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.7.RL.1.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i>
LAFS.7.RL.1.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i>

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.7.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i>
LAFS.7.RL.2.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.7.RL.2.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
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LAFS.7.RL.3.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.RL.3.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LAFS.7.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
STANDARD CODE	STANDARD
LAFS.7.RI.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.RI.1.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.7.RI.1.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure	
STANDARD CODE	STANDARD

LAFS.7.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.7.RI.2.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.7.RI.2.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i>

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.7.RI.3.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.7.RI.3.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.7.RI.3.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>

Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.7.RI.4.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

STANDARD CODE	STANDARD
LAFS.7.W.1.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p><i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i></p>
LAFS.7.W.1.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p><i>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning</i></p>
LAFS.7.W.1.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

	<ul style="list-style-type: none"> b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
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Cluster 2: Production and Distribution of Writing	
STANDARD CODE	STANDARD
LAFS.7.W.2.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.7.W.2.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
LAFS.7.W.2.6	<p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Cluster 3: Research to Build and Present Knowledge	
STANDARD CODE	STANDARD
LAFS.7.W.3.7	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
LAFS.7.W.3.8	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

	<i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.7.W.3.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
	<i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i>

Cluster 4: Range of Writing	
STANDARD CODE	STANDARD
LAFS.7.W.4.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.</p> <p><i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i></p>

Strand: STANDARDS FOR SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
STANDARD CODE	STANDARD

LAFS.7.SL.1.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. <p><i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i></p>
LAFS.7.SL.1.2	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i></p>
LAFS.7.SL.1.3	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i></p>

Cluster 2: Presentation of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.7.SL.2.4	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i></p>
LAFS.7.SL.2.5	<p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i></p>
LAFS.7.SL.2.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i></p>

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

STANDARD CODE	STANDARD
LAFS.7.L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. <p><i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i></p>
LAFS.7.L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>). b. Spell correctly. <p><i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i></p>

Cluster 2: Knowledge of Language

STANDARD CODE	STANDARD
LAFS.7.L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <p><i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i></p>

Cluster 3: Vocabulary Acquisition and Use

STANDARD CODE	STANDARD
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LAFS.7.L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
LAFS.7.L.3.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.7.L.3.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>

GRADE: 8

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
STANDARD CODE	STANDARD

LAFS.8.RL.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.8.RL.1.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.8.RL.1.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.8.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.8.RL.2.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.8.RL.2.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.8.RL.3.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.8.RL.3.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.8.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.8.RI.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.8.RI.1.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.8.RI.1.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.8.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.8.RI.2.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.8.RI.2.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i>

Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.8.RI.3.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.8.RI.3.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
LAFS.8.RI.3.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
	<i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LAFS.8.RI.4.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>

Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
STANDARD CODE	STANDARD

<p>LAFS.8.W.1.1</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p><i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i></p>
<p>LAFS.8.W.1.2</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p><i>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning</i></p>
<p>LAFS.8.W.1.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

	<ul style="list-style-type: none"> b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
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Cluster 2: Production and Distribution of Writing

STANDARD CODE	STANDARD
LAFS.8.W.2.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.8.W.2.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
LAFS.8.W.2.6	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Cluster 3: Research to Build and Present Knowledge

STANDARD CODE	STANDARD
LAFS.8.W.3.7	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning</p>

LAFS.8.W.3.8	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.8.W.3.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the
	<p>reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

Cluster 4: Range of Writing	
STANDARD CODE	STANDARD
LAFS.8.W.4.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

Strand: STANDARDS FOR SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
STANDARD CODE	STANDARD

LAFS.8.SL.1.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.8.SL.1.2	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.8.SL.1.3	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

Cluster 2: Presentation of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.8.SL.2.4	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.8.SL.2.5	<p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.8.SL.2.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

STANDARD CODE	STANDARD
LAFS.8.L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. <p><i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i></p>
LAFS.8.L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. <p><i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i></p>

Cluster 2: Knowledge of Language

STANDARD CODE	STANDARD
LAFS.8.L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). <p><i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i></p>

Cluster 3: Vocabulary Acquisition and Use

STANDARD CODE	STANDARD
LAFS.8.L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p><i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i></p>
LAFS.8.L.3.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). <p><i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i></p>
LAFS.8.L.3.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Cognitive Complexity: Level 1: Recall</i></p>

MAFS: Mathematics Standards

GRADE: 6

Domain: RATIOS & PROPORTIONAL RELATIONSHIPS

Cluster 1: Understand ratio concepts and use ratio reasoning to solve problems.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.RP.1.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i> <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
MAFS.6.RP.1.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i> <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>

MAFS.6.RP.1.3	<p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <ol style="list-style-type: none"> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i> Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. Understand the concept of Pi as the ratio of the circumference of a circle to its diameter. <p>(¹See Table 2 Common Multiplication and Division Situations)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
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Domain: THE NUMBER SYSTEM	
Cluster 1: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	
Major Cluster	
Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	STANDARD
MAFS.6.NS.1.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i>

	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
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Cluster 2: Compute fluently with multi-digit numbers and find common factors and multiples.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.NS.2.2	Fluently divide multi-digit numbers using the standard algorithm. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.6.NS.2.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.6.NS.2.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 3: Apply and extend previous understandings of numbers to the system of rational numbers.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.NS.3.5	<p>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.6.NS.3.6	<p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <ul style="list-style-type: none"> a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

<p>MAFS.6.NS.3.7</p>	<p>Understand ordering and absolute value of rational numbers.</p> <ol style="list-style-type: none"> Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i> Write, interpret, and explain statements of order for rational numbers in realworld contexts. <i>For example, write $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$.</i> Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i> Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
<p>MAFS.6.NS.3.8</p>	<p>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

<p>Domain: EXPRESSIONS & EQUATIONS</p>	
<p>Cluster 1: Apply and extend previous understandings of arithmetic to algebraic expressions.</p>	
<p>Major Cluster</p>	
<p>Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.</p>	
<p>STANDARD CODE</p>	<p>STANDARD</p>
<p>MAFS.6.EE.1.1</p>	<p>Write and evaluate numerical expressions involving whole-number exponents.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>

<p>MAFS.6.EE.1.2</p>	<p>Write, read, and evaluate expressions in which letters stand for numbers.</p> <ol style="list-style-type: none"> Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as $5 - y$.</i> Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i> Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
<p>MAFS.6.EE.1.3</p>	<p>Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i></p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>
<p>MAFS.6.EE.1.4</p>	<p>Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Cluster 2: Reason about and solve one-variable equations and inequalities.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
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MAFS.6.EE.2.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.EE.2.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
MAFS.6.EE.2.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all non-negative rational numbers.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.EE.2.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 3: Represent and analyze quantitative relationships between dependent and independent variables.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.EE.3.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Domain: GEOMETRY

Cluster 1: Solve real-world and mathematical problems involving area, surface area, and volume.

Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.G.1.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.G.1.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.G.1.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.6.G.1.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Domain: STATISTICS & PROBABILITY

Cluster 1: Develop understanding of statistical variability.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.SP.1.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i> <i>Cognitive Complexity: Level 1: Recall</i>
MAFS.6.SP.1.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>
MAFS.6.SP.1.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. <i>Cognitive Complexity: Level 1: Recall</i>

Cluster 2: Summarize and describe distributions.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.6.SP.2.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>

MAFS.6.SP.2.5	<p>Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none">a. Reporting the number of observations.b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
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GRADE: 7

Domain: RATIOS & PROPORTIONAL RELATIONSHIPS

Cluster 1: Analyze proportional relationships and use them to solve real-world and mathematical problems.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.RP.1.1	<p>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.7.RP.1.2	<p>Recognize and represent proportional relationships between quantities.</p> <ul style="list-style-type: none"> a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i> d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.7.RP.1.3	<p>Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Domain: THE NUMBER SYSTEM

Cluster 1: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.NS.1.1	<p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <ul style="list-style-type: none"> a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i> b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers. <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.7.NS.1.2	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <ul style="list-style-type: none"> a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

MAFS.7.NS.1.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Domain: EXPRESSIONS & EQUATIONS

Cluster 1: Use properties of operations to generate equivalent expressions.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.EE.1.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
	<i>Cognitive Complexity:</i> Level 1: Recall
MAFS.7.EE.1.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
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<p>MAFS.7.EE.2.3</p>	<p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
<p>MAFS.7.EE.2.4</p>	<p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Domain: GEOMETRY

Cluster 1: Draw, construct, and describe geometrical figures and describe the relationships between them.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
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MAFS.7.G.1.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.G.1.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.G.1.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.G.2.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.G.2.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.G.2.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Domain: STATISTICS & PROBABILITY

Cluster 1: Use random sampling to draw inferences about a population.

Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.SP.1.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.7.SP.1.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i> <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Draw informal comparative inferences about two populations.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.SP.2.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

MAFS.7.SP.2.4	<p>Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i></p>
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Cluster 3: Investigate chance processes and develop, use, and evaluate probability models.

Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.7.SP.3.5	<p>Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2</p>
	<p>indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p><i>Cognitive Complexity: Level 1: Recall</i></p>
MAFS.7.SP.3.6	<p>Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p> <p><i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i></p>
MAFS.7.SP.3.7	<p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <ul style="list-style-type: none"> a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i> b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i>

	<p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
<p>MAFS.7.SP.3.8</p>	<p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <ul style="list-style-type: none"> a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

GRADE: 8

Domain: THE NUMBER SYSTEM

Cluster 1: Know that there are numbers that are not rational, and approximate them by rational numbers.

Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.NS.1.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. <i>Cognitive Complexity: Level 1: Recall</i>
MAFS.8.NS.1.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>

Domain: EXPRESSIONS & EQUATIONS

Cluster 1: Work with radicals and integer exponents.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.EE.1.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ <i>Cognitive Complexity: Level 1: Recall</i>
MAFS.8.EE.1.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

	<i>Cognitive Complexity:</i> Level 1: Recall
MAFS.8.EE.1.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</i>
	<i>Cognitive Complexity:</i> Level 1: Recall
MAFS.8.EE.1.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Understand the connections between proportional relationships, lines, and linear equations.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.EE.2.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.EE.2.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 3: Analyze and solve linear equations and pairs of simultaneous linear equations.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.EE.3.7	<p>Solve linear equations in one variable.</p> <ul style="list-style-type: none"> a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.8.EE.3.8	<p>Analyze and solve pairs of simultaneous linear equations.</p> <ul style="list-style-type: none"> a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</i> c. Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Domain: FUNCTIONS

Cluster 1: Define, evaluate, and compare functions.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.F.1.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.F.1.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.8.F.1.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Use functions to model relationships between quantities.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.F.2.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

MAFS.8.F.2.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	

Domain: GEOMETRY

Cluster 1: Understand congruence and similarity using physical models, transparencies, or geometry software.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.G.1.1	Verify experimentally the properties of rotations, reflections, and translations: <ul style="list-style-type: none"> a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines. <p style="text-align: right;"><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.8.G.1.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. <p style="text-align: right;"><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.8.G.1.3	Describe the effect of dilations, translations, rotations, and reflections on twodimensional figures using coordinates. <p style="text-align: right;"><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.8.G.1.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. <p style="text-align: right;"><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

MAFS.8.G.1.5	<p>Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
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<p>Cluster 2: Understand and apply the Pythagorean Theorem.</p>	
<p>Major Cluster</p>	
<p>Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.</p>	
STANDARD CODE	STANDARD
MAFS.8.G.2.6	<p>Explain a proof of the Pythagorean Theorem and its converse.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.8.G.2.7	<p>Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.8.G.2.8	<p>Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>

<p>Cluster 3: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</p>	
<p>Additional Cluster</p>	
<p>Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.</p>	
STANDARD CODE	STANDARD

MAFS.8.G.3.9	<p>Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
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Domain: STATISTICS & PROBABILITY

Cluster 1: Investigate patterns of association in bivariate data.

Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.8.SP.1.1	<p>Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.8.SP.1.2	<p>Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.8.SP.1.3	<p>Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.8.SP.1.4	<p>Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

Appendix E: Budget Information

- FEFP Worksheet 2014-15
- Five Year Estimated Operating Budget
- Implementation Budget Projection
- Cash Flow - Startup
- Cash Flow - Year 1
- 50% Budget

Revenue Estimate Worksheet for Gadsden Charter Academy

Based on the Second Calculation of the FEFP 2014-15

School District: Gadsden

1. 2014-15 FEFP State and Local Funding

Base Student Allocation \$4,031.77 District Cost Differential: 0.9490

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2014-15 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.126	0.0000	\$ -
111 Basic K-3 with ESE Services		1.126	0.0000	\$ -
102 Basic 4-8	88.00	1.000	88.0000	\$ 336,701
112 Basic 4-8 with ESE Services	12.00	1.000	12.0000	\$ 45,914
103 Basic 9-12		1.004	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.004	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.147	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -
Totals	100.00		100.0000	\$ 382,615

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE			PK-3	\$ 954	\$ -
Guaranteed Allocation. Enter the			PK-3	\$ 3,080	\$ -
FTE from 111,112, & 113 by			PK-3	\$ 6,286	\$ -
grade and matrix level. Students	12.00		4-8	\$ 1,070	\$ 12,840
who do not have a matrix level			4-8	\$ 3,196	\$ -
should be considered 251. This			4-8	\$ 6,402	\$ -
total should equal all FTE from			9-12	\$ 761	\$ -
programs 111, 112 & 113 above.			9-12	\$ 2,888	\$ -
			9-12	\$ 6,093	\$ -
Total FTE with ESE Services	12.00			Total from ESE Guarantee	\$ 12,840

3. Supplemental Academic Instruction:

District SAI Allocation	\$ 1,157,950	
divided by district FTE	5,276.43	Per Student
<i>(with eligible services)</i>		\$ 219 \$ 21,900

4. Reading Allocation:

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 417,355

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	0.0000		0.9490	1325.01	= 0
4-8	100.0000		0.9490	903.80	= 85,771
9-12	0.0000		0.9490	905.98	= 0
Total *	100.0000			Total Class Size Reduction Funds	\$ 85,771

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>100.0000</u>	by district's WFTE:	<u>5,608.19</u>		1.7831%
to obtain school's WFTE share.					
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>100.00</u>	by district's UFTE:	<u>5,276.43</u>		1.8952%
to obtain school's UFTE share.					
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>2,345,000</u>	x	1.7831%	\$ <u>41,814</u>
Applicable to all Charter Schools:					
Declining Enrollment		220,295			
Sparsity Supplement		1,956,309			
Program Related Requirements:					
Safe Schools		168,396			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	<u>1,046,440</u>	x	1.7831%	\$ <u>18,659</u>
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	(b)	<u>1,098,764</u>	x	1.8952%	\$ <u>20,824</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>(9,020)</u>	x	1.7831%	\$ <u>161</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>48,725</u>	x	1.7831%	\$ <u>869</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>416,864</u>	x	1.8952%	\$ <u>7,900</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		<u>100.00</u>	x	#####	\$ <u>39,000</u>
Enter ESE Student Riders		<u>12.00</u>	x	#####	\$ <u>17,592</u>
14. Digital Classrooms Allocation (UFTE share)	(e)	<u>292,675</u>	x	1.8952%	\$ <u>5,547</u>
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
Total					\$ <u>655,170</u>

17. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)
 If you have more than a 75% ESE student population please place a 1 in the following box: _____ \$ -

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
- (b) District allocations multiplied by percentage from item 6B.
- (c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
- (d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
- (e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
- (f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
- (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(i)(i), Florida Statutes.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Projected Budget
Gadsden Charter Academy
Five Year Estimated Operating Budget

	Year 1 15-16	Year 2 16-17	Year 3 17-18	Year 4 18-19	Year 5 19-20
FEFP Value 4-8	\$6,551	\$6,616	\$6,683	\$6,749	\$6,817
Students	100	124	128	132	132
Teachers	5	6	6	6	6
Avg Class	20	20.7	21.3	22	22

REVENUE

FTE Revenue	655,100	820,384	855,424	890,868	899,844
School District Fee (5% of Revenue)	32,755	41,019	42,771	44,543	44,992
Total Revenue:	622,345	779,365	812,653	846,325	854,852

EXPENSES

Personnel Costs

Director	70,000	72,100	74,263	76,862	79,167
Principal	70,000	72,100	74,263	76,862	79,167
Teachers	210,000	256,300	263,989	271,909	280,066
Clerical/Admin	30,000	60,900	62,727	64,608	66,547
Employee Taxes and Benefits (30%)	114,000	138,420	142,573	147,072	151,484
Total:	494,000	599,820	617,815	637,313	656,431

School Operations

Advertisements	1,500	1,500	1,500	1,500	1,500
Class and School Supplies	5,000	6,000	6,000	6,000	6,000
Professional Development	7,000	8,000	8,000	8,000	8,000
Independent Financial Audit	9,000	9,000	9,000	9,000	9,000
Educational Technology	5,000	5,000	5,000	5,000	5,000
Transportation	26,000	26,000	26,000	26,000	26,000
Food Service	5,000	5,000	5,000	5,000	5,000
Office Supplies, Copier/Paper, Postage, etc.	6,000	6,000	6,000	6,000	6,000
Misc	3,000	5,000	5,000	5,000	5,000
Total:	67,500	71,500	71,500	71,500	71,500

Facilities Operations

Utilities	18,000	18,000	18,000	18,000	18,000
Lease of Facility (includes Janitorial, Repairs, and Maintenance) @ \$1500 per month	12,000	12,000	12,000	12,000	12,000
Insurance	6,000	6,000	6,000	6,000	6,000
Furniture, Fixtures, & Equipment	5,000	5,000	5,000	5,000	5,000
Total:	41,000	41,000	41,000	41,000	41,000

Instructional

Curriculum: Digital and Standard Format	15,000	15,000	15,000	15,000	15,000
Phys Ed	1,000	3,000	3,000	3,000	3,000
Student Activities	2,000	4,000	4,000	4,000	4,000
Total:	18,000	22,000	22,000	22,000	22,000

Total Expenses:	620,500	734,320	752,315	771,813	790,931
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Surplus (Deficit) or Reserves	\$1,845	\$45,045	\$60,338	\$74,512	\$63,921
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GADSDEN CHARTER ACADEMY

Implementation Budget Projection 2014-15

ACCOUNT TITLE AND NARRATIVE	Unit Price or Average Cost per Student (Class, Average Estimated Cost/Unit, etc.)	Number of Units	Total Cost	AMOUNT
Technology				
Promethean board and projector set for each classroom: 5 sets X \$3,500/set=\$17,500	\$3,500.00	5	\$17,500.00	\$17,500.00
Chrome Books for 1:1, 100 X 4000 each = \$40,000	\$400.00	100	\$40,000.00	\$40,000.00
Printers, 1/class X 5 classes X \$400 each= \$2,000	\$400.00	5	\$2,000.00	\$2,000.00
Laptop computers for teachers, 1/class X 5 Teachers X \$1000= \$5,000	\$1,000.00	5	\$5,000.00	\$5,000.00
Printers for teachers, 1/class X 5 classes X \$300 each = \$1,500	\$300.00	5	\$1,500.00	\$1,500.00
Furniture and Fixtures: Classroom Furniture				
Student Tables @ \$60 each = \$3,300. Five classrooms X 11/class	\$60.00	55	\$3,300.00	\$3,300.00
Student Chairs, 110 chairs @ \$37 each = \$4,070. Five classrooms X 22/class.	\$37.00	110	\$4,070.00	\$4,070.00
Teacher Desks, 5 X \$225 each=\$1,125	\$225.00	5	\$1,125.00	\$1,125.00
PBL Stations: 10 Student work tables X \$100 each = \$ 1,000	\$100.00	10	\$1,000.00	\$1,000.00
Instructional Materials				
Digital, Textbooks, and Supplemental - \$150 per student X 100 students	\$150.00	100	\$15,000.00	\$15,000.00
Professional Development				
Assessment & Instruction strategies: Using technology to monitor/analyze changes in student performance, Infusing technology (ongoing trainings as needed) Data interpretation, compilation, and reporting. 7 in-service training workshops/seminars for teachers X average \$1,000 each = \$7,000.	\$1,000.00	7	\$7,000.00	\$7,000.00
Administration				
Director Salary for one month (\$5,000/month)	\$5,000.00	1	\$5,000.00	\$5,000.00
Principal Salary for one month (\$5000/month)	\$5,000.00	1	\$5,000.00	\$5,000.00
Advertising				
	\$1,500.00	1	\$1,500.00	\$1,500.00
				\$108,995.00

**Projected Start-Up Budget and Cash Flow
Gadsden Charter Academy**

Oct-14 Nov-14 Dec-14 Jan-15 Feb-15 Mar-15 Apr-15 May-15 Jun-15

REVENUE

Source:		Board	Board					Private Grants and Donations	P&I Grant
		1300	1,500					100,000	25,000
Total Revenue:		1300	1,500					100,000	25,000

EXPENSES

Personnel Costs

Director									5,000
Principal									5,000
Teachers									4,375
Clerical/Admin									
Employee Taxes and Benefits (30%)									3,000
Total:	0	0	0	0	0	0	0	0	17,375

Implementation
Costs per Budget
Projection on
separate
Spreadsheet

Technology									66,000
Furniture and Fixtures									9,495
Advertising				1,500					
Instructional Materials									15,000

Prof Devel										7,000
Florida Charter Conference		1300								
Miscellaneous										5000
Total:	0	1,300	0	1,500	0	0	0	0	0	102,495
Total Expenses:	0	1,300	0	1,500	0	0	0	0	0	119,870
Cash Ending:	0	0	0	0	0	0	0	0	100,000	5,130

**Projected Year 1 Budget and Cash Flow
Gadsden Charter Academy**

		Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16
REVENUE													
	FEFP Value 4-8 less 5% District												
	Source: Admin Fee	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862
	Total Revenue:	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862	51,862
EXPENSES													
Personnel Costs													
	Salaries	31,667	31,667	31,667	31,667	31,667	31,667	31,667	31,667	31,667	31,667	31,667	31,667
	Taxes and Benefits (30%)	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500
	Total:	41,167	41,167	41,167	41,167	41,167	41,167	41,167	41,167	41,167	41,167	41,167	41,167
School Operations													
	Total from Projected Budget	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625
	Total:	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625
Facilities Operations													
	Total from Projected Budget	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417
	Total:	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417

Instructional

Total from Projected Budget	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Total:	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Total Expenses:	51,709	51,709	51,709	51,709	51,709	51,709	51,709	51,709	51,709	51,709	51,709	51,709	51,709
Cash Ending:	153	306	459	612	765	918	1,071	1,224	1,377	1,530	1,683	1,836	

Projected Budget - 50% Enrollment
Gadsden Charter Academy
First Year Estimated Operating Budget

Year 1
15-16

FEFP Value 4-8		\$5,985				
Students		50				
Teachers	Includes Administrators in Teacher count	3				
Avg Class		16.7				

REVENUE

FTE Revenue	299,290				
School District Fee (5% of Revenue)	14,965				
Total Revenue:	284,325				

EXPENSES

Personnel Costs

Director	68,000				
Principal	68,000				
Teacher	40,000				
Clerical/Admin	15,000				
Employee Taxes and Benefits (25%)	47,750				
Total:	238,750				

School Operations

Advertisements	500				
Class and School Supplies	1,500				
Professional Development	1,500				
Independent Financial Audit	7,000				
Educational Technology	2,000				
Transportation					
Food Service	2,500				
Office Supplies, Copier/Paper, Postage, etc.	3,000				

Misc	500				
Total:		18,500			

Facilities Operations

Utilities	9,000				
Lease of Facility (includes Janitorial, Repairs, and Maintenance) @ \$500 per month	6,000				
Insurance	4,000				
Furniture, Fixtures, & Equipment	1,000				
Total:		20,000			

Instructional

Curriculum: Digital and Standard Format	3,000				
Phys Ed	250				
Student Activities	500				
Total:		3,750			

Total Expenses:	281,000				
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Surplus (Deficit) or Reserves	\$3,325				
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DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Florida Statute 1002.33 states: (21) PUBLIC INFORMATION ON CHARTER SCHOOLS.--

(a) The Department of Education shall provide information to the public, directly and through sponsors, on how to form and operate a charter school and how to enroll in a charter school once it is created. This information shall include a standard application format, charter format, evaluation instrument, and charter renewal format, which shall include the information specified in subsection (7) and shall be developed by consulting and negotiating with both school districts and charter schools before implementation. The charter and charter renewal formats shall be used by charter school sponsors.

Section 1: General Provisions

- A) Approved Application (renewals and amendments), **Appendix 1**
- B) Term of Contract
 - 1) Effective Date
 - i. Date of approved negotiations
 - 2) Term [4 or 5 years for initial]
 - i. 5 years
 - 3) Start-Up Date [Same as District for initial start-up, flexible thereafter]
 - i. August 2015 first day as set by Gadsden School District
 - 4) Deadline to submit all items from Pre-Opening Checklist [Section 11A of contract]
 - 5) Charter Modification
 - 6) Charter Renewal
- C) Educational Program and Curriculum [as described in Sections 3b-e or 3f-g of Application]
- D) Non-Renewal/Cancellation and Termination
 - 1) Non-Renewal provisions
 - i. Duties of Sponsor and School under Pendency of Appeal
 - 2) Ninety (90) Day Termination
 - i. Duties of Sponsor and School under Pendency of Appeal
 - 3) Immediate Termination
 - i. Notice of Planned Immediate Termination
 - ii. Hearing Process
 - iii. District Operation of School Pending Appeal
 - 4) Post Termination provisions
 - a) Financial & Operational Records Upon Termination or Expiration
 - b) Student Records Upon Termination or Expiration
 - c) Property/Assets
 - d) Debts Upon Non-Renewal [Pursuant to Statute]
 - e) Leases upon Non-Renewal
 - f) Assets upon Non-Renewal

Section 2: Academic Accountability

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

- A) Student Performance: Assessment and Evaluation
 - 1) Initial Year
 - i. Expected Outcomes [as described in Application]
 - ii. Methods of Measurement [How will outcomes be measured]
 - iii. Assessments [as described in Application]
 - 1. State required assessments [pursuant to statute and State Board of Education rule]
 - 2. Additional Assessments
 - 2) Annual
 - i. School Improvement Plan (Required for “D” and “F” Schools)
 - 1. Minimum Components of SIP
 - 2. Deadline for Governing Board approval
 - 3. Monitoring
 - ii. Corrective Action (Pursuant to Section 1002.33(9), F.S.)
 - iii. Assessments [as described in Section 5e]
 - 1. State required assessments [pursuant to statute and State Board of Education rule]
 - 2. Additional Assessments
- B) Student Promotion
 - 1) School student promotion policy consistent with the approved application unless otherwise agreed upon by both parties.
 - 2) Graduation Requirements
 - 3) Other Assessment tools as stated in approved Application
- C) Data Access and Use Pursuant to Statute

Section 3: Students

- A) Eligible Students [as described in Application]
- B) Grades Served
- C) Class Size (If Applicable)
- D) Annual Projected Enrollment [deadline for submission to Sponsor]
- E) Annual Capacity Determination [deadline for submission to Sponsor]
- F) Admissions and Enrollment Plan [as described in Application]
- G) Maintenance of Student Records as Required by Statute
- H) Exceptional Student Education
 - 1) Non-discriminatory Policy
 - 2) Sponsor’s responsibilities
 - 3) School responsibilities
 - 4) Services covered by the five percent (5%) administrative fee
 - 5) Due Process Hearing
- I) Dismissal Policies and Procedures [as described in Application]

Section 4: Financial Accountability

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

- A) Revenue
 - 1) Basis for funding as provided in statute [Section 1002.33(17)]
 - a) Student Reporting
 - b) Distribution of Funds Schedule
 - c) Adjustments
 - d) Millage levy, if applicable
 - e) Holdback/Proration
 - 2) Federal Funding
 - a) Title I
 - b) IDEA
 - c) Federal Grants
 - d) Other federal funds
 - 3) Charter School Capital Outlay Funds
 - a) Application
 - b) Distribution
 - 4) Other Revenue
- B) Sponsor Administrative Fee
 - 1) 5% up to 250 Students
 - 2) 2% up to 250 Students for High-Performing Charter Schools
 - 3) 5% for Virtual Charter Schools
- C) Medicaid School Match Program Participation
- D) Restriction on Charging Tuition
- E) Allowable Student Fees [as provided in statute]
- F) Budget
 - 1) Annual Budget
 - i. Governing Board Approval Required
 - ii. Date to submit to Sponsor
 - 2) Amended Budget
- G) Financial Records, Reports and Monitoring
 - 1) Maintenance of Financial Records
 - 2) Financial and Program Cost Accounting and Reporting for Florida Schools
 - 3) Financial Reports
 - a) Monthly Financial Reports
 - b) Annual Property Inventory
 - c) Program Cost Report
 - d) Annual Financial Audit
 - e) Form 990, if applicable
 - 4) School's Fiscal Year [July 1 – June 30]
 - 5) Financial Recovery Plan and Corrective Action Plan as required by statute and State Board of Education rule
- H) Financial Management of School [as described in Application]

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

- l) Description of Internal Audit Procedures [as described in Application]

Section 5: Facilities

Not Applicable for Virtual Charter Schools

- A) Prior Notification [If facility is not secured at time of contract]
- 1) Deadline to secure facility
 - 2) Deadline to submit zoning approvals and Certificate of Occupancy
 - 3) District Inspection of Facility
- B) Compliance with Building and Zoning Requirements
- 1) Florida Building Code
 - 2) Florida Fire Prevention Code
 - 3) applicable laws, ordinances, and codes of federal, state, and local governance
 - 4) Capacity of facility
- C) Location
- 1) School's Street Address with folio number, if identified
 - 2) Temporary Facility [if applicable]
 - 3) Relocation [prior notification of sponsor]
 - 4) Additional Campuses
- D) Prohibition to affix Religious or partisan political symbols, statues, artifacts, on or about the facility
- E) (Select if Applicable) Specific Facility Requirements
- 1) District Non-Conversion Owned Facility
 - a) Definition
 - b) Cost to School
 - c) Maintenance Responsibilities
 - d) Delineation of common areas, if applicable
 - e) Liability (Insurance)
 - 2) Conversion Charters
 - a) Ownership
 - b) Repairs and Maintenance
 - c) School's Responsibilities (e.g., cleaning and grounds)
 - d) Construction by Sponsor
 - e) Capital Outlay Projects
 - f) Portables
 - g) Liability (Insurance)

Section 6: Transportation

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Not Applicable for Virtual Charter Schools

- A) Cooperation between Sponsor and School [pursuant to statute, parties shall cooperate to ensure transportation is not a barrier]
- B) Reasonable Distance [for purposes of this contract]
- C) School shall demonstrate compliance with all applicable transportation safety requirements

Section 7: Insurance & Indemnification

- A) Indemnification of Sponsor by school
- B) Indemnification of School by sponsor
- C) Sovereign Immunity [governed by Section 768.28, F.S.]
- D) Acceptable Insurers
- E) Commercial and General Liability Insurance
 - 1) Liabilities Required
 - 2) Minimum Limits
 - 3) Deductible/Retention
 - 4) Occurrence/Claims
 - 5) Additional Insureds
- F) Automobile Liability Insurance
 - 1) Liabilities covered
 - 2) Occurrence/Claims
 - 3) Minimum limits
 - 4) Additional Insured
- G) Workers Compensation/ Employer's Liability
 - 1) Coverages
 - 2) Minimum Limits
- H) School Leader's Errors and Omissions Insurance
 - 1) Form of Coverage
 - 2) Coverage Limits
 - 3) Occurrence/Claims
 - 4) Fidelity Bond/Crime coverage
- I) Property Insurance
- J) Applicable to All Coverages
 - 1) Other Coverages
 - 2) Deductibles/Retention
 - 3) Liability and Remedies
 - 4) Subcontractors

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

- 5) Provision(s) for cure (90 days)
- 6) Default upon Non-Compliance

Section 8: Governance

- A) Public or Private Employer
- B) Governing Board Responsibilities [pursuant to statute]
- C) Public Records
- D) Reasonable Access to Records by Sponsor
- E) Sunshine Law
- F) Reasonable Notice [School shall provide reasonable notice to sponsor of all governing board meetings]
- G) Identification of Governing Board Members
- H) Changes in Governing Board [Timely Notice to Sponsor]

Section 9: Education Service Provider

- A) Education Service Provider Agreement
 - 1) School will use services of ESP as described in Application
 - 2) Submission of Education Service Provider Agreement
 - 3) Amendments [Timely Notice to sponsor]
 - 4) ESP Contract amendments that result in material change to charter require contract modification
 - 5) Change of ESP requires contract modification

Section 10: Human Resources

- A) Hiring Practices
 - 1) Reporting Staffing Changes
 - 2) Non-Discriminatory Employment practices
 - 3) Teacher certification and highly qualified
 - a) Remedy for not meeting highly qualified
 - 4) Fingerprinting and background screening
- B) Teacher Evaluation Requirements
- C) Principal Evaluation Requirements

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

- D) Employment Practices
 - 1) Statutory prohibitions and required disclosure in hiring practices of relatives of school founders, employees, etc.
- E) Sponsor training of school's employees
 - 1) Participation and Cost for Training activities
 - a) Participation in federally funded training at no-cost
 - b) Participation in non-federally funded training at pro-rata cost, on space available basis

Section 11: Required Reports/Documents

- A) Pre-Opening
 - 1) Policies and Procedures Manual
 - 2) List of Governing Board Members
 - 3) Facility [zoning, certificate of occupancy, fire inspection, etc.]
 - 4) Other
- B) Monthly
 - 1) Financial Statements, per State Board of Education Rule
 - a) Date Due
 - 2) Other
- C) Quarterly
 - 1) Academic Performance Reports
 - 2) Other
- D) Annual
 - 1) Annual Student Achievement Report [pursuant to statute]
 - 2) Annual Audit
 - 3) Program Cost Report
 - 4) Annual Inventory Report [capital purchases with public funds]
 - 5) Policies and Procedures [if materially revised]
 - 6) Student Code of Conduct [if materially revised]
 - 7) Dismissal Policies and Procedures [if materially changed]
 - 8) Disaster Preparedness Plan
 - 9) Employee Handbook [if materially revised]
 - 10) Current List of Governing Board Members
 - 11) School's Parental Contract [if materially revised]
 - 12) Projected Enrollment [for subsequent school year]
 - 13) Capacity [for subsequent school year]
 - 14) School Calendar [for subsequent school year]
 - 15) Evidence of Insurance
 - 16) ESP Management Agreement [if materially changed]
- E) Other

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Section 12: Miscellaneous Provisions

- 1) Impossibility
- 2) Notice of Claims
 - a) Time to Submit
 - b) Notice of Cancellation
 - c) Renewal/Replacement
- 3) Drug Free Workplace
- 4) Entire Agreement
- 5) No Assignment without consent
- 6) No Waiver
- 7) Default Including Opportunity to Cure
- 8) Survival Including Post Termination of Charter
- 9) Severability
- 10) Third Party Beneficiary
- 11) Choice of Laws
- 12) Notice
- 13) Authority
- 14) Conflict/Dispute Resolution
- 15) Citations
- 16) Headings

CHARTER SCHOOL CONTRACT

THIS CHARTER SCHOOL CONTRACT (the "Charter"), entered into this ____ day of _____, 2015, by and between The School Board of Gadsden County, Florida, a body corporate operating and existing under the Laws of the State of Florida (hereinafter referred to as the "Sponsor"), and Gadsden Charter Academy, (hereinafter referred to as the "School").

WHEREAS, the Sponsor has the authority pursuant to Section 1002.33, Florida Statutes, to grant to a non-profit organization a charter to operate a charter school within the school district; and

WHEREAS, the School is a Florida corporation not-for-profit and desires to operate a charter school within the sponsor's school district for the purposes set forth in the School's charter school application submitted July 31, 2014 which is attached hereto as Attachment 1 and incorporated herein by reference; and

WHEREAS, the School is approved by the Sponsor to provide educational services in accordance with the terms of a charter school contract; and

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

WHEREAS, it is the intent of the parties that this Charter School Contract serve as the Charter for the operation of the School.

NOW, THEREFORE, in consideration of the mutual covenants and terms herein set forth, the parties agree as follows:

SECTION 1: GENERAL PROVISIONS

Section 1.A) **Approved Application:**

The School's July 31, 2014 application, and any amendments thereto, to operate a charter school named Gadsden Charter Academy, which was approved for operation as a school serving students in grades 6-8, is appended hereto as Appendix 1 and is incorporated herein by reference. If any provision of this Charter is inconsistent with Appendix 1, the provision of this Charter shall prevail.

Section 1.B)1) **Effective date:** This Charter shall become effective upon the signing by both parties.

Section 1.B)2) **Term:** The Charter shall cover a term of five (5) years commencing on July 1, 2015 and ending on June 30, 2020, except as otherwise provided in this Charter.

Section 1.B)3) **Startup Date/Instructional Calendar:** The School's instructional calendar shall be consistent with that of the Sponsor's public school instructional calendar for each year of this Charter. The School shall provide instruction for at least 180 school days and may provide instruction for additional days.

Section 1.B)4) **Deadline to submit items from Pre-Opening Checklist:** In order to operate the Charter School for the 2015-16 school year, the School shall have made final arrangements for a facility site no later than thirty (30) calendar days before the first day of school, and the School shall, by that date, have approval from the authority in whose jurisdiction the facility is located, pursuant to Section 1002.33(18), Florida Statutes. Operation of the School for the 2015-16 school year shall be contingent on facility approval no later than thirty (30) calendar days before the first day of school. If the School has not secured site approval and submitted a certificate of occupancy and proof of lease or ownership by that date, then the school's first year under this Charter, subject to discretion of Sponsor's Superintendent, may be allowed solely for planning and development and the school shall not enroll any students or receive any funding from the sponsor for 2015-16, except as available for planning purposes via the United States Department of Education Public Schools Charter Program (PSCP). In the alternative, Superintendent may choose to recommend termination of the charter due to failure to timely obtain a facility. If the school does not open for the 2015-16 school year, this Charter Agreement will automatically terminate and the school must reapply for operation as a charter school.

Section 1.B)5) **Charter Modification:**

This Charter may be modified during its term by mutual agreement of the parties, provided such modifications are agreed to in writing and executed by both parties.

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Section 1.B)6) **Charter Renewal:**

After the initial term of this Charter pursuant to Section 1.B)2), this Charter may be renewed by mutual written agreement of the parties, pursuant to Florida law. If the School desires to renew the Charter, it shall submit an application at least 120 days before expiration of the term of this charter. The application must include written documentation showing how each of the criteria in Section 1002.33(7)(a) have been met and verifying that none of the causes for termination established in Section 1.D)5) of this charter exist. If the School does not desire to renew the Charter or desires to terminate operation of the Charter School, it shall provide written notice of such to Sponsor at least 120 days before expiration or termination. The School shall be responsible for notifying its students 30 days in advance of termination or closing.

Section 1.C) **Educational Program and Curriculum:**

The School agrees to implement its educational and related programs as specified in Appendix 1. The School shall meet the following objectives as required by Section 1002.33, Florida Statutes:

Section 1.C)1) Improve student learning.

Section 1.C)2) Increase learning opportunities for all students with a special emphasis on low performing students.

Section 1.C)3) Encourage the use of innovative learning methods.

Section 1.C)4) Require the measurement of learning outcomes.

The School further agrees that its programs and operations shall be nonsectarian. The Sponsor shall ensure that the School is innovative and consistent with the state educational goals established by Section 1000.02, Florida Statutes. The School will adopt the Sponsor's school year calendar to provide instruction for at least the number of days required by law for other public schools.

Section 1.D) **Non-Renewal/Cancellation and Termination:**

Section 1.D)1) **Non-Renewal Provisions:** At the end of the term of the Charter, the Sponsor may choose not to renew the School's Charter for any of the causes provided in Section 1.D)5).

Except when exercising its authority for the immediate termination of a charter school, the Sponsor shall provide written notification to the Governing Board of the School of the proposed renewal or non-renewal of its Charter at least Ninety (90) days in advance of the proposed action. In the event of a non-renewal, the notice shall state in reasonable detail the grounds for the proposed action. The notice shall state that the School's Governing Board may issue a request for a hearing. Said request must be made within fourteen (14) calendar days of receiving the notice. Any such hearing shall be conducted by an administrative law judge assigned by the Division of Administrative Hearings. The administrative law judge shall conduct the hearing within sixty (60) days of receipt of the request and in accordance with Chapter 120, Florida Statutes. The Administrative Law Judge shall issue a recommended order to the

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Sponsor. A majority vote by the Sponsor shall be required to adopt or modify the recommended order. The Sponsor's final order shall be submitted to the School's Governing Board within ten (10) days after adoption. Within Thirty (30) days of its receipt of the Sponsor's decision to decline a renewal of the Charter, the School's Governing Board may appeal the Sponsor's final order pursuant to Section 120.68, Florida Statutes.

Section 1.D)2) **Ninety Day Termination:**

During the term of the Charter, the Sponsor may terminate the Charter for any of the grounds listed in Section 1.D)5) in accordance with the process and notice provisions required by Section 1002.33, Florida Statutes. Except when terminated immediately pursuant to paragraph 1.D)3), the Sponsor shall provide written notification to the School of a proposed termination of this Charter at least 90 days prior to the proposed action. The notice shall state in reasonable detail the grounds for the proposed action. The notice shall state that the School's Governing Board may issue a request for a hearing. Said request must be made within fourteen (14) calendar days of receiving the notice. Any such hearing shall be conducted by an administrative law judge assigned by the Division of Administrative Hearings. The administrative law judge shall conduct the hearing within sixty (60) days of receipt of the request and in accordance with Chapter 120, Florida Statutes. The Administrative Law Judge shall issue a recommended order to the Sponsor. A majority vote by the Sponsor shall be required to adopt or modify the recommended order. The Sponsor's final order shall be submitted to the School's Governing Board within ten (10) days after adoption. Within Thirty (30) days of its receipt of the Sponsor's decision to terminate the Charter, the School's Governing Board may appeal the Sponsor's final order pursuant to Section 120.68, Florida Statutes.

Section 1.D)3) **Immediate Termination:** This Charter may be terminated immediately by the Sponsor pursuant to Section 1002.33(8)(d), Florida Statutes, if it sets forth in writing the particular facts and circumstances indicating that an immediate and serious danger to the health, safety or welfare of the students exists. In making the determination as to whether good cause exists for immediate termination, the Sponsor will consider whether the totality of the circumstances warrant a decision to forego the procedures for a Ninety (90) day termination.

Section 1.D.3)a) **Notice of Planned Immediate Termination:**

The Sponsor shall notify in writing the School's Governing Board, the School principal, and the Florida Department of Education if the Charter is immediately terminated. The Sponsor shall clearly identify the specific issues that resulted in the immediate termination and provide evidence of prior notification of issues resulting in the immediate termination when appropriate.

Section 1.D)3)b) **Hearing Process:**

Pursuant to Section 1002.33(8)(d), Florida Statutes, the Sponsor's determination to immediately terminate the Charter for good cause shown or if the health, safety or welfare of the students is threatened, is not subject to the provision of the pre-termination hearing described in Section 1002.33(8)(b), Florida Statutes. The School's Governing Board may, within Ten (10) days after receiving

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

the Sponsor's decision to terminate the Charter, request a hearing as described in Section 1.D)2). The hearing must be conducted within sixty (60) days after receipt of the request.

Section 1.D)3)c) District Operation of School Pending Appeal:

Unless the School has already ceased operations, or the continued operation of the School would materially threaten the health, safety or welfare of the students, the Sponsor shall assume operation of the

School upon immediate termination and shall continue operating the School throughout any timely appeal by the School or if no appeal is filed until the time for filing an appeal has expired. The Sponsor shall hold and conserve all School property and assets, including cash and investments in trust, until the School has exhausted all appellate rights. The Sponsor shall only disburse School funds in order to pay the normal expenses of the School as they accrue in the ordinary course of business. Normal expenses shall include, but not be limited to, the payment of employee salaries and benefits.

Section 1.D.3)c)(1) Immediate Termination – Operations During Hearing and Appeal:

Upon receipt of notice of immediate termination, the School shall immediately provide the Sponsor all of the keys to the School's facilities, along with all security system access codes and access codes for all computers in the School's facilities and shall immediately make accessible all educational and administrative records of the School so the Sponsor may immediately take any appropriate actions. Moreover, within two (2) business days, the School shall turn over to the Sponsor all records and information regarding the accounts of all of the public funds held by the School and shall turn over to the Sponsor all of the School's public property and public funds. If the School prevails in the hearing or appeal, the Sponsor shall, immediately, return to the School all keys, security codes, all educational and administrative records of the School and the School's facility. In that case, the School's Governing Board shall resume operation and oversight of the School.

Section 1.D)3)c)(2) Immediate Termination – Assets and Property During Appeal:

Any unencumbered public funds from the School, and District School Board property and improvements, furnishings and equipment purchased with public funds or financial or other records pertaining to the School, in the possession of any person, entity or holding company other than the School, shall be held in trust upon the Sponsor's request until any appeal status is resolved.

Section 1.D)3)c)(3) Immediate Termination – School Debts and Term of Lease During Appeal:

However, nothing herein shall be construed as an obligation on the part of the Sponsor to secure the extension of a lease term during the pendency of an appeal or to pay with Sponsor's funds any debts incurred by the School in order to avert a foreclosure or eviction.

Section 1.D)3)c)(4) School Employees after Immediate Termination:

The School's instructional and operational employees will be required to continue working in the charter school until such time as the School exhausts its appellate remedies. Notwithstanding the

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

general policy of requiring such employees to continue serving in their regular capacities during that time, the Sponsor reserves the right to take any appropriate personnel action as to such employees if any cause for personnel discipline should arise or be discovered during the Sponsor's assumed operation of the charter school (after the Sponsor provides any required due process to such employees if they are not terminable at-will).

Section 1.D)3)c)(5) **Immediate Termination – Retrieval of Personal Items by School Personnel:**

If the School requests a hearing or appeals the immediate termination and is unsuccessful in the hearing and appeal (or if the School fails to timely file a request for hearing on an appeal), the School shall be dissolved pursuant to Section 1002.33(8)(e), Florida Statutes. In such event, the Sponsor shall allow the School's Governing Board and its employees, agents and assigns to retrieve any of their respective personal belongings from the School's facility. However, all property and improvements, furnishings and equipment purchased with public funds shall automatically revert to full ownership by the Sponsor, subject to complete satisfaction of any lawful liens or encumbrances.

Section 1.D)3)d) **Pendency of Appeal:**

Since the issues on appeal shall be limited to whether there existed grounds for the immediate termination of the Charter, this Charter may still be terminated upon Ninety (90) days notice or non-renewed in accordance with its terms during the pendency of an appeal in accordance with Section 1002.33(8), Florida Statutes.

Section 1.D)4) **Post Terminations Provisions:**

Section 1.D)4)a) **Financial and Operational Records:**

Upon termination or expiration of this Charter, the School agrees to deliver all school financial and operational records to the Sponsor's Charter School Office immediately and without delay.

Section 1.D)4)b) **Student Records:**

Upon termination or expiration of this Charter, the School agrees to deliver all student records to the Sponsor's Student Services Division immediately and without delay.

Section 1.D)4)c) **Property/Assets of the School:**

In the event the School ceases operation or is dissolved, or this Charter is not renewed or is otherwise terminated, any public unencumbered funds of the School shall revert to the Sponsor except for capital outlay funds. Capital outlay funds shall revert to the Florida Department of Education. The School will not be required to reimburse Federal Public Charter School Program funds received from the Florida Department of Education to the Sponsor. All of the School's property and improvements, including real property, furnishings and equipment purchased with public funds shall be peacefully delivered to the Sponsor and automatically revert to full ownership by the Sponsor. If the School's accounting records

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

fail to clearly establish whether a particular asset was purchased with public funds or non-public funds, ownership of the asset will revert to the Sponsor.

Section 1.D)4)d) **Debts:**

If this Charter is not renewed or is terminated, the Charter School shall be responsible for all the debts of the School, including any debts related to real property acquisition or lease. The Sponsor will not assume the debt from any contracts for services made between the governing body of the School and third party, except for a debt that is previously detailed and agreed upon by both the Sponsor and the Governing Board of the School.

Section 1.D)4)e) **Leases:**

If this Charter is not renewed or terminated, the Sponsor may, but is not obligated, to assume any lease for the School facility if the lease allows for such an assignment. Sponsor shall not be responsible for any expenses incurred under a lease unless voluntarily assumed in writing.

Section 1.D)5) **Causes for Non-renewal or Termination:**

Section 1.D)5)a) A failure by the School to meet the requirements for student performance stated in this Charter; or failure to accomplish the purposes of a charter school stated in Section 1002.33, Florida Statutes;

Section 1.D)5)b) failure to participate in the State's education accountability system created in Section 1008.31, Florida Statutes;

Section 1.D)5)c) A failure by the School to meet generally accepted standards of fiscal management which includes, but is not limited to, a negative fund balance in any governmental fund as reported in a budget or audit report; negative net assets as reported in a budget or audit report; failure to timely file reports required by the Sponsor; improper expenditure of grant funds; failure to maintain required insurance; failure to correct audit findings within Sixty (60) calendar days; spending in excess of approved appropriations; and material discrepancies (Five percent 5% or greater) between unaudited annual financial report and audited statements; failure of the School's annual audit to comply with the requirements specified in this Charter or the School's failure to timely submit financial reports or other reports required by Section 1002.33(9), Florida Statutes, or by this Charter;

Section 1.D)5)d) A violation of law by the School;

Section 1.D)5)e) Violation of any aspect of Gadsden County School Board Policy 2.28 or this Charter;

Section 1.D)5)f) Violation of Section 1002.33 (12) Florida Statutes;

Section 1.D)5)g) A finding by the School Board that the health, safety or welfare of the student(s) is threatened;

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Section 1.D)5)h) Failure to correct deficiencies noted in a corrective action plan within one year of notice of the deficiency;

Section 1.D)5)i) Exhibiting one or more financial emergency conditions as specified in s.218.503 F.S. for two consecutive years;

Section 1.D)5)j) The School's failure to comply with the maximum class size requirements of Article IX, Sections (1) – (3), Florida Constitution, to the extent said requirements are applicable to charter schools;

Section 1.D)5)k) The School's failure to maintain insurance coverage as described in this Charter;

Section 1.D)5)l) The School earns two (2) consecutive grades of "F", unless an exception of Section 1002.33(9)(n)4., Florida Statutes applies. (This cause for termination or nonrenewal shall not apply if the School is approved to receive a school improvement rating as an alternative School pursuant to Section 1008.341, Florida Statutes.)

Section 1.D)5)m) If the School is approved to receive a school improvement rating as an alternative School pursuant to Section 1008.341, Florida Statutes. The School earns three (3) consecutive grades of "Declining" unless an exception of Section 1002.33(9)(n)4, Florida Statutes applies.

Section 1.D)5)n) Exhibiting a circumstance which establishes a deteriorating financial condition as specified in SBE Rule 6A-1.081.

Section 1.D)5)o) Expending more than \$10,000 for an expenditure after receipt of notice of termination or nonrenewal without written Sponsor approval, that is not within the budget submitted to the Sponsor, for attorney's fees incurred in the appeal, or for fees to obtain an independent audit.

Section 1.D)5)p) Any other good cause, as determined solely and exclusively by the Sponsor.

Section 1.D)6) **School Responsibilities** **Upon Notice of Termination or Nonrenewal:** Upon receipt of notice of intent to terminate or non-renew the charter contract, School shall:

Section 1.D)6)a) Obtain a financial audit within thirty days after receipt of notice. Sponsor shall be provided a copy of the audit within seven (7) days of its issuance.

Section 1.D)6)b) Refrain from expending more than \$10,000 per expenditure without written Sponsor approval, unless the expenditure is included in the budget submitted to the Sponsor, is for attorney's fees incurred in the appeal, or is for fees to conduct an independent audit.

Section 1.D)7) **Board Recovery of Inappropriate Expenditures:** In the event School violates Section 1.D)6)b), the Sponsor may withhold the amount of inappropriate expenditure from future FTE distributions due the School. If there are no further FTE distributions due to School, School shall refund to sponsor the full amount of the inappropriate expenditure within thirty calendar days. Failure to provide the required refund within the prescribed timeframe shall result in imposition of a one 1% interest penalty imposed monthly. The parties agree that continued failure to refund the inappropriate expenditure shall entitle the Sponsor to a cause of action against the School and the person or entity

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

receiving the inappropriate expenditure, to recover such inappropriate expenditure and attendant attorney's fees with the prescribed interest.

SECTION 2: ACADEMIC ACCOUNTABILITY

Section 2.A) **Student Performance-Assessment Evaluation:** The School agrees to implement the current baseline standard of achievement, the outcomes to be achieved and the methods of measurement that have been identified in Appendix 1, or as otherwise provided by state law. The methods to be used to identify educational strengths and needs of students and the educational goals and performance standards are set forth in Appendix 1. Accountability criteria shall be based upon the School's assessment system and appropriate required statewide assessments. In addition to evaluating the School's success in achieving the objectives stated in either the Application, the School Accountability Plan, or the School Improvement Plan, the School shall be held accountable for meeting federal and state student performance requirements, as provided in Sections 1001.02, 1008.33 and 1008.345, Florida Statutes. The School agrees to permit the Sponsor's personnel to observe the charter school's operations to assess student performance upon reasonable notice.

Section 2.A)1) **Initial Year:**

The School will implement its educational program during the initial year as specified in the School's approved application (Appendix 1) setting forth the School's curriculum, instructional methods, any distinctive instructional techniques to be used and the identification and acquisition of appropriate technologies needed to improve educational and administrative performance, which include a means for promoting safe, ethical and appropriate uses of technology which comply with legal and professional standards. The School shall ensure in its initial year that reading is a primary focus of the curriculum and that necessary resources will be provided to identify and provide specialized instruction for students who are reading below grade level. Further, the curriculum and instructional strategies in the School's initial year shall be consistent with the state-adopted standards and be grounded in scientifically-based research. The School further agrees that its programs and operations shall be nonsectarian in the initial year. The School shall ensure that its program is innovative and consistent with the state education goals established by Section 1000.03(5), Florida Statutes.

Section 2.A)1)a) **Expected Outcomes:**

In the initial year, the School agrees to implement the current incoming baseline standard of student academic achievement, the outcomes to be achieved and the methods of measurement that have been mutually agreed upon and identified in the School's approved application (Appendix 1), in this Charter and as specified in the School's applicable laws and rules.

Section 2.A)1)b) **Methods of Measurement:**

The School's expected outcomes will be measured in the initial year as described in the School's approved application (Appendix 1), in this

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Charter and as specified in the applicable laws and rules.

Section 2.A)1)c) **Assessments:**

Students in the School will participate in the initial year in an assessment program that mirrors the countywide assessment of the Sponsor's public school students enrolled in comparable grades/schools, including assessments required of the public schools by the Florida Department of Education. To facilitate this participation, the Sponsor will provide consultation by its applicable district staff and those services/support activities which are routinely provided to the Sponsor's staff regarding implementation of district and state-required assessment activities (e.g. staff training, dissemination and collection of materials, scoring, analysis, and summary reporting). The School shall be responsible for providing the technical means and equipment such as may be required, for administering the tests to its students and adhering to procedures published for each test. The School agrees that its students will be assessed within the timeframe for the other public schools in the Sponsor's district.

Section 2.A)1)c)(1) **State Required Assessments:**

Students attending the School in its initial year shall participate, at the School's expense, in the statewide assessment program and in all state-required assessments. In accordance with the provisions of Section 1002.33(7)(a)4., the School will participate in all state assessment programs in which Sponsor's students enrolled in comparable grades/schools participate. To facilitate this participation, the Sponsor will provide consultation in the initial year by its applicable school district staff and those services/support activities, which are routinely provided to the Sponsor's school district staff regarding implementation of state-required assessment activities (e.g., staff training, dissemination and collection of materials, monitoring, scoring, analysis, and summary reporting). The School may not assess incoming students in the initial year using the same assessment instrument that the Sponsor uses in the spring. A different norm-referenced assessment must be used for this purpose.

Section 2.A)1)c)(2) **Additional Assessments:**

When the Sponsor requires the School to participate in any District-wide assessments during the School's initial year, the Sponsor shall bear the cost of the School's participation in those assessments. When the School opts to participate in District-wide assessments during the School's initial year, the School shall bear the costs associated with District-wide assessments. The School, at its discretion and own expense, may use other assessment tools during its initial year that are educationally relevant, sound and consistent with this Charter.

Section 2.A)2) **Annual:**

The School will annually implement its educational program as specified in the School's approved application (Appendix 1), setting forth the School's curriculum, instructional methods, any distinctive instructional techniques to be used, and the identification and acquisition of appropriate technologies needed to improve educational and administrative performance, which include a means for promoting

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

safe, ethical and appropriate uses of technology which comply with legal and professional standards. The School shall ensure that reading is a primary focus of its annual curriculum and that necessary resources are provided to identify and provide specialized instruction for students who are reading below grade level. The School's curriculum and instructional strategies for reading and for other subjects shall be consistent with the state-adopted standards and be grounded in scientifically-based research. The School further agrees that its programs and operations shall be nonsectarian and shall ensure that its program is innovative and consistent with state education goals established by Section 1000.03(5), Florida Statutes.

Section 2.A)2)a) **School Improvement Plan:**

The School's Governing Board shall approve a School Improvement Plan ("SIP"), as applicable, in each year of this Charter, when required by Florida Statutes, by State Board Rule, or by other applicable rule.

Section 2.A)2)a)(1) **Minimum Components of SIP:**

During each year when the School is required to submit a School Improvement Plan, the School agrees to provide a School Improvement

Plan that is in compliance with all state and federal requirements. If the School receives a grade of D or F or a rating of "Declining" as an alternative School pursuant to Section 1008.341, Florida Statutes, the School Improvement Plan must include a component specifically addressing efforts to raise student achievement. The School Improvement Plan shall also contain the baseline standard of achievement, the outcomes to be achieved, and the methods of measurement that have been mutually agreed upon in the School Accountability Plan submitted to the Sponsor. The School Improvement

Plan must require the clear identification of source documentation for data and where applicable, reliance upon state generated disaggregated data. The School Improvement Plan must require annual adequate progress toward Accountability Plan goals. The School Improvement Plan shall comply with Sponsor Policy 3.08.

Section 2.A)2)a)(2) **Deadline for Governing Board Approval:**

When required to submit a School Improvement Plan, the School's Governing Board shall approve a School Improvement Plan ("SIP") each year concurrent with the Sponsor's School Improvement Plan approval timeframe.

Section 2.A)2)a)(3) **Monitoring:**

The School's Governing Board shall be responsible for monitoring the School's School Improvement Plan, should one be required.

Section 2.A)2)b) **Corrective Action**

Section 2.A)2)b)(1) **Options**

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

If the School receives three (3) consecutive School grades of “D”, two (2) consecutive grades of “D” followed by a grade of “F” or two (2) nonconsecutive school grades of “F” within a three (3) year period or three (3) consecutive school improvement ratings of “Declining” as an alternative School, School shall submit a proposed corrective action for approval by the Sponsor from among the options listed below.

Section 2.A)2)b)(1)(a) Contract for educational services to be provided directly to students, instructional personnel and school administrators.

Section 2.A)2)b)(1)(b) Contract with an outside entity that has a demonstrated record of effectiveness to operate the School.

Section 2.A)2)b)(1)(c) Reorganize the School under a new Director or Principal who is authorized to hire new staff.

Section 2.A)2)b)(1) (d) Voluntarily close the School.

Section 2.A)2)b)(2) **Implementation**

The corrective action approved by the Sponsor shall be implemented by the School for a minimum of two (2) school years, beginning in the school year after the year in which the charter school receives a grade that results in the requirement for corrective action. The School is no longer required to implement a corrective action if it improves by at least one (1) letter grade or if it has been approved as an alternative school, improves its rating to “maintaining”. However, it will continue to implement strategies identified in the School Improvement Plan. If after two (2) full school years of implementing the corrective action, the School does not improve by at least one (1) letter grade or to a rating of “maintaining”, if approved as alternative school, it must then submit a plan to the Sponsor to implement a different corrective action in the following school year. The Director or Principal of the School and a representative of the Governing Board of the School which is implementing a corrective action plan or a School Improvement Plan with specific measures to raise student achievement due to receipt of a school grade of “D” or rating of “Declining” if approved as an alternative school, will appear before the Sponsor at least once a year to present information regarding the progress of intervention and support strategies.

Section 2.A)2)c) **Assessments:**

The School’s student performance will be annually assessed as described in the School’s approved application (Appendix 1), in this Charter, and as specified in the applicable laws and rules. The School will annually implement its educational program as specified in the School’s approved application (Appendix 1) setting forth the School’s curriculum, instructional methods, any distinctive instructional techniques to be used and the identification and acquisition of appropriate technologies needed to improve education and administrative performance, which include a means for promoting safe, ethical and appropriate uses of technology which comply with legal and professional standards. The School shall ensure each year that reading is a primary focus of the curriculum and that necessary resources will be provided to identify and provide specialized instruction for students who are reading below grade

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

level. Further, the School's annual curriculum and instructional strategies for reading and for other subjects shall be consistent with state-adopted Standards and be grounded in

scientifically-based reading research. The School further agrees that its programs and operations shall be nonsectarian each year. The School shall ensure each year that its program is innovative and consistent with the state education goals established by Section 1000.03(5), Florida Statutes.

Section 2.A)2)c)(1) **State Required Assessments:**

The School will annually administer all state-required assessments to its students, at the School's expense, within the State timeframe during each year of the term of the Charter. In accordance with the provisions of Section 1002.33(7)(a)4., the School will participate in all state assessment programs in which Sponsor's students enrolled in comparable grades/schools participate. To facilitate this participation, the Sponsor will provide consultation in each year by its applicable school district staff and those services/support activities, which are routinely provided to the Sponsor's school district staff regarding implementation of state-required assessment activities (e.g., staff training, dissemination and collection of material, monitoring, scoring, analysis and summary reporting). The School may not assess incoming students in any year using the same assessment instrument that the Sponsor uses in the spring of that year. A different norm-referenced assessment must be used for this purpose.

Section 2.A)2)c)(2) **Additional Assessments:**

The School will implement, at its own expense, any assessments specified in its approved application (Appendix 1). When the Sponsor requires the School to participate in any District-wide assessments during the term of this Charter, the Sponsor shall bear the cost of the School's participation in those assessments. When the School opts to participate in District-wide assessments during the term of this Charter, the School shall bear the costs associated with District-wide assessments. The School, at its discretion and own expense, may use other assessment tools during the term of this Charter that are educationally relevant, sound and consistent with this Charter.

Section 2.B) **Student Promotion:**

Section 2.B)1) **School Student Promotion Policy:** The School agrees that its students shall be promoted in accordance with the Sponsor's Student Progression Plan.

Section 2.B)2) **Graduation Requirements:**

The School shall follow the procedures described in Appendix 1 to determine whether an enrolled student has met the requirements for graduation. The School shall not graduate, nor issue a high school diploma, to any student who has not met the graduation requirements as established in the Sponsor's Student Progression Plan and Florida Statute.

Section 2.B)3) **Other Assessment Tools:**

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

In addition to those assessment tools identified in this Charter and in the School's governing laws and rules, the School will utilize all other assessment tools specified in the School's approved application (Appendix 1).

Section 2.C) **Data Access:**

The School agrees to allow the Sponsor reasonable access to review data sources, including collection and recording procedures, in order to assist the Sponsor in making a valid determination about the degree to which student performance requirements have been met.

Section 2.D) **Records and Grading Procedures:**

Due to the possibility that students enrolled in the School may return to the regular public school system, the School shall utilize a records and grading procedure that is consistent with the Sponsor's current records and grading procedures. The charter school shall maintain student records in the complete and exact form specified by current District protocols.

Section 2.D)1) The School shall maintain both active and archival records for current/former students in accordance with Section 1002.22, Florida Statutes.

Section 2.D)2) All permanent (Category A) records of students leaving the School, and transferring to the regular public school system, or withdrawing to attend another school, shall be promptly transferred and delivered by the School to the receiving school. All permanent records of students leaving the School, whether by graduation, transfer to the public school system or withdrawal to attend another school, must be transferred to the school system in accordance with state law and in full compliance with District protocols and procedures. Records of student progress must be transferred to the District if the student is returning to the District. Charter schools must use the Florida Department of Education electronic data formats when submitting student information.

Section 2.D)3) Records of student progress (Category B) shall be promptly transferred and delivered by the School to the appropriate school if a student withdraws to return to the Sponsor's school system or to another school system. The School may retain copies of the departing student's academic records created during the student's attendance at the School.

Section 2.E) **Student Assessment Data Reporting:**

The charter school shall provide student assessment data, as required by s.1002.33 F.S. to each parent of a student at the charter school, the parent of a student on a waiting list for the charter school, the sponsor, and the Governing Board of the charter school. Such information shall also be posted on the charter school's Web site.

Section 2.F) **Progress Monitoring:**

Section 1002.33(5)(b), Florida Statutes, requires the Sponsor to monitor and review the progress of the School towards the goals established for the School. The School shall make annual progress reports to the Sponsor which, upon verification, shall be forwarded to the Commissioner of Education, at the same

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

time as other annual school accountability reports are submitted. The School's annual progress report shall be submitted to the Sponsor no later than August 20, each year for the immediately preceding school year. The report shall contain at least the following items:

Section 2.F)1) The School's progress toward achieving the goals outlined in its application:

Section 2.F)1)a) Learning gains of individual students as measured by FCAT (Florida Comprehensive Assessment Test) scores. Section 2.F)1)b) Learning gains of the School's population as measured against a comparable District school population.

Section 2.F)1)c) Learning gains of the School's population measured against a comparable student population. Sponsor and School will agree on a comparable school population for comparison purposes.

Section 2.F)2) Student achievement performance data, including the information required in the annual public school accountability report and the education accountability system, pursuant to Sections 1008.31 and 1008.345, Florida Statutes. The School shall identify reasons for any difference between projected and actual student performance.

Section 2.F)3) Financial status of the School which must include revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.

Section 2.F)4) Documentation of the facilities in current use and any planned facilities for use by the School for instruction of students, administrative functions, or investment purposes.

Section 2.F)5) Descriptive information about the School's personnel, including salary and benefit levels of School employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching infield or out-of-field.

Section 2.F)6) School's plan for providing accelerated instruction to students who score in levels one and two on the FCAT.

Section 2.F)7) A description of innovative learning methods used by the school to achieve academic goals.

Section 2.F)8) A statement describing the status of implementation of any corrective action plan or financial recovery plan.

Section 2.G) **Accountability:**

Section 2.G)1) The School shall participate in the State education accountability system.

Section 2.G)2) In the event School receives a "D" or "F" school grade or a rating of "Declining" as an alternative school, the Director or Principal of the School and a representative of the Governing Board shall appear before Sponsor to present information concerning noted deficiencies.

Section 2.H) **School Website**

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

The school shall maintain a website which displays information regarding the school; the school's academic performance; the names and e-mail addresses of the governing board members; the name and e-mail address of the local representative of the governing board; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and independent financial audit; the school's grade; the school's accreditation status; and minutes of governing board meetings. This information shall be provided in a publicly-accessible portion of the school's website, such that access to this information shall not require creation of a school or website account, use of a password or any other limiting factor.

SECTION 3: STUDENTS

Section 3.A) **Eligible Students:**

The School shall enroll all eligible students in accordance with Section 1002.33(10), Florida Statutes, up to the maximum school enrollment capacity approved by the Sponsor through its approval of this Agreement and any subsequent amendment to this agreement. The School shall not be eligible for or receive funds for enrollment beyond the maximum enrollment capacity provided herein. The parties agree that the approved school minimum enrollment is the lowest enrollment that will support the School's operations at an adequate level under its approved budget. If the School fails to achieve the minimum school enrollment as provided herein by October FTE reporting period, such shall be considered good cause for termination or non-renewal for failure to meet generally accepted standards of fiscal management as provided in Section 1002.33(8)(a)2., Florida Statutes, unless the School provides the Sponsor a revised and balanced budget within sixty (60) days of the October FTE reporting period. A student may not be transferred by the School to another charter school or district school except upon the prior written consent of the student's parent/guardian or of the student (if an adult). The School agrees that any transfer or withdrawal of students shall be conducted in accordance with the Sponsor's student transfer and withdrawal policies and procedures. Parents may withdraw a student from the School at any time. In such event, the student shall either return to the student's regularly assigned district school or to another school with an appropriate program. To withdraw a student from a charter during the fourth quarter of the academic year, the School will require that parents/guardians first notify the District's Department of Student Assignment to obtain a waiver. During the fourth quarter of the academic year, the school may not initiate or complete a withdrawal without a waiver. The School may not enroll students over the age of 18 if that student has been identified as a dropout or if there has otherwise been a break in that student's school enrollment.

Section 3.A)1) **Community:**

The parties agree that the community to be served by the School is described in the School's Application (Appendix 1). However, in no event shall any eligible student, as defined by Section 1002.33(10), Florida Statutes, be denied enrollment unless the School has attained its maximum school enrollment capacity. The School's minimum enrollment for the first year of operation is 160. The parties agree that this is the minimum enrollment that will support the School's operations. Failure to

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

achieve the minimum enrollment by the October FTE reporting period and each following year constitutes good cause for termination or nonrenewal. The maximum enrollment shall be 300.

Section 3.B) **Grades Served:**

The School shall enroll students in grades 6-8.

Section 3.C) **Class Size:**

The School shall comply with the Class Size Reduction Amendment, Section 1, Article IX of the Florida Constitution, and such other requirements imposed on Florida Charter Schools by Statute or the Department of Education. The School shall comply with all class size reduction reporting requirements imposed by the Department of Education on the Sponsor. The School shall immediately indemnify the Sponsor for all penalties imposed upon the Sponsor as a result of the School's noncompliance with this provision.

Section 3.D) **Annual Projected Enrollment:**

The School shall provide to the Sponsor its projected FTE enrollment for the upcoming school year by no later than November 15 of the current school year during the term of this Charter.

Section 3.E) **Annual Capacity Determination:**

Any change to the School's approved maximum school enrollment capacity must be achieved through the amendment of this Charter. If a change in its maximum school enrollment capacity is desired for an upcoming school year during the term of this Charter, the School must provide notice to the Sponsor of the proposed change in school enrollment capacity and the facts supporting that request no later than February 28 prior to the school year in which the increased capacity is requested. The Sponsor shall consider the provisions of Section 1002.33(10), Florida Statutes, when determining whether to approve a requested change in school enrollment capacity. Maximum school enrollment capacity shall not exceed the maximum capacity established by any applicable certificate of occupancy, certificate of use, fire permit or applicable provision of Article IX, Section 1 of the Florida Constitution or any other law or rule that is applicable to the School.

Section 3.F) **Admissions and Enrollment Plan:**

The School shall admit and enroll students in accordance with Appendix 1 and Section 1002.33(10), Florida Statutes. The School agrees to enroll an eligible student by accepting a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building as set forth in Attachment 1. In such case, all applicants shall have an equal chance of being admitted through a random selection process. Preference may be given to siblings of students enrolled in the School. By July 15th of each year, School will provide Sponsor a list of all applicants for enrollment. The list will note those students who were denied admission and include a detailed explanation for the denial. The list will also identify each applicant with a disability and specify the category of disability and how the school

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

evaluated whether their program was an appropriate placement option. The School may not enroll students who have been assigned to an alternative school program unless and until that alternative school assignment has been satisfactorily completed. Enrollment is subject to compliance with the provisions of Section 1003.22, Florida Statutes, concerning school entry health examinations and immunizations.

Section 3.F)1) **Racial/Ethnic Balance:**

The School agrees that it shall develop and implement strategies to achieve a racial/ethnic balance reflective of the community it serves. The School shall comply with any provisions of the Sponsor's student assignment plan concerning racial/ethnic, socioeconomic, or academic achievement diversity.

Section 3.F)2) **Non-Discrimination:**

The School agrees that it will not discriminate against students with disabilities who are served in the Exceptional Student Education (ESE) programs and students who are served in English for Speakers of Other Languages (ESOL) programs. School agrees it shall not discriminate in employment or any educational program or activity based on race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, disability if otherwise qualified or any other unlawful factor. The School will not deny admission to, nor withdraw, a disabled student based on a finding that the student needs a service delivery model not presently in existence at the School. The School will include non-discrimination statements and statements of inclusion in any application handouts or brochures concerning the School and on the School website.

Section 3.F)3) **Non-Sectarian:**

The School shall guarantee that its admissions policies are nonsectarian.

Section 3.G) **Maintenance of Student Records:**

The School shall maintain all records on enrolled students and shall provide parents with copies of such records as requested. Student cumulative folders will be maintained as specified by the Sponsor and transferred immediately in proper condition when requested by the Sponsor. The Sponsor has the right, with reasonable notice, to review any documentation maintained by the School. The School shall ensure that all student records are kept confidential in accordance with applicable state and federal law.

Section 3.H) **Exceptional Student Education/Students with Disabilities/ESOL Students:**

Students with disabilities who are enrolled in the School shall be provided with programs implemented in accordance with federal and state laws and local policies and procedures, specifically: the Individuals with Disabilities Education Improvement Act (IDEIA); Section 504 of the Rehabilitation Act of 1973; Sections 1000.05 and 1001.42(4)(1), Florida Statutes; Chapter 6A-6 of the Florida Administrative Code; the Sponsor's Special Programs and Procedures document; School Board Policies relating to "Least Restrictive Environment," "Nondiscrimination on Basis of Disability," "Discipline of Disabled Students," and sections of the Sponsor's Student Progression Plan and Code of Student Conduct dealing with

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

students with disabilities. The School will access training opportunities provided by the Sponsor to ensure compliance with the IDEIA.

Section 3.H)1) Non-Discrimination Policy:

The School shall adopt and implement a non-discriminatory policy regarding placement, assessment, identification, selection, and admission of disabled students. The School will not request a copy of a student's Individual Education Plan (IEP) nor any other student information from the parent or any other source prior to the student's completion of the application process. Nor shall the School access such student information on the Sponsor's Student Information System prior to admission of the student. The School's enrollment application will not include questions concerning a student's IEP or need for special services. Upon receiving the application for enrollment of a student with a disability, the School will convene a meeting with individuals knowledgeable about the student to evaluate the student's individual needs and determine whether the student can be provided a free, appropriate public education by the School. The School will contact and consult the Gadsden County School District Staff when it believes it may not be able to meet the needs of a disabled student. Such students will be referred for enrollment at a Gadsden County District School only when School and District Staff agree the student's educational needs cannot be met at the school. A seat will be held at the school for the applying student until a determination can be made.

Section 3.H)2) Sponsor's Responsibilities:

The Sponsor shall provide exceptional student education administration services.

Section 3.H)3) School's Responsibilities:

Section 3.H)3) Individual Education Plans (IEPs):

The School will utilize all of the Sponsor's forms and procedures related to pre-referral activities, referral, evaluation and re-evaluation for ESE eligibility, IEP development, and placement. The School will schedule and conduct an IEP meeting with the students' families at mutually agreeable times for each eligible exceptional student enrolled in the

School. The Sponsor will be invited to participate in the IEP meetings. School staff will work closely with the Sponsor's staff to discuss the needed services (including all related services and programs) of the School's students with disabilities.

Section 3.H)3)c) Local Education Agency (LEA):

The School will serve as the LEA at all IEP meetings for all students. The Sponsor will serve as the LEA at all eligibility staffings.

Section 3.H)3)d) Least Restrictive Environment:

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

The School will make a continuum of alternative placements available to students with disabilities. Students with disabilities enrolled in the School will be educated in the least restrictive environment appropriate to their needs, and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Section 3.H)3)e) **Procedural Safeguards:**

Parents of students with disabilities shall be afforded notice of procedural safeguards in their native language, as provided by the Florida Department of Education.

Section 3.H)3)f) **Federal and State Reports:**

Unless otherwise exempted by Chapter 1002, Florida Statutes, the School will complete federal and state reports in accordance with the timelines and specifications of the Sponsor and the Florida Department of Education. Failure to comply with this provision shall be considered good cause for termination or non-renewal of this Charter.

Section 3.H)3)g) **504 Students:**

The School will provide reasonable accommodations to students with a physical or mental impairment which substantially limits a major life activity, if and to the extent required to enable such students to have an opportunity to be successful in their educational program equal to that of their non-disabled peers. The School shall prepare a 504 Accommodation Plan for all such students who do not have an IEP, in accordance with Section 504 of the Rehabilitation Act and its implementing regulations.

Section 3.H)4) **Services Covered by the Administrative Fee:**

Sponsor shall provide exceptional education administration services as part of the services for which it receives an administrative fee pursuant to Section 1002.33 (20), Florida Statutes.

Section 3.H)5) **Due Process Hearing:**

The School will provide legal representation, at its own cost, selected after consultation with the Sponsor in any legal or quasi-legal activity regarding the educational program or placement afforded ESE or 504 students attending or admitted to the School, such as mediation, due process hearings, appeals, other court action, or a formal complaint.

Section 3.H)6) **ESOL Students:**

Students enrolled at the School who are of limited proficiency in English will be provided with primary instruction in English by personnel who either (a) hold a currently-valid State of Florida educator's certificate showing the ESOL subject area or the ESOL endorsement; or (b) hold a currently-valid State of Florida educator's certificate in another area of certification, have been approved by the School's Governing Board to teach in this capacity, and who complete the required in-service training in ESOL (a

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

minimum of 60 hours each school year assigned to teach an LEP student until the ESOL endorsement is added) as provided by the District in compliance with the LULAC, et al. v. State Board of Education Consent Decree. The School will meet the requirements of the Consent Decree entered in LULAC, et al. v. State Board of Education and related rules of the State Board of Education in Chapter 6A-6. The School will comply with the Sponsor LEP plan in identifying ESOL students and provision of ESOL services.

Section 3.I) Dismissal Policies and Procedures:

The School agrees to maintain a safe learning environment at all times. The School shall comply with Florida state law and the School's Code of Student Conduct. For the first year, the School will adopt and implement the Sponsor's Code of Student Conduct. The School may not dismiss an otherwise qualified student from attendance except for causes for expulsion as contained in the Sponsor's Code of Student Conduct and in accordance with the School's dismissal process. If the School is considering removal of a student from attendance, the School will inform the Sponsor of its intention and share information concerning the basis for considering removal. If the student's actions lead to recommendation for assignment to an alternative school or expulsion from Gadsden County Public Schools, School will cooperate in providing information and testimony needed in any legal proceeding. The School will not transfer an enrolled student to another charter school or any other School of the District without written parental approval. Students will be assigned to an alternative school only through the process established by Gadsden County School Board Policy, and will be expelled from Gadsden County Public Schools only if approved by the Gadsden County School Board. Students with disabilities will be disciplined only in accordance with requirements of the Individuals with Disabilities Education Improvement Act and Rehabilitation Act. The School may not adopt any rules less restrictive than the Sponsor's Code of Student Conduct. To the extent that the school adopts any student conduct rules more stringent than the Sponsor's Code of Student Conduct, the School will provide copies of such regulations to the Sponsor prior to adoption. The School must ensure that no pressure, coercion, negotiation or other inappropriate inducement may be used to attempt to have parents/guardians withdraw students from the School. The School must provide sufficient training and oversight to staff members to prevent improper withdrawals. The School shall promptly readmit and reenroll any student who has been inadvertently or improperly withdrawn

Section 3.J) Extracurricular Activities:

School shall refer Charter School students for participation in extracurricular activities at Sponsor schools only in accordance with Policy 4.07 and Section 1006.15, Florida Statutes. All such students will be assigned to a school through Sponsor's Student Assignment Office.

SECTION 4: FINANCIAL ACCOUNTABILITY

Section 4.A) Revenue:

Section 4.A)1) Basis for Student Funding:

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

The Sponsor agrees to fund the School for the students enrolled as if they are in a basic program or a special program in a school in the Sponsor's district. The basis for the funding shall be the sum of the Sponsor's operating funds from the Florida Education Finance Program (FEFP) as provided in Section 1011.62, Florida Statutes, and the General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the Sponsor's district current operating discretionary millage levy, divided by the total funded weighted full-time equivalent students (WFTE) in the Sponsor's district, multiplied by the WFTE of the School.

Section 4.A)1)a) **Student Reporting:**

The School will accurately report its student enrollment to the Sponsor as required in Section 1011.62, Florida Statutes, and in accordance with the definitions in Section 1011.61, Florida Statutes, at the agreed upon intervals and using the method used by the Sponsor when recording and reporting cost data by program. The Sponsor agrees to include the School's enrollment in the Sponsor's district report of student enrollment. In order to receive full funding, the School shall provide all required information within the same schedule required for all other of Sponsor's schools. School agrees to complete initial enrollment and provide a report of enrolled students by May 12 of each year. In the months of July and August, such reports shall be provided weekly by submission each Monday of the month until such time as the school year begins. The reports required by this paragraph shall include each student's name, grade, student identification number and date of birth. School will designate a staff member who will attend all FTE and data training workshops offered by Sponsor in order to facilitate the registration process.

Section 4.A)1)b) **Distribution of Funds Schedule:**

The Sponsor shall make every effort to ensure that the School receives timely and efficient distribution of funds. Payments shall be made on a monthly basis in arrears based upon the estimated number of FTE students in membership during the FTE survey period. Funding shall be withheld without penalty to the Sponsor pending compliance with Section 1. B) 4) regarding annual submission of a certificate of occupancy and Section 7. K) 1) concerning annual submission of proof of insurance. Subsequent payments shall be adjusted to reflect actual full time equivalent student enrollment. The Sponsor's payment to the School shall be issued not later than 10 working days after the Sponsor receives state or federal funds. If a warrant for payment is not issued within 10 working days after receipt of funding by the Sponsor and receipt of an annual projection or documentation supporting an adjustment based on an increase in WFTE count from the School, unless due to failure of school to submit documents as described above, the Sponsor shall pay to the school, in addition to the amount of the scheduled disbursement, interest at the rate of 1 percent per month, calculated on a daily basis, on the unpaid balance from the expiration of the 10-day period until such time as the warrant is issued. The annual projection and the results of the full-time equivalent student membership surveys will be used in determining the amount of funds distributed to the school. Nothing in this section shall be construed to require the Sponsor to disburse federal funds that have not yet been drawn down by the Sponsor, or to disburse federal funds which must be retained by the Sponsor in order to comply with applicable grant rules.

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Section 4.A)1)c) **Adjustments:**

Total funding for the School shall be recalculated during the year to reflect the revised calculations under FEFP by the State and the actual WFTE students reported by the School during the full time equivalent survey periods designated by the Commissioner of Education.

Section 4.A)1)d) **Millage Levy:**

In accordance with the provisions of Section 1002.33(9)(l), Florida Statutes, the School agrees that it shall not levy taxes or issue bonds secured by tax revenues. However, nothing in this provision shall preclude a municipality from levying municipal taxes during a period in which the municipality is operating a charter school.

Section 4.A)1)e) **Holdback/Proration:**

In the event of a statewide holdback or proration which reduces the Sponsor's district funding, the School's funding will be reduced proportionately in accordance with Section 1002.33(17), Florida Statutes.

In the event the Sponsor's district exceeds the state cap for WFTE in any expenditure category of programs established by the Legislature, resulting in unfunded WFTE for the district, then the School's funding shall be reduced to reflect its proportionate share of any unfunded WFTE. If the Sponsor receives notice of an FTE or other funding adjustment which is attributable to noncompliance by the School, the Sponsor shall deduct such assessed amount from the next available payment otherwise due to the School. ***If the assessment is charged near the end of or after the term of the Charter, where no further payments are due to the School, the Sponsor shall provide prompt notice to the School, which shall within thirty (30) days refund the amount of the assessment.*** If the School fails to open, through no fault of the Sponsor, the School shall reimburse the full amount of any funding provided by the Sponsor. Additionally, if the School is terminated or non-renewed, it shall reimburse to Sponsor any and all FTE distributed, but unearned by the School. The School shall reimburse the full amount to the Sponsor within thirty (30) days. The School will be responsible for an additional fee of 1% per month on the unpaid balance after 30 days from the date of notice of such assessment.

Section 4.A)1)f) **Categorical Funding:**

If the School's students or programs meet the eligibility criteria in law, the School shall be entitled to its proportionate share of categorical program funds included in the total funds made available in the FEFP by the Legislature, including transportation, minus the administrative fee. The School shall provide the Sponsor with documentation in the form of the annual financial report, that categorical funds received by the School were expended for purposes for which the categoricals were established by the Florida Legislature. The School shall reimburse the Sponsor for any impermissible expenditure, as established by State criteria, within 30 days of notice of such expenditures.

Section 4.A)1)g) **Summer School:**

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

If a student enrolled in a School attends any of the Sponsor summer school programs, the School shall reimburse the Sponsor for the cost as determined by the Sponsor of each student's summer school program. If the School fails to comply with this provision, the Sponsor may deduct the appropriate amount from the School's subsequent FTE payments.

Section 4.A)1)h) **Dual Enrollment**

If a student enrolled in the School wishes to take classes through a dual enrollment program, the School shall enter into an articulation agreement with the relevant university and shall fund costs of the student's attendance as required by statute from the FTE funding received for that student. Sponsor shall not be responsible to fund the cost of participation in dual enrollment by School's students.

Section 4.A)2) **Federal Funding:**

In any programs or services provided by the Sponsor which are funded by federal funds and for which federal funds follow the eligible student, the Sponsor agrees, upon adequate documentation from the School, to provide the School with equivalent federal funds per eligible student if the same level of service is provided by the School, provided that no federal law or regulation prohibits this transfer of funds. For Federal or State grants in which the Sponsor is the fiscal agent or partner, the Sponsor will deduct the full amount of allowable indirect costs in all cases in which such costs are allowed by the funder. For the special case of charter school-specific grants in which the funder allows indirect costs only when there is an agreement between the School and the Sponsor, the School voluntarily agrees that the Sponsor will deduct a reduced indirect rate of 2%. The Sponsor will be entitled to suitable direct costs (as agreed to by the School and the Sponsor) for administration of grants in which indirect costs are prohibited by the funder. The School shall comply with applicable Sponsor policy, procedures and internal deadlines for grant programs in which the Sponsor is the fiscal agent or partner for grant programs.

Section 4.A)2)a) **Title I:**

Pursuant to provisions of 20 U.S.C. 8061 Section 10306, the Sponsor will always provide all federal funding for which the School is otherwise eligible, including Title I funding, not later than five (5) months after the School first opens or after a subsequent expansion of enrollment. Any Title I funds allocated to the School must be used to supplement the reading/language arts and mathematics services for eligible students participating in the Title I program and shall be spent in accordance with federal regulations. These students will be identified utilizing the Economic Survey conducted annually during the prior fiscal year. The per pupil allocation of Title I funds will correlate with the per pupil allocation of the home school. Any capital outlay item purchased with Title I funds must be identified and labeled for Title I property audits. Any equipment purchased with Title I funds, which is classified as Capitalized Audio Visual or Equipment, remains the property of Title I and must be identified and labeled for Title I property audits. If the School accepts Title I funds, at least one percent (1%) of the Title I funds budget must be spent in support of parental involvement activities. The School will ensure that Title I guidelines are being followed at the School and that students are meeting high content and performance

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

standards. The District and regional Title I staff will provide technical assistance and support in order to ensure that Title I guidelines are being followed at the School and that students are meeting high content and performance standards. The Sponsor agrees to timely notify the School of all dates and other information regarding reporting of student data, calendar of District in-service opportunities and other dates and information pertinent to the School's compliance with this Charter.

Section 4.A)2)b) IDEA:

The discretionary portion of the IDEA appropriation will remain with the Sponsor to provide training as required by IDEA guidelines. The School may participate in discretionary IDEA training offered by the Sponsor at no cost. The Sponsor agrees to timely notify the School of all dates and other information regarding reporting of student data, calendar of district inservice opportunities and other dates and information pertinent to the School's compliance with this Charter.

Section 4.A)2)c) Federal Grants:

The Sponsor agrees to support the School in its efforts to secure grants by timely processing and submitting all documentation prepared by the School and necessary for the School's competition for grants and other monetary awards, including but not limited to Federal Start-Up Grant and Dissemination Grant. When the funding source requires that the Sponsor serve as the fiscal agent for a grant, the School shall, prior to generating any paperwork to the funding agency, notify the Sponsor in writing of its intent to submit a grant application and attach grant application guidelines. If the Sponsor develops a District-wide grant, the School may be included in the district proposal, if mutually agreed to by the School and the Sponsor. The Sponsor shall not agree to such participation unless the School specifically agrees to all terms, conditions and requirements of the grant. If the School fails in any material respect to comply with said terms, conditions and requirements, the School shall be solely responsible and liable for any consequences. When a charter school elects to participate in a District-wide grant prepared by the Sponsor's staff or when grant proposals are developed by district staff using student or School counts that include the students of the school, dollars and/or services distributed via grants funds will be provided to charter schools in the same manner as traditional public schools.

Section 4.A)3) Charter School Capital Outlay Funds:

Charter School Capital Outlay funds for which the School may be eligible will be remitted to the School within 10 working days of the receipt of such funds by the Sponsor.

Section 4.B) Sponsor Administrative Fee:

The Sponsor shall retain the maximum administrative fee allowable under Statute for the Sponsor's costs of administrative and educational services the Sponsor is required to provide by Section 1002.33(20)(a), Florida Statutes. This administrative fee shall be withheld only for enrollment up to and including the number of students permitted by Statute. If the School's enrollment exceeds that maximum number of students used in the administrative fee calculations, the difference between the total administrative fee calculation and the amount of the administrative fee withheld may only be used

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

for capital outlay purposes specified in Section 1013.62(2), Florida Statutes. All such services shall be requested through and coordinated by the Superintendent's designee. The Sponsor will invoice the School monthly for these services, if any. The School shall issue payment no later than thirty (30) working days after receipt of an invoice. If a warrant for payment of an invoice is not issued within thirty (30) working days after receipt by the School, the School shall pay to the Sponsor, in addition to the amount of the invoice, interest at a rate of one (1) percent per month calculated on a basis on the unpaid balance from the expiration of the thirty (30) day period until such time as the warrant is issued. If payment is not received by the Sponsor within forty-five (45) working days after receipt of the invoice by the School, such non-payment shall constitute good cause for termination of this Charter. The Sponsor shall then deduct the amount due from the next available payment otherwise due the School. The Sponsor is under no obligation to provide any services to the School outside of those required by Florida Statute.

Section 4.C) **Restriction on Charging Tuition:**

The School agrees to comply with Section 1002.33(9)(d), Florida Statutes, by not charging tuition or registration fees.

Section 4.D) **Allowable Student Fees:**

The School may charge fees normally charged by other public schools. The School shall notify parents/guardians that it will waive such fees when notified by parents/guardians that the fee poses an obstacle to accessing the educational program. An itemized and specific schedule of all fees for any and all items required of students, including but not limited to school uniforms, supplies, locks, locker rental, binders, agenda books, parking fees, and equipment, will be submitted to the Sponsor not later than the first student day of school each year. If students are required to use a sole-source vendor for any item or service, the school must submit to Sponsor an educational rationale for requiring each sole-source vendor.

Section 4.E) **Budget:**

Section 4.E)1) **Annual Budget:**

The School shall provide the Sponsor with annual preliminary and official budgets in the format prescribed by the Sponsor. The budgets must include a revenue projection sheet, a detailed budget worksheet and a summary budget.

Section 4.E)1)a) **Governing Board Approval Required:**

Pursuant to Section 1002.33(9)(h), Florida Statutes, the School's Governing Board shall annually adopt and maintain an operating budget.

Section 4.E)1)b) **Date to Submit to Sponsor:**

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

During each year of this Charter, the tentative budget must be submitted to the School's Governing Board during the preceding school year. The official approved budget is to be submitted to the Sponsor by March 31 of the preceding school year.

Section 4.E)2) **Amended Budget:**

In the event that the School's Governing Board approves an amended budget, a copy of the amended budget shall be provided to the Sponsor within ten (10) days of its approval by the School's Governing Board.

Section 4.E)3) **Proof of Start Up Funding:**

Not later than June 1, 2015, the school agrees to provide proof to the Sponsor, of funds, which may include a line of credit, for start-up costs sufficient to assure prompt payment of operational expenses associated with the opening of school including, but not limited to, the amount of any teacher and other staff salaries and benefits and other operational expenses from the beginning of the school year through October 2015. Failure to comply with this provision shall be considered good cause for termination or non-renewal of this Charter.

Section 4.F) **Financial Records, Reports and Monitoring:** Section 1002.33(5)(b)1.b., Florida Statutes, requires the Sponsor to monitor the revenues and expenditures of the School.

Section 4.F)1) **Maintenance of Financial Records:** The School shall maintain and provide access to Sponsor to inspect and copy any and all financial records and supporting documentation including, but not limited to, the following items: monthly financial reports, cash receipts journals, cash disbursement journals, bank reconciliations, payroll records, general ledger account summaries and adjusting journal entries.

Section 4.F)2) **Financial and Program Cost Accounting and Reporting for Florida Schools:**

The School agrees that it will submit to the Sponsor in a timely manner, the information specified in Section 1010.20, Florida Statutes.

Section 4.F)3) **Financial Reports:**

Section 4.F)3)a) **Monthly Financial Reports:**

The School will provide a monthly financial report to the Sponsor. The financial report is a cumulative report, and the last report of the fiscal year will constitute the annual report. The School shall utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as the means of codifying all transactions pertaining to its operations, or an alternative accounting structure acceptable to the Sponsor. The report shall be in the format prescribed by the Governmental Accounting Standards Board and shall contain a balance sheet and a statement of revenue, expenditures and changes in fund balance.

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Section 4.F)3)b) Annual Property Inventory:

School shall annually take an inventory of its tangible property. School will forward an annual report of all tangible property purchased with public funds to Sponsor by August 20.

Section 4.F)3)c) Program Cost Report:

The School shall deliver to the Sponsor the School's Annual Program Cost Report for Charter Schools in the format as prescribed by the Florida Department of Education no later than September 1 of each year.

Section 4.F)3)d) Annual Financial Audit:

The School agrees to obtain an annual audit in compliance with the Governmental Accounting Standards Board (GASB), federal, state and school district regulations showing all revenues received, from all sources, and all expenditures for the period July 1 through June 30 of that year. The audit shall be conducted by an accountant certified under the laws of the State of Florida and paid for by the School. The School shall provide the unaudited financial statements to Sponsor by August 1 of each year. The School shall provide the Sponsor with a copy of such an audit, as well as any responses to the auditor's finding by September 1 of each year. If such statements show a negative fund balance for two consecutive years, not including the first year of operation, such shall be considered failure by the School to meet generally accepted standards of fiscal management and therefore good cause for nonrenewal or termination of this Charter pursuant to Section 1. D). The Sponsor reserves the right to perform additional audits or reviews as part of the Sponsor's financial monitoring responsibilities as it deems necessary, at the Sponsor's expense. The Sponsor will notify the School of this procedure in a timely manner. Such audits may be performed at any time after approval of this contract. Failure to comply with this provision shall be considered good cause for termination or nonrenewal of this Charter.

Section 4.F)3)e) Reports:

The parties agree that the Sponsor, with reasonable notice, may request at any time and the School shall within a reasonable amount of time provide, reports on the School's operations and student performance. Such reports shall be in addition to those required elsewhere in this Charter.

Section 4.F)4) School's Fiscal Year:

The fiscal year of the School shall be the same as the fiscal year of the Sponsor.

Section 4.F)5) Financial Recovery Plan and Corrective Action Plan as Required by Statute and State Board of Education Rule:

If a Charter School audit reveals a deficit financial position or that one or more of the conditions evidencing a state of financial emergency as defined in Section 218.503, Florida Statutes, have or will occur if action is not taken, the auditors are required to notify the Charter School Governing Board, the

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Sponsor, and the Commissioner of Education within seven (7) working days after the finding is made. A final report shall be provided to the entire Governing Board, the Sponsor and the Department of Education within fourteen (14) working days after the exit interview. If the audit reveals a state of financial emergency, the School shall, within 30 days after receipt of the audit, submit a detailed financial recovery plan to the Sponsor and the Commissioner of Education.

Section 4.F)6) Expedited Review:

The School shall be subject to the expedited review if it:

Section 4.F)6)a) Fails to provide for an annual audit.

Section 4.F)6)b) Fails to provide the monthly or annual financial report.

Section 4.F)6)c) Is shown by the monthly financial statement or annual audit to have a deteriorating financial condition as defined by §1002.345, F.S. and SBE Rule 6A-1.0881.

Section 4.F)6)d) Is in a state of financial emergency as defined in §218.503 F.S.

Section 4.F)7) Expedited Review Requirements:

If notified it is in a state of expedited review, the School shall:

a) Submit a corrective action plan to the sponsor within

15 business days of notification.

b) Submit a financial recovery plan to the sponsor within 30 business days of notification as required by Section 4.F)5), in the event the expedited review is imposed due to a financial emergency condition.

c) Submit any and all documents, reports, and information reasonably requested by the sponsor to determine the cause of and assist in remedying the condition resulting in the need for expedited review.

d) Submit to an audit by sponsor staff of any and all records reasonably requested by sponsor for the purposes described in the previous paragraph.

Section 4.G) Financial Management of School:

The School shall conduct fiscal management of the charter school's operations in accordance with the School's governing laws and rules, the provisions of this Charter and the School's approved application (Appendix 1).

Section 4.H) **Description of Internal Audit Procedures:** The School will establish internal audit procedures and controls sufficient to ensure financial resources are properly managed. The procedures

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

shall be as described in the School's governing laws and rules, the provisions of this charter and the School's approved application (Appendix 1).

Section 4.1) Automated Data System:

The Sponsor will utilize its existing automated reporting system to collect data required for various reports required by the Department of Education. Upon request of the Sponsor, the School agrees to enter the necessary data required for such reports into the Sponsor's automated student data system, via electronic remote access with IBM-compatible hardware. By the 12th day of each school term, the School will enter all information required for enrollment of its students into the Sponsor's mainframe. The School may amend such data prior to the first FTE count. The data elements shall include but not be limited to the following:

- 1) ESE data;
- 2) Grade level assignment;
- 3) Required health information;
- 4) Required discipline codes/incident data;
- 5) Daily attendance;
- 6) Transportation;
- 7) Student schedules;
- 8) Teacher demographics;
- 9) Master schedule;
- 10) ESOL/migrant codes;
- 11) Grades/grading period/grading scale;
- 12) ERW (entry, re-entry, withdrawal) information;
- 13) Test scores;
- 14) Demographic information;
- 15) Academic history and transcripts;

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

- 16) Student lunch information as required, including a listing of students eligible for free and reduced meals, with supporting documentation.

Section 4.J) **Purchasing:**

The School will be allowed to purchase goods through use of any contract the Sponsor holds with a vendor in which the vendor agrees to provide products for a certain price to all schools of the District. The School may also participate in Sponsor's bulk purchasing program.

Section 4.K) **Food Service:**

Food service to the School is the responsibility of the School. The School shall contact the State Department of Education (DOE) and develop an agreement with DOE to provide food services as required by state and federal law, including free and reduced cost meals for eligible students. The School may apply for the National School Lunch Program and or the School Breakfast Program in order to be eligible to receive reimbursement for students qualifying for free or reduced meals.

SECTION 5: FACILITIES

Section 5.A) **Prior Notification:**

Section 5.A)1) **Deadline to Secure Facility:**

The School shall secure an approved facility as described in Section 1. B) 4) no later than thirty (30) calendar days before the first day of school. Failure to provide Sponsor timely notice of securing such a facility shall result in actions described in Section 1. B) 4).

Section 5.A)2) **Deadline to Submit Zoning Approvals and Certificate of Occupancy:**

The School shall provide proof of zoning approvals and a certificate of occupancy for the facility to the Sponsor no later than thirty (30) calendar days before the first day of school. Failure to timely provide Sponsor such documents shall result in actions described in Section 1. B) 4).

Section 5.A)3) **District Inspection of Facility:**

The School agrees that its facility will be open to inspection by the Sponsor, and that all state, federal and local facility inspection requirements will be timely completed.

Section 5.B) **Compliance with Building and Zoning Requirements:**

Section 5.B)1) **Florida Building Code:**

The School agrees to use facilities which comply with the Florida Building Code and applicable state minimum building codes.

Section 5.B)2) **Florida Fire Prevention Code:**

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

The School agrees to use facilities that comply with the Florida Fire Prevention Code and any state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located.

Section 5.B)3) **Applicable Laws, Ordinances and Codes of Federal, State and Local Government:**

The School agrees to operate in compliance with Section 1013.12, Florida Statutes, with respect to casualty, safety, sanitation and fire safety standards and inspection. It will be the School's responsibility to ensure all requirements of Section 1013.12, Florida Statutes, and Section 69A-58.004, Florida Administrative Code are met. School is responsible to make all contacts with, and requests of, local governments responsible for establishing safety measures and devices at the School, including but not limited to school speed zones, school crosswalks, sidewalks, crossing guards, and traffic lights. School shall provide a copy of floor plans for any facility it proposes to use as a School and any revisions to such floor plans by September 1 of each fiscal year. No later than four (4) weeks before the first day of school, School will provide

Sponsor with a signed contract to perform the annual Fire Safety Inspection. The inspection may be performed by a Fire District, an independent licensed Fire Safety Inspection Service or Sponsor. Within seven (7) days of receipt or May 1 of each year, whichever is earlier, the

School will provide a copy of the Fire Safety Inspection Report to the Sponsor. The report will include a plan to promptly address any deficiencies. The responsibility to address such deficiencies and any liability resulting from failure to do so lies solely with the School.

Section 5.B)4) **Capacity of Facility:**

At no time will the enrollment exceed the number of students approved in this Charter, the School's application (Appendix 1) or permitted by zoning capacity and all applicable laws and regulations. The School shall not be entitled to monthly payments for students in excess of the School's enrollment capacity and the School's facility's valid capacity as determined by the School's Certificate of Occupancy, Certificate of Use or Fire Permit (whichever is less). Payments may be withheld if the School's Certificate of Occupancy, Certificate of Use or Fire Permit has expired or has otherwise become invalid. In the event that the required county and/or municipality facility permits do not indicate a facility capacity, the School must submit a letter from the architect of record certifying the capacity of the facility.

Section 5.C) **Location:**

Section 5.C)1) **School's Street Address with Folio Number:**

The School shall provide Sponsor the street address and folio number of the facility to be used no later than four (4) weeks before the first day of school.

Section 5.C)2) **Temporary Facility:**

The School may only use a temporary facility when the facilities approved within this agreement are temporarily not suitable for student use under any applicable laws, ordinances and codes of federal,

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

state and local governance. Approved use of temporary facility for a period of more than sixty (60) days will require approval of Sponsor's Superintendent.

Section 5.C)3) Relocation:

The School shall notify the Sponsor no less than ninety (90) days prior to any relocation. Any such relocation must be agreed to by Sponsor's Superintendent.

Section 5.C)4) Additional Campuses:

The development by the School of additional campuses shall not be permitted under this Agreement. In the event that the School desires to construct and develop any additional campuses, the School shall be required to apply for and obtain a separate charter from Sponsor for each such new campus.

Section 5.D) Prohibition to Affix Religious or Partisan Political Symbols, Statues, Artifacts on or about Facility:

It is expressly understood that the use of church owned facilities shall not be considered acceptable if the Sponsor has reason to believe the School is functioning as a parochial school in that facility. This should not be interpreted as approving of the establishment of a parochial school in any secular facilities. Failure to comply with this provision shall be considered good cause for termination or nonrenewal of this Charter.

SECTION 6: TRANSPORTATION

Section 6.A) Cooperation between Sponsor and School:

The School will provide transportation to its students consistent with the requirements of Chapter 1006, Part I E., Florida Statutes. Transportation will not be a barrier to equal access for all students residing within Gadsden County. The School will be required to transport students in a manner consistent with Chapter 1006, Part I E., Florida Statutes, Chapter 6A-3 of the Florida Administrative Code, the requirements of Federal Law and any student assignment system adopted by the School Board.

Section 6.B) Reasonable Distance:

Transportation will not be a barrier to equal access for all students residing within the Gadsden County School District.

Section 6.C) Transportation Compliance:

The School shall demonstrate compliance with all applicable transportation safety requirements. Unless it contracts with the Sponsor for the provision of student transportation, the School is required to ensure that each school bus transporting the School's students meets applicable federal motor vehicle safety standards and other specifications. The School agrees to monitor the status of the commercial driver's licenses of each school bus driver employed or hired by the School (hereafter "School Bus Drivers") unless it contracts with Sponsor to provide such services. The School will provide the Sponsor

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

an updated list each quarter of all School Bus Drivers providing commercial driver's license numbers, current license status and license expiration dates.

SECTION 7: INSURANCE AND INDEMNIFICATION

Section 7.A) Indemnification of Sponsor:

The School agrees to indemnify, defend with competent counsel, selected by the School, with Sponsor's reasonable approval, and agrees to hold the Sponsor, its members, officers, employees and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from:

Section 7.A)1) the negligence, intentional wrongful act, misconduct or culpability of the School's employees or other agents in connection with and arising out of their services within the scope of this Charter;

Section 7.A)2) the School's material breach of this Charter or law;

Section 7.A)3) any failure by the School to pay its employees, contractors, suppliers, subcontractors, or any other creditors;

Section 7.A)4) any failure by School to correct deficiencies found in casualty, safety, sanitation and fire safety inspections as referenced in paragraph 5. B) 3);

Section 7.A)5) the failure of the School's officers, directors or employees to comply with any laws, statutes, ordinances or regulations of any governmental authority or subdivision that apply to the operation of the School or the providing of educational services set forth in this Charter. However, the School shall not be obligated to indemnify the Sponsor against claims, damages, expenses or liabilities to the extent these may result from the negligence of the Sponsor, its members, officers, employees, subcontractors or others acting on its behalf;

Section 7.A)6) professional errors or omissions, or claims of errors or omissions, by the School employees, agents, or Board of Directors;

Section 7.A)7) any actual or alleged infringement of patent or other proprietary rights in any material, process, software, machine or appliance used by the School;

Section 7.A)8) any failure of School to comply with provisions of the Individuals with Disabilities Education Act (IDEA), including failure to provide a Free Appropriate Public Education to an enrolled student or failure to furnish services provided for in a student's individual education plan;

Section 7.A)9) any violation by School of the Florida public records or open meetings law.

The duty to indemnify for professional liability as insured by the School Leaders Errors and Omissions policy described in this Charter shall continue in full force and effect notwithstanding the expiration,

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

nonrenewal or early termination of this Charter with respect to any claims based on facts or conditions which occurred prior to termination. In no way shall the School's Errors and Omissions limitation on post-termination claims of professional liability impair the Sponsor's claims to indemnification with respect to a claim for which the School is insured or for which the School should have been insured under Commercial General Liability Insurance, Automobile Liability Insurance or Employer's Liability Insurance.

Section 7.B) **Indemnification of School:**

The Sponsor agrees to indemnify, defend with competent counsel selected by the Sponsor with the School's reasonable approval and agrees to hold the School, its members, officers, employees and agents harmless from any and all claims, actions, costs, expenses, damages and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from:

Section 7.B)1) the negligence, intentional wrongful act, mis-conduct or culpability of the Sponsor's employees or other agents in connection with and arising out of their services within the scope of this Charter;

Section 7.B)2) the Sponsor's material breach of this Charter or law;

Section 7.B)3) any failure by the Sponsor to pay its suppliers or any subcontractors;

Section 7.B)4) the failure of the Sponsor's officers, directors or employees to comply with any laws, statutes, ordinances or regulations of any governmental authority or subdivision that apply to the operation of the School or the providing of educational services set forth in this Charter. However, the Sponsor shall not be obligated to indemnify the School against claims, damages, expenses or liabilities to the extent these may result from the negligence of the School, its members, officers, employees, subcontractors or others acting on its behalf;

Section 7.B)5) professional errors or omissions, or claims of errors or omissions, by the Sponsor's employees, agents, or Board of Directors.

Section 7.C) **Sovereign Immunity:**

Notwithstanding anything herein to the contrary, neither party waives any of its sovereign immunity and any obligation of one party to indemnify, defend or hold harmless the other party as stated above shall extend only to the limits, if any, permitted by Florida law, and shall be subject to the monetary limitations established by Section 768.28, Florida Statutes.

Section 7.D) **Acceptable Insurers:**

Insurers providing the insurance required of the School by this

Charter must meet the following minimum requirements.

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Section 7.D)1) **Certification:**

Be authorized by certificates of authority from the Department of Insurance of the State of Florida, or an eligible surplus lines insurer under Florida Statutes. In addition, the insurer must have a Best's Rating of "A-" or better and a Financial Size Category of "VI" or better according to the latest edition of Best's Key Rating Guide, published by A.M. Best Company.

Section 7.D)2) **Replacement:**

If during the period when an insurer is providing insurance required by the Charter, an insurer shall fail to comply with the foregoing minimum requirements, the School shall, as soon as it has knowledge of any such failure, immediately notify the Sponsor and immediately replace the insurance with new insurance from an insurer meeting the requirements.

Section 7.E) Commercial and General Liability Insurance: The School shall, at its sole expense, procure, maintain and keep in force Commercial General Liability Insurance which shall conform to the following requirements:

Section 7.E)1) **Liabilities Required:**

The School's insurance shall cover the School for those sources of liability (including, but not limited to, coverage for operations, Products/Completed Operations, independent contractors, and liability contractually assumed) which would be covered by the latest occurrence form edition of the standard Commercial General Liability Coverage (ISO form CG 00 01), as filed for use in the State of Florida by the Insurance Services Office.

Section 7.E)2) **Minimum Limits:**

The minimum limits to be maintained by the school (inclusive of any amounts provided by an umbrella or excess policy) shall be one million dollars (\$1,000,000) per occurrence/three million dollars (\$3,000,000) annual aggregate.

Section 7.E)3) **Deductible/ Retention:**

Except with respect to coverage for Property Damage Liability, the Commercial General Liability coverage shall apply on a first dollar basis without application of any deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible of one thousand dollars (\$1,000) per occurrence.

Section 7.E)4) **Occurrence/Claims:**

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Subject to reasonable commercial availability, coverage shall be on an occurrence basis. If on a claims made basis, the School shall maintain without interruption the Liability Insurance until four (4) years after termination of this Charter.

Section 7.E)5) **Additional Insureds:**

The School shall include the Sponsor and its members, officers, employees and agents as "Additional Insured" on the required Liability Insurance. The coverage afforded such Additional Insured shall be no more restrictive than that which would be afforded by adding the Sponsor as Additional Insured using the latest Additional Insured –

Owners, Lessees or Contractors (Form B) Endorsement (ISO Form CG 2010). The certificate of insurance shall be clearly marked to reflect "The Sponsor, its members, officers, employees and agents as additional insured."

Section 7. F) **Automobile Liability Insurance:**

The School shall, at its sole expense, procure, maintain and keep in force Automobile Liability Insurance which shall conform to the following requirements:

Section 7.F) 1) **Liabilities Covered:**

The School's insurance shall cover the School for those sources of liability which would be covered by Section II of the latest occurrence edition of the standard Business Auto Policy (ISO Form CA 00 01), including coverage for liability contractually assumed, as filed for use in the State of Florida by the Insurance Services Office. Coverage shall be included on all owned, non-owned and hired autos and buses used in connection with this Charter.

Section 7.F)2) **Occurrence/Claims:**

Subject to reasonable commercial availability, coverage shall be on an occurrence basis. If on a claims made basis, the School shall maintain, without interruption, the Automobile Liability Insurance until four (4) years after termination of this Contract.

Section 7.F)3) **Minimum Limits:**

The minimum limits to be maintained by the School (inclusive of any amount provided by an umbrella or excess policy) shall be one million dollars (\$1,000,000) per occurrence.

Section 7.F)4) **Additional Insured:**

The School shall include the Sponsor and its members, officers, employees and agents as additional insured on the required automobile liability insurance. The certificate of insurance shall be clearly marked to reflect "The Sponsor, its members, officers, employees and agents as additional insured."

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Section 7.G) **Workers Compensation/Employer's Liability:** The School shall, at its sole expense, provide, maintain and keep in force Workers' Compensation/Employer's Liability Insurance which shall conform to the following requirements:

Section 7.G)1) **Coverages:**

The School's insurance shall cover the School (and to the extent its subcontractors and its sub-subcontractors are not otherwise insured, its subcontractors and sub-subcontractors) for those sources of liability which would be covered by the latest edition of the Standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements. In addition to coverage for the Workers' Compensation Act, where appropriate, coverage is to be included for the Federal Employers' Liability Act and any other applicable federal and state law.

Section 7.G)2) **Minimum Limits:**

Subject to restrictions found in the standard Workers' Compensation Policy, there shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part One of the standard Workers' Compensation Policy. The minimum limits for employer's liability (inclusive of any amount provided by an umbrella or excess policy) shall be one million dollars (\$1,000,000) by accident/each accident, one million dollars (\$1,000,000) by disease/each employee and one million dollars (\$1,000,000) annual aggregate. Should the Charter School lease employees, it shall provide certified proof that the corporation from which it leases service maintains Workers' Compensation coverage in compliance with this paragraph.

Section 7.H) **School Leader's Errors and Omissions Insurance:**

Subject to reasonable commercial availability the School shall, at its sole expense, procure, maintain and keep in force School Leader's Errors and Omissions Liability Insurance which shall conform to the following requirements:

Section 7.H)1) **Form of Coverage:**

The School Leader's Errors and Omissions Liability Insurance shall be on a form acceptable to the Sponsor and shall cover the School for those sources of liability arising out of the rendering of or failure to render professional services in the performance of this Charter, including all provisions of indemnification which are part of this Charter.

Section 7.H)2) **Coverage Limits:**

The insurance shall be subject to a maximum deductible not to exceed one hundred thousand dollars (\$100,000) per claim. The minimum limits to be maintained by the School (inclusive of any amounts provided by an umbrella or excess policy) shall be three million dollars (\$3,000,000) per claim/three million dollars (\$3,000,000) annual aggregate.

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Section 7H)3) Occurrence/Claims:

Subject to reasonable commercial availability, coverage shall be on a claims made basis, the School shall maintain, without interruption, the Errors and Omissions Insurance until three (3) years after termination or nonrenewal of this Contract.

Section 7.H)4) Fidelity Bond/Crime Coverage:

The School shall provide a blanket fidelity bond covering all employees on an occurrence basis in the amount of not less than one hundred thousand dollars (\$100,000).

Section 7.H)5) Additional Insured:

The School shall include the Sponsor and its members, officers, employees and agents as additional insured on the required errors and omissions insurance. The certificate of insurance shall be clearly marked to reflect "The Sponsor, its members, officers, employees and agents as additional insured."

Section 7.I) Property Insurance:

The School shall maintain hazard insurance on buildings and property it owns during the term of this Charter. The School will provide proof of such insurance and its renewals to Sponsor.

Section 7.J) Applicable to All Coverages

The following provisions are applicable to all insurance coverages required under this Charter:

Section 7.J)1) Other Coverages:

The insurance provided by the School shall apply on a primary basis, and any other insurance or self-insurance maintained by the Sponsor or its members, officers, employees or agents shall be in excess of the insurance provided by or on behalf of the School.

Section 7.J)2) Deductibles/Retention:

Except as otherwise specified in this Charter, the insurance maintained by the School shall apply on a first dollar basis without application of a deductible or self-insurance retention.

Section 7.J)3) Liability and Remedies:

Compliance with the insurance requirements of this Charter shall not limit the liability of the School, its subcontractors, its subsubcontractors, its employees or its agents to the Sponsor or others. Any remedy provided to the Sponsor or its members, officers, employees or agents by the insurance shall be in addition to and not in lieu of any other remedy available under this Charter or otherwise.

Section 7.J)4) Subcontractors:

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

The School shall require its subcontractors and sub-subcontractors to maintain any and all insurance required by law. Except to the extent required by law, this Charter does not establish minimum insurance requirements for subcontractors or sub-subcontractors.

Section 7.J)5) **Provision(s) for Cure:**

The School shall cure any non-compliance with this Section 7 of the Charter within thirty (30) days of the School's receipt from the Sponsor of written notice of the non-compliance.

Section 7.J)6) **Default upon Non-Compliance:**

The School shall be in material default of this Charter for failure to procure, maintain and keep in effect the insurance as required by this Charter.

Section 7.J)7) **Approval by Sponsor:**

Neither approval by the Sponsor nor failure to disapprove the insurance furnished by the School shall relieve the School of the School's full responsibility to provide the insurance as required by this Charter.

Section 7.J)8) **Combined Services Coverage:**

Combined services coverage under this Charter shall be permitted subject to approval by the Sponsor's Insurance and Benefits Department.

Section 7.K) **Evidence of Insurance:**

Without limiting any of the other obligations of the School, the School shall, at the School's sole expense, procure, maintain and keep in force the amounts and types of insurance conforming to the minimum requirements set forth in this Charter. The School shall provide evidence of such insurance in the following manner:

Section 7.K)1) **Time to Submit:**

The School shall furnish the Sponsor with fully completed certificate(s) of insurance, signed by an authorized representative of the insurer(s) providing the coverage, four (4) weeks before the initial opening day of classes for each school year. The certificates shall name the Sponsor as an additional insured if required by specific provisions of this contract addressing that form of insurance. The insurance shall be maintained in force, without interruption, until this Charter is terminated. Failure to comply with this provision shall be considered good cause for termination or nonrenewal of this Charter.

Section 7.K)2) **Notice of Cancellation:**

Each certificate of insurance shall provide and require that the Sponsor shall be given no less than forty five (45) days written notice prior to cancellation.

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Section 7.K)3) Renewal/Replacement:

Until such time as the insurance is no longer required to be maintained by the School, the School shall provide the Sponsor with evidence of the renewal or replacement of the insurance no less than thirty (30) days before the expiration or termination of the required insurance for which evidence was provided. School must notify Sponsor of any contemplated changes in insurance coverage. Such changes will not occur without Sponsor approval.

Section 7.K)4) Excess/Umbrella Insurance:

If an excess or umbrella insurance policy is used to meet limits required for any category of insurance, the certificate of insurance shall specify for which form(s) of insurance the excess or umbrella policy is providing increased limits.

Section 7.L) Notice of Claims:

The School and the Sponsor shall notify each other of the existence of any third party claim, demand or other action giving rise to a claim for indemnification under this provision (a "Third Party Claim") and shall give each other a reasonable opportunity to defend the same at its own expense and with its own counsel, provided that if the School or Sponsor shall fail to undertake or to so defend, the other party shall have the right, but not the obligation, to defend and to compromise or settle (exercising reasonable business judgment) the Third Party Claim for the account and at the risk and expense of the School or Sponsor, which they agree to assume. The School and Sponsor shall make available to each other, at their expense, such information and assistance as each shall request in connection with the defense of a Third Party Claim.

SECTION 8: GOVERNANCE

Section 8.A) Not-for-Profit Corporation/Public or Private Employer:

As indicated in Appendix 1, the School is organized as a not-forprofit corporation. It will operate as a private employer.

Section 8.B) Governing Board Responsibilities:

The School's governing body shall be made up of its Governing Board. The Governing Board of the School shall be responsible for all fiduciary, legal and regulatory compliance issues; shall perform all duties assigned to a district school board by Florida Statute; and shall perform all duties set forth in the School's approved application (Appendix 1) and the following duties and responsibilities:

Section 8.B)

1) Annually adopt and maintain an operating budget and submit its approved budget to the Sponsor by March 31 of each year, along with a copy of the minutes of the meeting showing approval of the budget by the Governing Board;

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

2) Retain the services of a certified public accountant or auditor for the annual financial audit, who shall submit the report to the Governing Board;

Section 8.B)3) Review and approve the audit report, including audit findings and recommendations for the financial recovery plan;

Section 8.B)4) Monitor a financial recovery plan or corrective action plan in order to ensure compliance, if applicable;

Section 8.B)5) Establish, define, refine and oversee the School's educational philosophy, operational policies and procedures, academic accountability procedures and financial accountability procedures and ensure that the School's student performance standards are met or exceeded;

Section 8.B)6) Exercise continuing oversight of the School's operations;

Section 8.B)7) Report its progress annually to the Sponsor, which shall forward the report to the Commissioner of Education at the same time as other school accountability reports, in accordance with Section 1002.33(9)(k), Florida Statutes;

Section 8.B)8) Participate in Governance Training approved by the Department of Education that must include government in the sunshine, conflicts of interest, ethics and financial responsibility;

9) Make full disclosure of the identity of all relatives employed by the School in accordance with Section 1002.33(7)(a)18, Florida Statutes;

Section 8.B)10) Adopt policies establishing standards of ethical conduct for instructional personnel and School administrators in accordance with Section 1002.33(12)(g)3, Florida Statutes;

Section 8.B)11) Make all required financial disclosure if the school is operated by a municipal corporation or other public entity under Section 112.3144, Florida Statutes;

Section 8.B)12) Appoint a local representative who resides in the District and whose contact information will be provided annually to parents and posted on the charter school's website.

Section 8.B)13) Hold at least two (2) public meetings per school year in the School District, which are physically attended by the School Principal and local representative.

Section 8.B)14) Comply with the standards of conduct set out in Sections 112.313(2), (3),(7) and (12) and 112.3143, Florida Statutes;

Section 8.B)15) Avoid all conflicts of interest, including but not limited to being employed by, owning or serving on the Governing Board of any entity which contracts with the School;

Section 8.B)16) Demonstrate financial competence and adequate professional experience;

17) Determine in conformance with law and the terms of this Charter, the rules and regulations needed for the effective operation and general improvement of the School;

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Section 8.B)18) Be held accountable to the School's students, parents/guardians and the community at large, through a continuous cycle of planning, evaluation and reporting as set forth in Florida's charter school laws;

Section 8.B)19) Be responsible for the overall policy decision making of the School, in consultation with the School's staff, including the approval of the curriculum and the annual budget;

Section 8.B)20) Serve as the fiscal agent for the School and be involved from the School's inception in all policy matters pursuant to the provisions of the corporation's bylaws; and

Section 8.B)21) Designate one administrative employee to be held responsible for performance of duties assigned to a district school Superintendent by Florida Statute.

Section 8.C) **Public Records:**

The School shall comply with the provisions of Chapter 119, Florida Statutes, in all of its financial, business and membership matters. All of the School's records, except personally identifiable student records, and other records specifically exempted shall be public records and subject to the provisions of Chapter 119, Florida Statutes, including those relating to records retention. School shall maintain its own e-mail and electronic document archives to comply with public records laws.

Section 8.D) **Reasonable Access to Records by Sponsor:**

The School agrees to allow reasonable access to its facilities and records to duly authorized representatives of the Sponsor. Conversely, the Sponsor agrees to allow reasonable access to its records relevant to the operation of the School to duly authorized representatives of the School to the extent allowable by law. Failure to provide such access will constitute a material breach of this Charter and good cause for its termination.

Section 8.E) **Sunshine Law:**

The governing body will provide reasonable public notice of the date, time and place of its meetings, and will maintain minutes of its meetings. Such meetings will be open to the public, and the minutes shall be available for public review. All meetings of the School's Governing Board and School Advisory Council, and advisory committees to the Governing Board, shall be open to the public and properly noticed pursuant to Section 286.011, Florida Statutes, relating to public meetings. As to all meetings of the School for which minutes are required pursuant to Florida law, a copy of such minutes shall be provided by the School to the Sponsor upon request.

Section 8.F) **Reasonable Notice:**

The Governing Board will provide the Sponsor with reasonable notice of the date, time and place of its meetings. The School's Governing Board meetings shall take place locally and in a physical location and facility that is easily accessible to the Sponsor and to the School's parents, students and employees, be publicized in advance to the school community and be open to the public pursuant to Florida Statutes

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

286.011 (the Sunshine Law). The School agrees to hold meetings of its Governing Board within Gadsden County at least once per quarter during the School year. The School principal and appointed local representative shall be physically present at each meeting. Parents/Guardians shall be encouraged to attend. There will be an opportunity for the public to make comment at each Governing Board Meeting. Notification will be available in languages other than English, where appropriate, e.g., Spanish and Haitian-Creole. The School will provide reasonable notice to the Sponsor of any changes or cancellation of scheduled meetings of its Governing Board, to the extent practical.

Section 8.G) Identification of Governing Board Members: The selection of the School's Governing Board members and officers shall be as set forth in the School's approved application (Appendix 1) or in School's bylaws if such are adopted subsequent to the submission of Appendix 1. No employee of the School, employee of one of the School's Education Services Provider (ESP) companies, or family member of an employee of one of the School's ESP companies may serve as a member of the School's Governing Board. The Governing Board cannot delegate its responsibility to the Sponsor to any other agency, Education Services Provider ("ESP") company or other contracted service provider. The School shall appoint a local representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns and resolve disputes. The local representative shall reside in Gadsden County. The School shall annually provide the parents in writing the names of the members of the School's Governing Board and the local representative and a means by which they may be contacted.

Section 8.H) Changes in Governing Board:

The names of the Governing Board Members and the School's Chief Administrator/Principal must be held current at all times and the Sponsor shall be notified immediately of any changes. The procedures for the replacement of Governing Board members shall be as set forth in the Governing Board's bylaws. The replacement of the initial Governing Board members must be done in staggered terms to ensure continuity in leadership and oversight. Members of the School's organizing group not serving on the School's Governing Board are not allowed to vote for Governing Board Members or approve changes to the School's Articles or bylaws.

Section 8.I) Background Screening of Governing Board Members and Chief Administrator:

Members of the Governing Board of the School and its Chief Administrator shall also be fingerprinted at their cost in a manner similar to that provided in Section 1012.32, Florida Statutes, within ten (10) days of their appointment and if initial members of the Governing Board, prior to approval of this Charter. Any person serving in any capacity with the School or its Governing Board must meet Level 2 screening requirements described in Section 1012.32, Florida Statutes. These fingerprints shall be submitted to the Florida Department of Law Enforcement for state processing and the Federal Bureau of Investigations for federal processing. The results of all fingerprint reports shall be provided to the Sponsor. All associated costs related to fingerprints are the sole responsibility of the School. The School agrees that new Governing Board Members and its Chief Administrator shall be on probationary status pending fingerprint processing and determination of compliance with standards of good moral

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

character. Potential Governing Board Member or Chief Administrators of the School shall submit official court dispositions for criminal offenses of moral turpitude listed as part of their fingerprint results. The School agrees not to appoint Governing Board Members or Chief Administrators whose fingerprint check results reveal non-compliance with standards of good moral character. The School shall not allow any person to serve on its Governing Board or as its Chief Administrator who has been convicted of a felony or any crime involving moral turpitude.

Section 8.J) Conflict of Interest:

The School shall use no public funds received from or through the Sponsor to purchase or lease property, goods, or services from any director, officer, or employee of the School or the spouse, parent, child, stepchild or sibling of any director, officer or employee, or from any business in which any officer or employee has an interest nor shall the School use any property, goods or services purchased or leased by public funds for the private benefit of any person or entity, unless an exemption listed in Section 112.313(12), Florida Statutes, applies. No members of the School's Governing Body will receive financial benefit from the

School's operations.

SECTION 9: EDUCATION SERVICE PROVIDER

The School is not using an Education Service Provider.

SECTION 10: HUMAN RESOURCES

Section 10.A) Hiring Practices:

The parties to this Charter agree that the School shall select its own employees.

Section 10.A)1) Reporting Staffing Changes:

The School agrees to provide written notice to Sponsor using the Sponsor's designated form within fourteen (14) calendar days of any new hires, leaves of absence, transfers and terminations. Teaching assignments for new hires must match the state course code directory numbers and teacher certification. The School will complete and submit all required personnel reports, including employee database surveys, in accordance with due dates required by the Sponsor or the Florida Department of Education. The School agrees to provide the Sponsor with the name and contact information of a designated person that will be authorized to update the Sponsor provided Charter School Information Management System (CSIMS) to collect the required FLDOE survey requirements. The designated authorized person will update the Charter School Information Management System promptly with staff new hires and terminations.

Section 10.A)2) Non-Discriminatory Employment Practices:

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

The School agrees that its employment practices shall not violate the anti-discrimination provisions of Section 1000.05, Florida Statutes, the Florida Educational Equity Act.

Section 10.A)3) **Teacher Certification and Highly Qualified:**

Teachers employed by or under contract to the School shall be certified as required by Chapter 1012, Florida Statutes. The School governing board may employ or contract with skilled selected noncertified personnel to provide instructional services or to assist instructional staff members as education paraprofessionals in the same manner as defined in Chapter 1012, Florida Statutes, and as provided by State Board of Education rule for charter school governing boards. The School may not employ an individual to provide instructional services or to serve as an education paraprofessional if the individual's certification or licensure as an educator is suspended or revoked by this or any other state. The School may not knowingly employ an individual who has resigned from a school district in lieu of disciplinary action with respect to child welfare or safety, or who has been dismissed for just cause by any school district with respect to child welfare or safety. The School agrees to disclose to the parents of its students and to the Sponsor the qualifications of its teachers. Pursuant to the requirements and definitions of the No Child Left Behind Act of 2001, P.L. 107-110, all teachers of core academic subjects will be highly qualified. In the event that the School receives ESEA Title I, Part A funding, then the school shall comply with all applicable requirements as described in Title I of that law, including but not limited to credential requirements for teachers and education paraprofessionals. When requested by Sponsor, School shall provide documentation to establish compliance with this paragraph.

Section 10.A)3)a) **Remedy for Not Meeting Highly Qualified:**

If the School fails to meet applicable requirements to employ certified and highly qualified staff, the School shall be responsible for reimbursement of any funding lost or other costs attributable as a result of the School's non-compliance.

Section 10.A)4) Fingerprinting and Background Screening: The School shall require all employees, including contracted employees, its Board of Directors, and contractual personnel who are permitted access to the school grounds when students are present, who have direct contact with students or who have access to or control of school funds to comply with the fingerprinting and background screening requirements of Sections 1012.32 and 1012.465, Florida Statutes.

School shall ensure volunteers are screened as required by Section 943.04351, Florida Statutes.

Section 10.A)5) **Non Sectarian:**

The School agrees that its employment practices shall be nonsectarian.

Section 10.A)6) **Collective Bargaining:**

The School agrees its employees should have the option to bargain collectively in accordance with Section 1002.33, Florida Statutes.

Section 10.A)7) **Practices in Application:**

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

The School agrees to implement the practices and procedures for hiring and dismissal; policies governing salaries, contracts, and benefit packages; and targeted staff size, staffing plan, and projected student teacher ratio as described in Appendix 1.

Section 10.A)8) **Professional Experience:**

The School agrees to provide reasonable demonstration of the professional experience or competency of those individuals or organizations employed or retained to provide professional services. The School shall provide a current listing of such person(s) or organization(s) upon request by the Sponsor.

Section 10.A)9) **Employee List:**

The School agrees to provide to Sponsor a list of all employees' names and Social Security numbers within fifteen (15) days of the first day of school each year. The School will designate a staff member to attend all Florida Department of Education Staff Survey Workshops presented by Sponsor. The School will promptly supply all staff information required for reporting to the Florida Department of Education.

Section 10.A)10) **Ethics:**

The School agrees to adopt policies establishing standards of ethical conduct for instructional personnel and school administrators in the form required by Section 1002.33, Florida Statutes. The School agrees it will not employ instructional personnel or school administrators in any position that requires direct contact with students if the applicant is ineligible for employment due to conviction of an offense within Section 1012.315, Florida Statutes. The School agrees that before employing instructional personnel or school administrators in any position that requires direct contact with students, the School shall conduct an employment history check, including contacting the applicant's previous employer and use of educators screening tools provided by the Department of Education. The School agrees not to provide instructional personnel or school administrators with employment references or discuss the employee's performance with respect to employers in another educational setting without disclosing the employee's misconduct.

Section 10.B) **Employment Practices:**

The School's employment practices shall be in compliance with its application (Appendix 1).

Section 10.B)1) **Statutory Prohibitions and Restriction on Employment of Relatives:**

The charter school shall fully disclose the identity of all relatives, as defined in s.1002.33 F.S. employed by the charter school, related to the charter school owner, president, superintendent, principal, assistant principal, a governing board member or any other person employed by the charter school who has decision making authority. The School shall not employ an individual whose relative, as defined by Section.1002.33, Florida Statutes, advocated such employment and is an officer or employee of the School with authority to employ or recommend employment. The Governing Board of the School shall not take action to appoint a relative, as defined by Section.1002.33, Florida Statutes, of a member of the School's Governing Board.

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Section 10.B)2) **Compensation/Salary/Schedules/Evaluations/ Contracts:**

The School shall comply with provisions of the Florida School Code concerning compensation salary schedules, evaluations and contracts for instructional employees and school administrators as required by Section 1002.33, Florida Statutes. The school may not enter into a contract with an employee with a term that exceeds the term of this charter contract.

Section 10.C) **Sponsor Training of School's Employees:**

The School's teachers may participate in training conducted by the Sponsor and the Sponsor's teachers may participate in training conducted by the School under the following terms.

Section 10.C)1) **Participation in Federally Funded Training:** Training activities that are federally funded that are provided by the Sponsor shall be made available to School's employees on a space available basis without any charge to the School other than any charges that are also incurred by the Sponsor for the participation of the Sponsor's employees. Training activities that are federally funded that are provided by the School shall be made available to Sponsor's employees on a space available basis without any charge to the Sponsor other than any charges that are also incurred by the School for the participation of the School's employees. The terms of this section do not apply in cases when the School receives a proportionate share of the federal funds.

Section 10.C)2) **Participation in Non-Federally Funded Training:**

Training activities shall be made available by the Sponsor to School's employees on a space available basis and the School shall pay all of the additional costs associated with the participation of the School's employees in such training activities at the same rates and reimbursement methodologies currently charged to the Sponsor for participation of the Sponsor's employees. Training activities shall be made available by the School to Sponsor's employees on a space available basis and except in instances of federally funded training, the Sponsor shall pay all of the additional costs associated with the participation of the Sponsor's employees in such training activities at the same rates and reimbursement methodologies currently charged to the School for the participation of the School's employees.

Section 10.D) **Drug Free:**

The School will establish and maintain an alcohol and drug-free workplace, pursuant to the Drug-Free Workplace Act of 1988, 42 USC § 701 et seq. and rules at 34 CFR Part 85 Sub-Part F. In addition, if the School employs persons to operate commercial motor vehicles, it will comply with the requirements of the Omnibus Transportation Employee Testing Act of 1991 (Pub. L. 102-143, Title V), regulations at 49 CFR Parts 40 and 382 and Section 1012.45, Florida Statutes.

SECTION 11: REQUIRED REPORTS/DOCUMENTS

The School will provide all documents required of it pursuant to the approved application (Appendix 1), this Charter, Sponsor Policy 2.28, or the School's governing laws and rules on the date(s) that the reports and documents are due to the Sponsor.

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

SECTION 12: MISCELLANEOUS PROVISIONS

Section 12.A) **Impossibility:**

Neither party shall be considered in default of this Charter if the performance of any section or all of this Charter is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control and which cannot be overcome by reasonable diligence and without extraordinary expense.

Section 12.B) **Notice of Claims/Evidence of Insurance:**

The School shall provide notice of claims and evidence of insurance as required in Section 7. K) and L).

Section 12.C) **Drug Free Workplace:**

The School shall be a Drug-Free workplace as required by Section 10. D).

Section 12.D) **Entire Agreement:**

This Charter and the appendices hereto shall constitute the full, entire and complete agreement between the parties. All prior representations, understandings and agreements are superseded and replaced by this Charter. This Charter may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties. Any substantial amendment to this Charter shall require approval of the Sponsor.

Section 12.E) **No Assignment without Consent:**

This Charter shall not be assigned by either party without the prior written consent of the other party, provided that the School may, without the consent of the Sponsor, enter into contracts for services with an individual or group of individuals organized as a partnership or cooperative.

Section 12.F) **No Waiver:**

No waiver of any provision of this Charter shall be deemed to be or shall constitute a waiver of any other provision, unless expressly stated. No consent or waiver, express or implied, by either party to the Charter or any breach or default by another in the performance of any obligations hereunder shall be deemed or construed to be consent or waiver to or of any other breach or default by such party hereunder. Except as otherwise provided herein, failure on the part of any party hereto to complain of any act or failure to act by the other party or to declare the other party in default hereunder, irrespective of how long such failure continues, shall not constitute a waiver of the rights of such party hereunder.

Section 12.G) **Default Including Opportunity to Cure:**

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Except under circumstances that present a threat to health, safety or welfare or that constitute good cause for the immediate termination of this Charter, notice of a default of a material provision of this Charter will be furnished to the defaulting party by the non-defaulting party.

Except under circumstances that present a threat to health, safety or welfare, or the existence of which leave no reasonable possibility of an effective cure, or that constitute good cause for the immediate termination of this Charter or when a shorter period of time to effect compliance is required by applicable law or rules, the defaulting party will be permitted twenty (20) calendar days to remedy the identified default.

Section 12.H) Survival Including Post Termination of Charter:

All representations and warranties made herein, indemnification obligations, obligations to reimburse the Sponsor, obligations to maintain and allow inspection and audit of records and property, reporting requirements and obligations to return public funds or property purchased with public funds shall survive the termination of this Charter.

Section 12.I) Severability:

If any provision or part of this Charter is determined to be unlawful, void or invalid, that determination shall not affect any other provision or part of any other provision of this Charter, and all such provisions shall remain in full force and effect. In the event any provision of the Charter is determined by a court of competent jurisdiction to be illegal or unenforceable, then such unenforceable or unlawful provision shall be excised and the remainder of the Charter will continue in full force and effect. Notwithstanding the foregoing, if the result of the deletion of such provision will materially and adversely affect the rights of a party hereunder, such party may elect, at its option, to terminate the Charter in its entirety.

Section 12.J) Third Party Beneficiary:

This Charter is not intended to create any rights of a third party beneficiary. This clause shall not be construed, however, as a waiver of any right of a member of the community, a student or parent of a student of the School. The Charter shall be made and entered into for the sole protection and benefit of the parties and their respective successors and no other person or entity shall have any right or action under the Charter.

Section 12.K) Choice of Laws and Venue:

This Charter is made and entered into in the State of Florida and shall be interpreted according to the laws of that state. Gadsden County, Florida shall be the proper venue for any litigation arising under this Charter. The School shall adhere to any additional requirements applicable to charter schools under state law or as mandated by the Florida Department of Education or any other agencies regulating the School.

Section 12.L) Notice:

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

Every notice, approval, or consent authorized or required by this Charter shall not be effective unless it is in writing and sent postage prepaid by United States certified mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith: All notices to be given shall be in writing, and may be served by a) depositing the same in the United States mail addressed to the party to be notified, postpaid, and registered or certified with return receipt requested or b) by delivering the same in person to such party by (i) personal delivery or (ii) overnight courier. Notice deposited in the mail in accordance with the provisions hereof shall be deemed to have been given on the third day following the date postmarked on the envelope containing such notice, or when actually received, whichever is earlier. Notice given in any manner shall be effective only if and when received by the party to be notified. All notices to be given to the parties hereto shall be sent or delivered at the addresses or facsimile numbers set forth below:

If to Board:

Attention: Superintendent

35 M. L. King, Jr. Blvd

Quincy, FL 32351

Telephone: (850) 627-9651

Fax: (850) 627-2760

If to Charter School:

Attention: Bryan Mooneyhan

60 Kathy Dr.

Havana, FL 32333

Telephone: (850) 294-1032

By giving the other party at least fifteen (15) days written notice thereof, each party shall have the right to change its address and specify as its new address for the purpose hereof any other address in the United States.

Section 12.M) **Authority:**

Each party warrants and represents, with respect to itself, that neither the execution of the Charter nor performance of the obligations contemplated hereby, shall violate any legal requirement, result in or constitute a breach or default under any indenture, contract, or other commitment or restriction to which it or by which it is bound, or require any consent, vote or approval which has not been obtained,

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

or at the appropriate time shall not have been given or obtained. Each party covenants that it has and will continue to have throughout the term of the Charter full right and authority to enter into the Charter and to perform its obligations hereunder, and each party agrees to supply to the other party, upon request, evidence of such right and authority.

Section 12.N) Conflict/Dispute Resolution:

Subject to the applicable provisions of Section 1002.33, Florida Statutes, as amended from time to time, all disagreements and disputes relating to or arising out of the Charter which the Parties are unable to resolve informally, may be resolved according to the following dispute resolution process. The persons having responsibility for implementing this Charter for the grieving party will write to the other party to identify the problem and explain reasons for the proposed action. The other party will respond in writing within fifteen (15) calendar days, accepting the proposed action or offering alternative solution(s) to the problem. A meeting of representatives of the parties may be held to reach agreement on the solution and subsequent action. If the parties are unable to reach agreement, they will commence action in accordance with the guidelines stipulated in Section 1002.33(6)(h), Florida Statutes.

Upon resolution of the problem, the responsible personnel from both parties will develop a joint written explanation indicating the resolution. This document will be retained with this Charter. If an amendment to the Charter is necessary, the amendment will be submitted for action by both parties. If all efforts at agreement within a reasonable time are unsuccessful, the parties will have recourse to their available legal remedies. Implementation of this provision shall not be required when the Sponsor has provided notice of intent to terminate or non-renew the charter.

Section 12.O) Citations:

The Parties will comply with Section 1002.33, Florida Statutes, and any regulations adopted by the State Board of Education or other state agency, or amendments thereto, pertaining to charter schools, and all applicable federal, state and local laws pertaining to civil rights and student health, safety and welfare.

Section 12.P) Headings:

Any and all titles to sections and paragraphs are for convenience and reference only and in no way define, limit or describe the scope of the Charter, and shall not be considered in the interpretation of the Charter or any provision hereof.

Section 12.Q) Law, Rule or Regulation as Amended:

Whenever reference is made to a statutory law, rule or regulation herein, such reference shall mean such law, rule or regulation as it may be from time to time amended.

Section 12.R) Counterparts:

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

This Charter may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Charter.

Section 12.S) Warranties:

All representations and warranties made herein shall survive termination of this Charter.

Section 12.T) Binding Effect:

Each and all of the covenants, terms, provisions and charter shall be binding upon and inure to the benefit of the parties hereto and their respective assigns, successors, subsidiaries, affiliates, holding companies and legal representatives, as allowed in the Charter.

Section 12.U) Legal Representation:

The parties acknowledge that each has been represented by legal counsel in connection with the negotiation and execution of this Charter and each is satisfied with the legal representation it received.

Section 12.V) No Partnership:

It is understood and agreed that nothing contained in the Charter shall be deemed or construed as creating a partnership or joint venture between the Sponsor and School or any other party, or cause either party to be responsible in any way for the debts and obligations of the other party.

Section 12.W) Employee Status:

Any contract entered into by the Charter School and a third party must provide that the third party is not an employee of the Sponsor and is not entering into a contract with the Sponsor.

Section 12.X) Incorporation of Application and Policy:

This Charter incorporates by reference all representations made in the Application (Attachment 1) and amendments thereto and all requirements in Board Policies and any of its future revisions. School agrees to meet all such representations in its Application and fulfill all requirements of the Board Policy. If there is a conflict between Board Policy and this charter, the terms of the charter shall control.

IN WITNESS WHEREOF, the parties have caused this Charter School Contract to be executed, by their duly authorized agents, the day and year first above written.

DRAFT CHARTER CONTRACT – GADSDEN CHARTER ACADEMY

THE SCHOOL BOARD OF
GADSDEN COUNTY, FLORIDA

GADSDEN CHARTER ACADEMY

BY: _____

BY: _____

TITLE: _____

TITLE: _____

Attachment 1: See Application submitted on July 31, 2014

**GADSDEN CHARTER ACADEMY
FOOD SERVICE AGREEMENT**

THIS AGREEMENT is made and entered as of this _____, 201__, by and between the School Board of Gadsden County, a Florida public body corporate (School Board), and _____, a Florida nonprofit, d/b/a/ _____, a charter school pursuant to Section 1001.33, Florida Statutes (Charter School).

WHEREAS, the School Board and the Charter School entered a Charter School Contract on _____ (Contract); and

WHEREAS, the above Contract provided that separate agreements may be entered into for the provision of school food services in accordance with federal and state laws and regulations; and

WHEREAS, the Charter School desires for the School Board, and the School Board desires through its Department of School Food Services, to provide meal services for breakfast, lunch, and/or the after school snack program.

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained herein, the parties agree as follows:

I. RECITALS.

The above recitations of facts set forth in the preceding "whereas" clauses are expressly incorporated herein and form a part of the terms of this Agreement.

II. TERM OF AGREEMENT.

The term of this Agreement shall be for a school year, commencing on _____ and terminating on _____, unless otherwise terminated earlier as provided herein. This Agreement may be renewed at the sole discretion of the School Board.

III. SCOPE OF SERVICES.

A. The School Board's School Food Service Department shall have the exclusive right to operate the National School Lunch Program on behalf of the Charter School, which includes the following programs:

1. School Breakfast Program, as authorized by 7 CFR Part 220;
 2. National School Lunch Program, as authorized by 7 CFR Part 210; *and*
 3. Afterschool Snack Program, as authorized by 7 CFR 210 Subpart C.
- B. The School Food Service Department of the School Board (hereinafter referred to as SFSD) will provide the Charter School with meals that meet the minimum meal pattern requirements for the National School Lunch Program and School Breakfast Program as to components and portion sizes specified by United States Department of Agriculture (USDA) guidelines.
- C. SFSD shall plan, prepare, and organize meals for the Charter School through an assigned base kitchen (i.e., the kitchen designated by the Director of SFSD to prepare the meals for the Charter School).
- D. Meals will be delivered by SFSD if the sustained daily lunch participation is maintained at 75 meals or greater for a period of thirty (30) consecutive school days. If the daily lunch participation is less than 75 meals, the Charter School is responsible for picking up the meals from the assigned base kitchen.

IV. CONDITIONS PRECEDENT TO OPERATION OF FOOD SERVICE PROGRAM.

- A. In order for the Charter School to provide a school food service program through SFSD, the following condition(s) shall be met prior to the commencement of the services provided in Paragraph 3 above.
1. The Charter School is responsible for obtaining a limited food service operating permit issued by the Gadsden County Health Department (DOH).
 2. Acquire and maintain any required certification or permit for the duration of this Agreement as required by Title 7 CFR § 210.16 (c).
 3. Post all certifications, inspections, or permits as required by federal, state, and/or local law, or this Agreement.
 4. Furnish to SFSD a copy of any certificates, inspections, or permits, within five (5) days of receipt, required by this section which shall become automatically incorporated and included with this Agreement, as well as any amendments or renewals of the certification.
- B. The Charter School and SFSD shall agree to the meal times at least forty-five (45) days before the beginning of each school year. Any changes to the meal service times must be approved by SFSD.
- C. The Charter School will notify the SFSD 30 days prior to a location change. This will allow ample time to relocate the base kitchen if necessary.

- D. The DOH requires plan submittal and prior inspection of facility before meals service may be instituted. SFSD must be provided with a copy of the Operating Permit.

V. COLLECTION OF THE MEAL PRICE.

SFSD shall provide an employee to accurately collect cash, and record meal counts and categories during the meal service if meals are delivered to the site by SFSD. If meals are not delivered by the SFSD, the Charter shall provide an employee to accurately collect cash, and record meal counts and categories during the meal service. Any Charter School student being provided a paid or reduced price meal and any adult shall be charged daily, consistent with this agreement.

VI. SCHOOL FOOD SERVICES DEPARTMENT CONTROL OF THE CHILD NUTRITION PROGRAM.

SFSD will maintain its responsibilities for administration of the food service program, in accordance with regulations and policies for USDA School Nutrition Programs. Specifically, SFSD will:

- A. Retain control of the quality, extent, and general nature of the food service, including counting and claiming meals, and ordering and accounting for USDA commodities.
- B. Ensure that the Child Nutrition Program conforms to the School Board's Agreement with the Florida Department of Agriculture and Consumer Services to participate in federally-funded Child Nutrition Programs.
- C. Retain control of the nonprofit school food service account and overall financial responsibility for the nonprofit Child Nutrition Program.
- D. Retain signature authority for the annual School Nutrition Programs State application and monthly claims by electronically submitting required information to the Florida Department of Agriculture and Consumer Services.
- E. Retain control of the establishment of all prices, including price adjustments, for meals served under the nonprofit Child Nutrition Program account, e.g., pricing for reimbursable meals, a la carte service, and adult meals.

- F. Retain title to USDA donated foods, ensuring that all USDA donated foods made available to the SFSD accrue only to the benefit of SFSD's nonprofit Child Nutrition Program.
- G. Provide on-line application as determined by the SFSD, processing web site, and where applicable, provide free and reduced-price applications to the Charter School administration prior to the beginning of each school year.
- H. Retain responsibility for the review, approve or deny, certify and verify applications for free and reduced-price school meals in accordance with 7 CFR 245. Provide hearings related to eligibility determinations in accordance with 7 CFR 245.7. Provide hearings related to adverse actions resulting from verification in accordance with 7 CFR 245.6(e).
- I. Consolidate and file claims for reimbursement for meals served, and other responsibilities as required or assigned.
- J. Maintain all applicable health certifications and assure that all state and local health regulations are being met for the preparation of foods in the base school.
- K. Comply with Federal regulations for accommodating students with special dietary needs and will provide specific meal preparation instructions to the Charter School to ensure reimbursable meals are prepared that meet the child's specific dietary restrictions.
- L. Maintain full and accurate records to include Production Records, Daily Sales and Meal Count, and Edit Check Reports to comply with program requirements.
- M. Assign a base school food service manager to provide oversight and manage the food service program for the Charter School, including monitoring to ensure compliance and the provision of technical assistance. Prior to the beginning of its services, SFSD shall provide in writing to the Charter School the name of the base school food service manager.
- N. Assign a food service representative to be responsible for the overall food service satellite operation at the Charter School, if meals are delivered by SFSD.
- O. Monitor the Charter School food service program through periodic visits to ensure compliance with applicable federal and state laws and regulations, and local policies and procedures.

VII. CHARTER SCHOOL RESPONSIBILITIES.

- A. Certification of Charter School Staff Person in ServSafe. Prior to the commencement of the food services under this Agreement, the Charter School shall, at its own expense, have one or more of its employees certified in ServSafe for its food service program. When available, Charter Schools

can attend trainings provided by the SFSD which would reduce the cost of the class.

B. Support During the Provision of Meals.

1. If the sustained daily lunch participation is maintained at seventy-five (75) meals or greater for a period of thirty (30) consecutive school days.

For the provision of meals, the Charter School shall:

- a. Provide one (1) or more employees/volunteers to assist the food service assistant with serving the meals provided by SFSD and loading and unloading food supplies.
 - b. Ensure that its students, staff, and guests participating in the meal program engage in appropriate conduct in the food service area.
 - c. Provide adult supervision during the meal service period(s).
2. If the sustained daily lunch participation is maintained at less than seventy-five (75) meals for a period of thirty (30) consecutive school days, meals will be picked up by the Charter.

For the provision of meals, the Charter School shall:

- a. Provide one (1) or more employees/volunteers to accurately record meal distribution to maintain required accountability documentation.
 - b. Provide an appropriate vehicle that can accept and transport food in commercial hot and/or cold-holding equipment to ensure food safety if meals are to be picked up by the Charter School.
3. Meals will be served only on school days approved by the School Board following the approved District calendar.
- C. Adequate Facilities and Space. The Charter School will make available, without any cost or charge to the School Board, area(s) of the premises agreeable to both parties in which SFSD shall render its services. The Charter School will make any structural changes needed to comply with federal, state, or local laws, ordinances, rules, and regulations. School must make parking areas available that are easily accessible for food delivery.
- D. Provision of Equipment. The Charter School will be responsible for providing and maintaining all necessary food service equipment needed to operate a kitchen to serve and heat meals as outlined in **Exhibit "A"**, attached and incorporated hereto. The Charter School will install any equipment needed to comply with federal, state, or local laws, ordinances, rules, and regulations. If equipment is not operating properly, meals will be adjusted to ensure food safety.

- E. Potable Water for Food Service Area. The Charter School shall have available potable water, at no charge, for students in the meal service area. The Charter School may implement this requirement by offering water pitchers and paper cups on lunch tables, a water fountain in the food service area, or a water fountain that allows students to fill their own bottles or cups with drinking water. In accordance with law, whatever solution is chosen by the Charter School, the water must be made available without restriction in the food service area.
- F. Required Posting in Food Service Area. Annually the Charter School shall post *Justice for All* posters in the food service areas as required by USDA. Posters can be printed from the USDA website, <http://www.fns.usda.gov/cr/justice.htm>, or may be ordered from the USDA Southeast Regional Office, Attn: Jeffrey Hinton, Regional Civil Rights Director, 61 Forsyth St., SW, Room 8T36, Atlanta, GA 30303-3427; (404)562-0532; (404) 562-1807 (fax) or Email: Jeffrey.Hinton@fns.usda.gov.
- G. Free and Reduced Price Meals Applications. Free and Reduced Price Meal Applications will be provided by SFSD base school manager for all enrolled students if required by USDA; however, the preferred method for completing the applications is through the online application process. The Charter School shall return completed Free and Reduced Price Meal Applications to the SFSD on a daily basis. The Charter School's employee(s) must comply with the requirement of limited disclosure of individual student eligibility information.
- H. Meal Pricing. The Charter School shall follow the same meal pricing system established for all schools operated by the School Board. The School Board adopts the meal pricing for all meals.
- I. Notifications/Communications to SFSD. The Charter School is responsible for communicating with the base school food service manager on a daily basis or as needed concerning: daily counts, status of student payments, free and reduced meal applications, type(s) of meal service required, special needs, etc.
- J. Meal Service. To ensure the timely delivery of meals, the Charter School will notify the base school food service manager at a designated time determined by the base school food service manager. The Charter School shall communicate the number of meals needed via email, fax or scan to the school food service manager on a student roster to include other counts such as adult or guest meals.
- K. Meal Accountability. The Charter School shall follow procedures for assuring accuracy at the point of meal service (determined by the SFSD) and will comply with all federal, state, and local rules and ordinances pertaining to the administration of the program, including but not limited to, reporting any known student food allergies.
- L. Compliance with Laws and Regulations. The Charter School will comply with all applicable federal, state, and/or local laws, regulations, rules, procedures

and guidelines, as now or hereafter amended, pertaining to the administration of the School Breakfast Program, National School Lunch Program, and the After School Snack Program.

- M. Competitive Foods Regulations. The sale of foods and beverages on school grounds shall be limited to those provided by SFSD, noted in the competitive food sales provided in School Board Policy **6.185** (School Food Service Management Policy), as now or hereafter amended. A failure of the Charter School to comply with the School Board's policy governing competitive food sales jeopardizes funding through the National School Lunch Program, and may result in immediate termination of this Contract.
- N. Pick-up of Meals, Required if Less Than 75 Meals. If the Charter School is required to pick up its meals from SFSD base school, due to the number of participants as provided herein, SFSD shall identify the base school kitchen for the pick-up of the meals. The Charter School shall transport the meals in approved commercial hot and/or cold-holding equipment.
- O. Maintenance of Reports. The Charter School will maintain the records necessary for the SFSD to complete any required monitoring, inspecting, or auditing activities under this Contract.
- P. Annual Training of Staff. The Charter School shall annually, at its own expense, provide an employee/volunteer to attend and participate in a mandatory training administered by SFSD to ensure the Charter School is up to-date on all regulations and procedures. This training will cover accountability, safety and sanitation, the free and reduced application process, civil rights, and meal service requirements. This meeting is held in August of each new school year.

VIII. HEALTH AND SANITATION.

- A. Health Inspection Requirements. SFSD and the Charter School agree that federal, state, and local health and sanitation requirements will be met at all times. The Charter School will obtain and maintain all federal, state, and local health certifications and regulations that apply to its school eating facilities and any other facilities in which meals are prepared and/or served. SFSD will maintain applicable health certifications for any base school in which meals are prepared. All food at the base schools will be properly stored, prepared, packaged, and transported free of contamination and at appropriate temperatures.
- B. Safekeeping of Food. All food that is delivered by the SFSD base school will arrive at the school site at the required temperatures for safe consumption. All food temperatures shall be verified and documented upon delivery by the SFSD. All food will arrive free of contamination and in sanitary, temperature-controlled containers. Food items that have been delivered by the SFSD base

school must be placed in hot and/or cold-holding units that maintain proper temperatures. The Charter School shall provide the hot and/or cold-holding units. If the Charter School is required to pick-up its meals as provided by this contract, all food temperatures shall be verified and documented before the items leave the SFSD base school.

- C. Inspection. The School Food Service Department, the Florida Department of Agriculture and Consumer Services, and the US Department of Agriculture reserve the right to inspect the Charter School's kitchen and dining facilities without notice, at any time.

IX. RECORDKEEPING.

The Charter School agrees that all records pertaining to the operation of meal service is the property of the SFSD.

X. TERMINATION/SUSPENSION.

A. This Agreement may be terminated before expiration of its term upon any of the following grounds.

1. Automatic Termination. This Agreement shall automatically terminate upon the School Board's termination of the District's Charter School Agreement with the Charter School.
2. By the Parties. Both parties may agree in writing to the termination of this Contract; or, any time by a party, upon the giving of a thirty (30) day written notice (delivered by certified mail, return receipt requested) to the other party.
3. For Cause. This Agreement may be terminated in whole or in part by either party in the event of substantial failure by the other party to fulfill its obligations under this Agreement; provided that no such termination may be implemented unless and until the other party is given 1) at least thirty (30) days written notice (delivered by certified mail, return receipt requested) of intent to terminate, and 2) an opportunity for consultation with the terminating party, followed by a reasonable opportunity, of not more than ten (10) working days to rectify the defects in products or performance, prior to termination.

For purposes of this subparagraph, substantial failure will include, but is not limited to the Charter School or SFSD's failure to adhere to, or violation of, any of the provisions of this Agreement.

B. This Agreement shall be suspended for the following reason.

1. Suspension for Cause. Upon direction of the Department of Health, meals may be suspended for an undetermined period of time if the facility is found to be out of compliance with health and safety regulations.

XI. LEGAL STATUS UPON TERMINATION.

Upon termination or revocation of this Agreement, all legal associations between the School Board, its SFSD, and the Charter School shall be severed.

In the event of termination of this Agreement, the School Board shall be entitled to be reimbursed for any and all funds owed to the SFSD, if any. The decision of the School Board regarding the amount to be paid shall be final.

XII. INDEMNITY.

The Charter School shall indemnify and hold harmless the School Board from and against all liabilities, claims, demands, suits, causes of action, loss, and expenses including attorneys fees, of any and every kind and nature arising from the negligent or intentional act of agents or employees of the Charter School in connection with the provision of breakfasts, lunches, and after school snacks under this Agreement. Nothing herein shall be deemed to constitute a waiver of sovereign immunity on the part of the School Board or to reduce any protection from suit or judgment afforded to the School Board under Florida law. This provision shall survive termination of this Agreement and shall be binding on the parties, successors, representatives, and assigns, and cannot be waived or varied.

XIII. ACCOUNTABILITY REQUIREMENTS.

- A. On-Site Inspections/ Reviews. Authorized representatives of the SFSD, the State of Florida, and USDA shall have the right to conduct on-site administrative inspections/reviews of the food service operation.
- B. Review of Invoices, Bills, and Pertinent Records. SFSD shall oversee all provisions of the contract, including but not limited to, Federal rules and regulations, crediting for and use of USDA Commodities, as applicable.
- C. Recordkeeping. The Charter School shall maintain such records as SFSD will need to support its claim for reimbursement under the National School Lunch Act and Child Nutrition Act including accurate records of student

attendance. Attendance must be documented daily in the district's student information system.

- D. Inspections and Audits. The school district is subject to various audits that may require on-site inspections by representatives of the School Board, SFSD, Florida Department of Agriculture and Consumer Services, USDA, the United States Comptroller General, or the United States General Accounting Office.

Charter School agrees and understands that the School Board's Office of Inspector General, or any other duly authorized representative of the School Board, shall have unrestricted access to all papers, books, records, documents and information, personnel and processes, data, computer hard drives, emails, instant messages, facilities, or other assets owned or used by Charter School with regards to this Agreement.

The Inspector General, or any other duly authorized representative of the School Board, Florida Department of Agriculture and Consumer Services or USDA, shall be entitled to audit the books and records of Charter School to the extent that such books, documents, papers, and records relate to any payment or the performance of this Agreement.

In the event Charter School maintains its records or Agreement information in electronic format, upon request of the School Board's Inspector General or auditors, Charter School will provide a download of its records or Agreement information in an electronic format allowing readership acceptable by the School Board's auditors.

XIV. NONDISCRIMINATION.

Both the Charter School and SFSD agree that no child who participates in the food service program will be discriminated against on the basis of race, color, national origin, age, sex, or disability, and shall comply with the USDA Food Nutrition Services Instruction 113-6, Civil Rights Compliance and Enforcement in School Nutrition Programs.

XV. MISCELLANEOUS.

- A. Headings. The headings contained herein are for convenience in reference and are not intended to define, limit, extend, or describe the scope of any provisions of this Agreement.
- B. Successors and Assigns. The provisions of this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective

officers, employees, successors, and assigns. Notwithstanding the foregoing, the rights and obligations of either party to this Agreement may not be subcontracted, transferred, conveyed, assigned or otherwise disposed of without the prior written consent of the other party hereto, which consent shall not be unreasonably withheld.

- C. Compliance with All Laws. Charter School shall comply with all applicable federal, state, and local ordinances pertaining to the Services under this Agreement.
- D. Severability. If any section, sentence, clause, phrase, provision, or other portion of this Agreement is, for any reason, held invalid or unconstitutional by a court or other body of competent jurisdiction, such portion shall be deemed a separate, distinct, and independent provision and such holding shall not affect the validity of the remaining portions of the Agreement.
- E. Amendments. No amendment to this Agreement shall be binding on either party hereto unless such amendment is in writing and executed by both parties with the same formality as this Agreement.
- F. Applicable Law and Venue. This Agreement will be construed in accordance with the laws of the State of Florida. Venue for any actions brought pursuant to this Agreement will be in Gadsden County, Florida, or in the U.S. District Court for the Southern District of Florida.
- G. Singular/Plural. Whenever used, the singular will include the plural, the plural the singular, and the use of any gender will include both genders.
- H. No Waiver of Rights. No failure or successive failures on the part of either party to enforce any covenant or agreement, and no waiver or successive waivers of any condition of this Agreement, shall operate as a discharge of such covenant, agreement, or condition, or render the same invalid, or impair the right of either party to enforce the same in the event of any subsequent breach or breaches. No failure on the part of either party to this Agreement to exercise, and no delay in exercising, any right, power, or remedy under this Agreement shall operate as a waiver thereof, nor shall any single or partial exercise of any right under this Agreement preclude any other or further exercise thereof or the exercise of any other right.

- I. Counterparts. This Agreement may be executed in one or more counterparts and each counterpart shall, for all purposes, be deemed as original, but all such counterparts shall together constitute but one and the same instrument.

- J. Entire Agreement. This Agreement, including any Exhibits hereto, contains all the terms and conditions agreed upon by the parties. No other agreements, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind either party hereto.

- K. Charter School Authority to Enter Into Contract. The Charter School expressly affirms that the signatories on its behalf who sign below have the authority to enter into this Agreement on behalf of the Charter School and that the Board of Directors of the Charter School has duly approved this contract.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals effective as of the date and year first written above.

**SCHOOL BOARD OF GADSDEN
COUNTY, FLORIDA, a public body
corporate**

By: _____

Print Name: _____

Title: _____

Witness

Witness

Approved as to form and legal sufficiency:

By: _____

Office of General Counsel Date: _____

GADSDEN CHARTER ACADEMY

_____,
a Florida nonprofit corporation,
d/b/a _____

By: _____

Print Name: _____

Title: _____

Witness

Witness

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

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

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

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

Name of Person Completing Assessment: See Committee Date: 9/23/14

Title: District Charter Application Review Committee

Signature: _____

Rosalyn W. Smith, Chair
 Melanie King, Assistant Comptroller
 Sharon Thomas, Director ESE
 Ana Garcia, Coordinator ESOL
 Dr. Pink Hightower, Director Human Resources &
 Staff Development

Dr. Sheantika Wiggins, Director of Instructional
 Media & Technology
 Rose Raynak, Director of Federal Programs
 Wayne Shepard, Director of Facilities

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 type="checkbox"/>

Strengths world class education; higher academic achievement; equip for college; industry and life; modeled character traits	Reference P4: Mission Statement
Concerns and Additional Questions	Reference P4: Guiding Principles
1. Does Depth of Knowledge refer to the Webb's Depth of Knowledge Levels? (Common Core Cognitive Rigor Matrix for Math & Science or Reading & Writing?)	

2. The GCA Proposes to meet high standards of student achievement by aligning the core of its curriculum to Florida Standards. What other diverse opportunities will parents be able to choose besides the Florida Standards?
3. Which particular research framework of Dr. Robert Marzano and Dr. Michael Merzenich will the school embrace, since both researchers have claimed fame to many "high reliability school" frameworks? Michael Merzenich work is with Brain Plasticity (Brain changes and adapts as a result of experience.

Concern:

As outlined in section 1002.33(2)(b), F.S., how will the charter school (GCA) fulfill the following?

- Improve student learning (not explicitly explained in the response)
- Increase learning opportunities for all students
- Encourage the use of innovative learning methods
- Require the measurement of learning outcomes

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 type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Statistical data to compare Gadsden with neighboring districts graduation rate/percent from 2008-2013 and 6-8 FCAT 2.0 Ready for 2 years.	

Concerns and Additional Questions	Reference
The charter did not specifically state an understanding of the students intended (P. 7-9) to serve (P. 8-9)	

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 type="checkbox"/>

Strengths	Reference
KIPP Character & Leadership	P12 P12

Concerns and Additional Questions	Reference
See the additional insert	

NOTE: Not enough research-based evidence to indicate the educational program design is beyond what is already offered to the students via the current Gadsden School District.

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 type="checkbox"/>

Strengths	Florida Standards	Reference	P. 19
	District's Based Reading Program		P. 19

Concerns and Additional Questions	Reference

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths This plan is an exact replica of the proposed sponsor	Reference P. 19-28
Reading Plan (GCPS), Educational goals are broad and developed to high standards for student achievement.	

Concerns and Additional Questions	Reference

1. Nothing beyond the curriculum of Gadsden School District.
2. Educational objectives are missing; lack specific details, plan only partially meets the criteria. P. 30-35
3. Many of the goals are not aligned to the Mission of the school

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 type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
School will not discriminate against students with learning disabilities	

Concerns and Additional Questions	Reference
	P.35-38

1. Vague response to how the Charter will ensure that students with disabilities will have equal opportunity of being selected for enrollment to the Charter.
2. More detail needed to clearly conceive the staffing plan based on the projected population of students with learning disabilities, (i.e. Speech Impairment; Specific Learning Disabilities, Language Impairment; Autistic Spectrum Disorder; other Health Impaired; Orthopedically Impaired, Visually Impaired, Deaf/Hard of Hearing, Emotional/Behavior Disabled).
3. How was the population projected for students with disabilities.
4. The application states the following: "The school will have a policy that accepts students regardless of their exceptional learning status. However, the school will only be able to service students whose needs can be met in a regular classroom environment." The concern with the statement is that the Individuals with Disabilities Education Act requires that children with disabilities be educated in the "least restrictive environment appropriate" to meet their "unique needs." The IDEA contemplates that the "least restrictive environment" analysis will begin with placement in the regular education classroom. However, IDEA recognizes that it is not appropriate to place all children with special needs in the regular education classroom. Therefore, the law requires that there must be a "continuum of placements" available, extending from the regular education classroom to more intensive settings, in order to accommodate the needs of all children with disabilities. Using the continuum concept makes it more likely that each child would be placed appropriately in an environment that is specifically suited to meet his/her needs. The law intends that the degree of "inclusion" be driven by the student's needs as determined by the IEP team, not by convenience. Based on State Statutes, students with disabilities shall have an equal opportunity of being selected for enrollment in a charter school. (s. 1002.33(10)(f), F.S.) The application speaks of "regular class placement only"; the charter school cannot apply a "one size fits all" determination. Additionally, related services (i. e. Speech Therapy, Occupational Therapy, Physical Therapy) must be provided to students with special needs as appropriate and as determined by their Individual Educational Plan.

Moreover, students identified as Gifted are served under the umbrella of Exceptional Students. Programs for students who are gifted encompass instructional and related services that provide significant adaptations in curriculum, methodology, materials, equipment, or the learning environment (Rule 6A-6.0311, FAC).

Service for students who are gifted may be provided directly or indirectly. However, teachers of students identified as Gifted must be appropriately certified and endorsed. If gifted students are receiving service in the general education classroom, the teacher must designate in lesson plans how differentiation occurs for those students.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The Charter School does the initial testing and the LEP Committees	

Concerns and Additional Questions	Reference

A. The Consent Decree states under Section II

Equal access to appropriate programming. Section E#3, "schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient in the same language and trained to assist in ESOL basic subject area instruction."

B. The staffing plan does not address how the projected ESOL students will be served according to the Florida Consent Decree.

C. The plan does no provide explicit information on instructional support for students who may be bilingual or non-English speakers.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths First year of operation, the Charter will enforce the Gadsden County District Code of Student Conduct	Reference P.40
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Concerns and Additional Questions	Reference

The application addresses the values of leadership and character. Will there be other discipline and climate elements to support these values in the school beyond what is framed in the Gadsden Code of Conduct?

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths Clear description of the governing board's obligation and responsibilities	Reference P. 41-44

Concerns and Additional Questions	Reference

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 checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

Will there be a plan for retaining qualified and capable staff?

P.47

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

1. Vague compensation plan to attract and retain quality staff is mentioned by not explained in detail.
2. Not sure if this method of developing the personnel policies and procedures within 120 days after the approval of the of the charter application is best business practice.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

1. Vague response on 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. (i.e., African American, Caucasian, Hispanic, Asian, etc)

P.50

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 checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

- Location:

The facility is located just off highway 90 in the City of Midway. This is a State highway that runs through Gadsden County into the Greater Tallahassee area. It has heavy traffic especially in the morning hours when students would be arriving for school. I know that when we build public schools on major roadways we have to conduct a traffic study and if the study warrants we have to make special entrance and exit accesses for the site. I know that the facility that is being proposed for the school is currently being used as a church and does not require this. However that is and would be one of the highest concerns for safety I have as it relates to this facility and site.

- Size:

I have not had a chance to go into this building but I have seen it from a distance. For the number of students they are requesting the first year which I believe is 100 it looks like it will be very crowded. I know that Charter schools have different regulations than our public schools, but let’s look at an example. In a regular public school 6-8 classroom we are required to have a minimum of between 800 and 900 square feet per classroom. The maximum number of students per classroom is 22 for grades 6-8. If you have 100 students that’s a minimum of 5 classrooms at 900 square feet per equals 4,500 square feet.

The other area inside the building that I would be concerned about is the number of restrooms or fixtures. They are stating that there Is seven (7) toilets and six (6) sinks. If the ratio of Females to Males is fifty, fifty and there are four of the seven toilets in the female restroom then that’s 12.5 students per toilet. The males would be 16.5 per toilet. Not enough for them to be used all day five (5) days a week.

- Safety:

There does not seem to be any fencing on the street side of the facility to keep the students protected from in coming traffic. They mentioned that they would install a fire alarm system before occupying the building. Handicap requirements both inside and outside are also needed. I saw very little outside area for physical education activities, and on rainy days those activities would have to go inside which seems to have limited space also. Crowded areas tend to have more problems than areas where you have room to spread out. Safety of students should be a top priority.

From my limited observation of the facility and after reading through the application I would recommend that we Deny Approval.

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
They will contract with local bus owners to provide transportation services	P.56

Concerns and Additional Questions	Reference

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 checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Plans to participate in National School Lunch Program	

Concerns and Additional Questions	Reference
Do not actually see a plan for school food services	P. 57

1. The budget is not adequate for essential items needed (serving ling \$7000, milk box \$1700, plans/utensils/misc. \$250, food service worker (no salary or benefits indicated, no reference to vehicle needed for food transportation, cambros for transporting the food in (minimum 6) \$100 cash
2. Does not have a plan for contracting food services if the Sponsor says "no" to providing food services.

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 checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
Budget does not meet financial requirements for start up expenditures or	P. 57-60

continued expenses. Revenue relies heavily on grants, donations and loans.
 No evidence that loans could be paid back based on the inadequate fund balance after noted expenditures.

Appendix E: Budget Information
 P. 197
 Section 16: Food Service P. 57

1. 97.8% of start up budget revenue relies on approval of loans, being awarded grants, and donations. There is no evidence that loans could be paid back based on the inadequate fund balance after expenditures.
2. There are only five teachers listed in budget. Will one of those five physical education teachers meet that requirement? Over 10% of estimated enrollment are assumed to need ESE services - will all teachers hold ESE certifications?
3. Lease of facility listed on projected budget @ \$1500 per month. 1500 x 12 months equates to \$18,000. This is \$6000 over the figure in application and it exceeds the projected fund balance by \$4155.
4. As stated in section 16, designated budget for food service is not sufficient to ensure safe food transportation and handling/service.
5. Implementation budget projection has no reference to network infrastructure to include internet connectivity nor is there a reference for telephone services.
6. Revenue estimate worksheet has 100 riders claimed for transportation FTE. Transportation is funded only if (1) the student rides the bus (2) the students lives outside a two mile radius of the school. In Section 15: Transportation Service, the reference is made to parents dropping off and picking up students.
7. Exact insurance coverage not clear for cost listed.
8. Application references pursuing capital outlay dollars in year three. Florida Statutes 1013.62(1) states in part that for a charter school to be eligible for capital outlay dollars: have been in operation for 3 or more years"....
9. There was no actual fundraising plan.

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 checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

1. Section 17: page 59 says financial statements will be reviewed quarterly and Section 18: page 60 says the revenues and expenditures will be reviewed monthly. Quarterly review by the Governing Board may not ensure enough of a system of checks and balances over the school’s finances.
2. Aside from automatic payment referenced there was no explanation of a specific plan for managing finances.
3. Insufficient financial control assurance as application states “..transactions will be handled in accordance with the approved board policies which will be developed..”

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
	P.61-64

Concerns and Additional Questions	Reference

Mission

World class education via strong visionary leaders through the development of a Depth of Knowledge, leading to higher academic achievement and supported by modeled character traits to equip for college, industry, and life in the 21st century.

This mission is nothing beyond what children will be expected to exemplify as participants of the Gadsden School District.

Question: Does the Depth of Knowledge refer to the Webb's Depth of knowledge Levels? (Common Core cognitive rigor matrix for Math & Science and/or Reading & Math) (Common Core Institute, Center for College & Career Readiness; A Guide for Using Webb's Depth of Knowledge with Common Core State Standards by Dr. Karin Hess, Ed.D.)

Concerns:

- While this mission has meaningful and manageable attributes focusing on student achievement, the Gadsden School District provides much similarity for students in grades Pre-kindergarten thru Twelfth with the mission of ... "Building a Brighter Future for Students". (P. 4)
- The Gadsden Charter Academy (GCA) proposes to meet high standards of student achievement by aligning the core of its curriculum to Florida Standards. What other diverse opportunities will parents be able to choose beside the Florida Standards? Gadsden School District will also enhance its curriculum with Project Based learning (PBL) and Florida Standards. (P. 4)
- Which particular research framework of Dr. Robert Marzano and Dr. Michael Merzenich (Brain Plasticity – the brain changes and adapts as a result of experiences) will the school embrace, since both researchers may have claimed fame to many "high reliability school" frameworks? (P. 4) (i.e. Safe & Collaborative Culture; Effective Teaching in Every Class; Standards- Referenced Reporting; Competency-Based Education, etc) (P.4)
- With regards to section 1002.33 (2) (b), F.S., how will GCU fulfill the following? *Improve the student learning and academic achievement; Increase learning opportunities for all students; Encourage the use of innovative learning methods; and Require the measurement of learning outcomes.* (P. 6)

Target Population and Student Body

GCU did not provide a clear understanding of the students the charter intends to serve. Although statistics comparing Gadsden School District graduation percent (2008-2013) to neighboring districts and 6-8's 2013-2014, FCAT 2.0 Level 3 or above Reading percentage point change, as well as Gadsden School District's 9-10 FCAT 2.0 Reading level 3 or above percentage point change, the students to be served were not explicitly described. Will the school serve at-risk students in grades 6-8; 6-9; or accelerated learners, or disenchanting student? (P. 7-9)

Educational Program Design

- **Knowledge Is Power:** KIPP began in 1994 with a powerful idea: to create a classroom that helped children develop the knowledge, skills, character, and habits necessary to succeed in college and build a better tomorrow for their communities. Founders Mike Feinberg and Dave Levin began by redefining what was possible for a classroom of public school students in Houston. The following year, they opened two KIPP middle schools, one in Houston and one in New York City. By 1999, these original KIPP charter schools were among the highest-performing schools in their respective communities. - See more at: <http://www.kipp.org/about-kipp/history#sthash.MBoOyboE.dpuf> All KIPP schools share a core set of operating principles known as the **Five Pillars**. As our network has grown, and leaders across the country have committed to building high-quality schools, we have reflected on what it takes to build a system of high-performing schools - See more at: <http://www.kipp.org/our-approach#sthash.GuV8Dcwj.dpuf>
The 2013 KIPP School report Card is available at <http://www.kipp.org/report-card-2011?objectid=214A1650-C54E-11E1-8ED9005056883C4D> and shows one KIPP School in Jacksonville, Florida.
- **Depth of Knowledge:** The Depth of Knowledge Chart is used in the classrooms of the Gadsden School District, as well. Please refer to <http://www.ode.state.or.us/teachlearn/subjects/socialscience/standards/depthofknowledgechart.pdf>
Depth of Knowledge represents the comparison of the cognitive demand of the Common Core Standards and the cognitive demand of the Assessments given to determine their mastery. (Florida Department of Education and Gadsden School District)
 - Florida Standards and Next Generation Sunshine State Standards (Appendix D of the application)
 - Leadership (unique to school's mission)
 - Rigorous Academic taught through direct and explicit instruction (Limited instructional models/strategies)
 - Rigor and Relevance (Florida Department of Education/Gadsden School District)
 - Data Analysis of Student Performance
 - Remediation 7 Enrichment (FCIM, Florida Department of Education, Gadsden School District)
 - Reading & Writing Across the Curriculum (Florida Department of Education, Gadsden School District)
 - Researched-based Instructional Model (Good concept which mirrors the FCIM/DOE/Gadsden Schools)
 - Challenging Goals & Feedback (FCIM, Florida DOE, Gadsden Schools)
 - Parent & Community Involvement (Gadsden School District, Florida DOE)
 - Safe & Orderly Schools (Gadsden School district, Florida DOE)
 - Collegiality & Professionalism (Florida DOE, Gadsden School District)

Pages (9-18) describe the educational program design. With little exception of KIPP, the school proposes to provide a program design similar to what the proposed student population already experience with the Gadsden School District (PK-12)

Curriculum Plan

The curriculum plan replicates the Reading Plan of the Gadsden School District; however, Gadsden students are provided a minimum of 90 minutes for Reading remediation. Even the use of the same adopted basal Reading program substantiates the fact that students will not be exposed to anything beyond what they already have as a participant in the Reading Program with the Gadsden School District. (P. 19-28)

The Curriculum Plan for the 6th-8th would infuse the same courses as Gadsden School District, including Art, Technology, and Physical/Health Education. Supplemental Intervention Reading Programs as well as researched-based programs for teachers' utilization (REWARDS, ACCELERATED READER, NATIONAL GEOGRAPHIC)

I, Peggy Johns, received Proposed Start-Up Charter School Application: Gadsden Charter Academy, on July 31, 2014.



Charter School Review Committee Concerns

Educational Plan

1. Does Depth of Knowledge refer to the Webb's Depth of Knowledge Levels?
(Common Core Cognitive Rigor Matrix for Math & Science or Reading & Writing?)
2. The GCA Proposes to meet high standards of student achievement by aligning the core of its curriculum to Florida Standards. What other diverse opportunities will parents be able to choose besides the Florida Standards?
3. Which particular research framework of Dr. Robert Marzano and Dr. Michael Merzenich will the school embrace, since both researchers have claimed fame to many "high reliability school" frameworks? Michael Merzenich work is with Brain Plasticity (Brain changes and adapts as a result of experience).

Concern:

As outlined in section 1002.33(2)(b), F.S., how will the charter school (GCA) fulfill the following?

- Improve student learning (not explicitly explained in the response)
- Increase learning opportunities for all students
- Encourage the use of innovative learning methods
- Require the measurement of learning outcomes
- The charter did not specifically state an understanding of the students intended (P. 7-9) to serve (P. 8-9)
- Not enough research-based evidence to indicate the educational program design is beyond what is already offered to the students via the current Gadsden School District.
- Nothing beyond the curriculum of Gadsden School District.
- Educational objectives are missing; lack specific details, plan only partially meets the criteria. P. 30-35
- Many of the goals are not aligned to the Mission of the school
- Vague response to how the Charter will ensure that students with disabilities will have equal opportunity of being selected for enrollment to the Charter.
- More detail needed to clearly conceive the staffing plan based on the projected population of students with learning disabilities, (i.e. Speech Impairment; Specific Learning Disabilities, Language Impairment; Autistic Spectrum Disorder; other Health Impaired; Orthopedically Impaired, Visually Impaired, Deaf/Hard of Hearing, Emotional/Behavior Disabled).
- How was the population projected for students with disabilities.
- The application states the following: "The school will have a policy that accepts students regardless of their exceptional learning status. However, the school will only be able to service students whose needs can be met in a regular classroom environment." The concern with the statement is that the Individuals with Disabilities Education Act requires that children with disabilities be educated in the "least restrictive environment appropriate" to meet their "unique needs." The IDEA contemplates that the "least restrictive environment" analysis will begin with placement in the regular education classroom. However, IDEA recognizes that it is not appropriate to place all children with special needs in the regular education classroom. Therefore, the law requires that there must be a "continuum of placements" available, extending from the regular education classroom to more intensive settings, in order to accommodate the needs of all children with disabilities. Using the continuum concept makes it more likely that each child would be placed appropriately in an environment that is specifically suited to meet his/her needs. The law intends that the degree of "inclusion" be driven by the student's needs as determined by the IEP team, not by convenience. Based on State Statutes, students with disabilities shall have an equal opportunity of being selected for enrollment in a charter school. (s. 1002.33(10)(f), F.S.) The application speaks of "regular class placement only"; the charter school cannot apply a "one size fits all" determination. Additionally, related services (i. e. Speech Therapy, Occupational Therapy, Physical Therapy) must be provided to students with special needs as appropriate and as determined by their Individual Educational Plan. Moreover, students identified as Gifted are served under the umbrella of Exceptional Students. Programs for students who are gifted encompass instructional and related services that provide significant adaptations in curriculum, methodology, materials, equipment, or the learning environment (Rule 6A-6.0311, FAC). Service for students who are gifted may be provided directly or indirectly. However, teachers of students identified as Gifted must be appropriately certified and endorsed. If gifted students are receiving service in the general education classroom, the teacher must designate in lesson plans how differentiation occurs for those students.
- The Consent Decree states under Section II Equal access to appropriate programming. Section E#3, "schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient in the same language and trained to assist in ESOL basic subject area instruction."
- The staffing plan does not address how the projected ESOL students will be served according to the Florida Consent Decree.
- The plan does not provide explicit information on instructional support for students who may be bilingual or non-English speakers.
- The application addresses the values of leadership and character. Will there be other discipline and climate elements to support these values in the school beyond what is framed in the Gadsden Code of Conduct?

Organizational Plan

- Will there be a plan for retaining qualified and capable staff?
- Vague compensation plan to attract and retain quality staff is mentioned by not explained in detail.
- Not sure if this method of developing the personnel policies and procedures within 120 days after the approval of the of the charter application is best business practice.
- Vague response on 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.(i.e., African American, Caucasian, Hispanic, Asian, etc) Page 50

Business Plan

- Location:

The facility is located just off highway 90 in the City of Midway. This is a State highway that runs through Gadsden County into the Greater Tallahassee area. It has heavy traffic especially in the morning hours when students would be arriving for school. I know that when we build public schools on major roadways we have to conduct a traffic study and if the study warrants we have to make special entrance and exit accesses for the site. I know that the facility that is being proposed for the school is currently being used as a church and does not require this. However that is and would be one of the highest concerns for safety I have as it relates to this facility and site.

- Size:

I have not had a chance to go into this building but I have seen it from a distance. For the number of students they are requesting the first year which I believe is 100 it looks like it will be very crowded. I know that Charter schools have different regulations than our public schools, but let's look at an example. In a regular public school 6-8 classroom we are required to have a minimum of between 800 and 900 square feet per classroom. The maximum number of students per classroom is 22 for grades 6-8. If you have 100 students that's a minimum of 5 classrooms at 900 square feet per equals 4,500 square feet.

The other area inside the building that I would be concerned about is the number of restrooms or fixtures. They are stating that there is seven (7) toilets and six (6) sinks. If the ratio of Females to Males is fifty, fifty and there are four of the seven toilets in the female restroom then that's 12.5 students per toilet. The males would be 16.5 per toilet. Not enough for them to be used all day five (5) days a week.

- Safety:

There does not seem to be any fencing on the street side of the facility to keep the students protected from in coming traffic. They mentioned that they would install a fire alarm system before occupying the building. Handicap requirements both inside and outside are also needed. I saw very little outside area for physical education activities, and on rainy days those activities would have to go inside which seems to have limited space also. Crowded areas tend to have more problems than areas where you have room to spread out. Safety of students should be a top priority.

From my limited observation of the facility and after reading through the application I would recommend that we deny Approval.

- The budget is not adequate for essential items needed (serving ling \$7000, milk box \$1700, plans/utensils/misc. \$250, food service worker (no salary or benefits indicated, no reference to vehicle needed for food transportation, cambros for transporting the food in (minimum 6) \$100 cash
- Does not have a plan for contracting food services if the Sponsor says "no" to providing food services
- Budget does not meet financial requirements for startup expenditures or continued expenses. Revenue relies heavily on grants, donations and loans.
- No evidence that loans could be paid back based on the inadequate fund balance after noted expenditures.
- 97.8% of startup budget revenue relies on approval of loans, being awarded grants, and donations. There is no evidence that loans could be paid back based on the inadequate fund balance after expenditures.
- There are only five teachers listed in budget. Will one of those five physical education teachers meet that requirement? Over 10% of estimated enrollment are assumed to need ESE services - will all teachers hold ESE certifications?
- Lease of facility listed on projected budget @ \$1500 per month. 1500 x 12 months equates to \$18,000. This is \$6000 over the figure in application and it exceeds the projected fund balance by \$4155.
- As stated in section 16, designated budget for food service is not sufficient to ensure safe food transportation and handling/service.
- Implementation budget projection has no reference to network infrastructure to include internet connectivity nor is there a reference for telephone services.
- Revenue estimate worksheet has 100 riders claimed for transportation FTE. Transportation is funded only if (1) the student rides the bus (2) the students' lives outside a two mile radius of the school. In Section 15: Transportation Service, the reference is made to parents dropping off and picking up students.
- Exact insurance coverage not clear for cost listed.
- Application references pursuing capital outlay dollars in year three. Florida Statutes 1013.62(1) states in part that for a charter school to be eligible for capital outlay dollars have been in operation for 3 or more years"....
- There was no actual fundraising plan.

- Section 17: page 59 says financial statements will be reviewed quarterly and Section 18: page 60 says the revenues and expenditures will be reviewed monthly. Quarterly review by the Governing Board may not ensure enough of a system of checks and balances over the school's finances.
- Aside from automatic payment referenced there was no explanation of a specific plan for managing finances.
- Insufficient financial control assurance as application states "...transactions will be handled in accordance with the approved board policies which will be developed.."

Curriculum Plan

- The curriculum plan replicates the Reading Plan of the Gadsden School District; however, Gadsden students are provided a minimum of 90 minutes for Reading remediation. Even the use of the same adopted basal Reading program substantiates the fact that students will not be exposed to anything beyond what they already have as a participant in the Reading Program with the Gadsden School District. (P. 19-28)
- The Curriculum Plan for the 6th-8th would infuse the same courses as Gadsden School District, including Art, Technology, and Physical/Health Education. Supplemental Intervention Reading Programs as well as researched-based programs for teachers' utilization (REWARDS, ACCELERATED READER, NATIONAL GEOGRAPHIC)

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7g

DATE OF SCHOOL BOARD MEETING: October 28, 2014

TITLE OF AGENDA ITEM: Education Partnership Agreement:
Panhandle Area Educational Professional Development Center
and The Gadsden County School Board

DIVISION: **Staff Development**

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

PURPOSE AND SUMMARY OF ITEM:

Annual approval of the PAEC Master In-service Plan.

This Plan is valid 2012 - 2017

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Pink Hightower

POSITION: Director, Human Resources and Staff Development

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

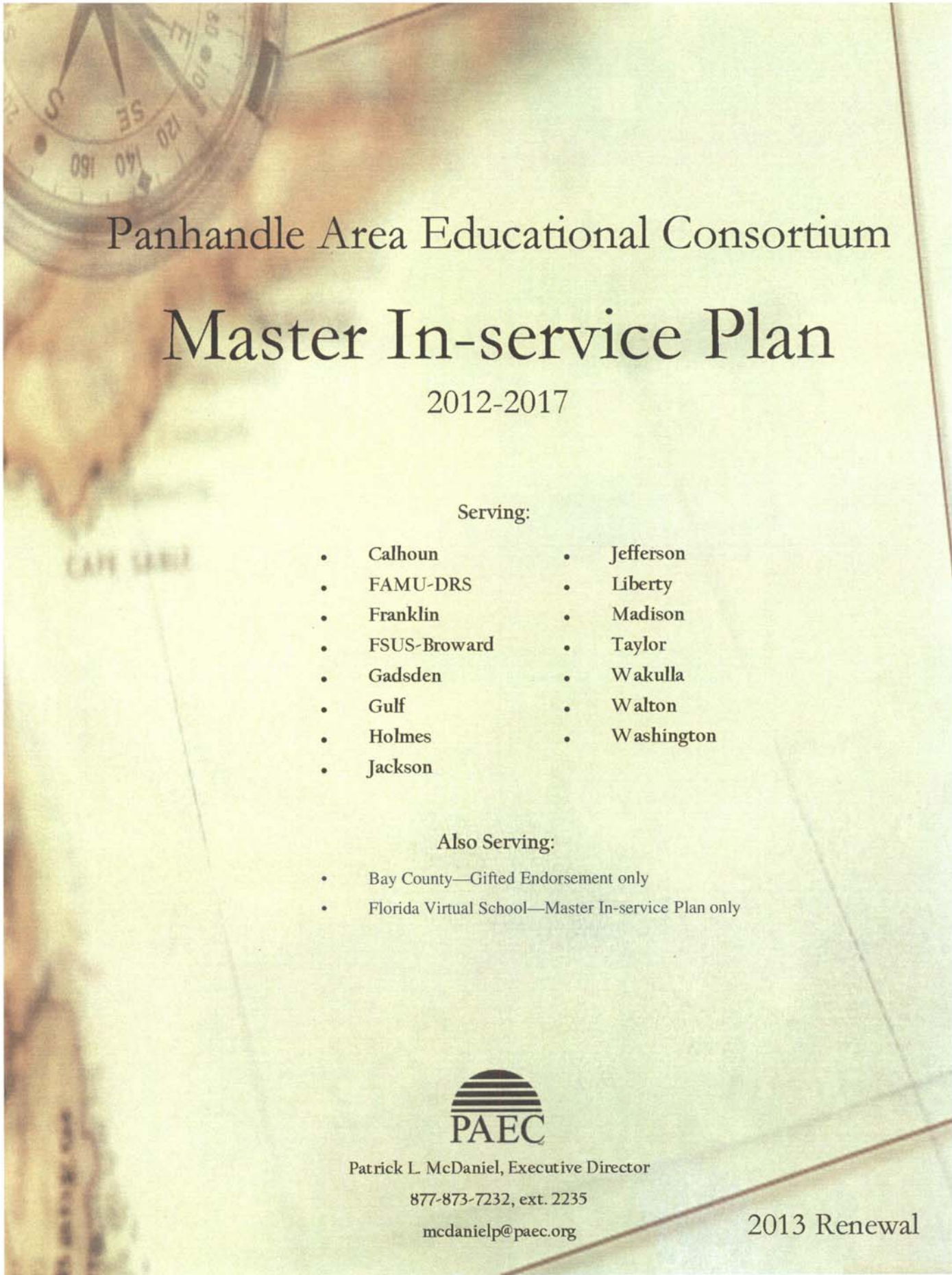
SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: pages(s) numbered _____

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The PAEC Master Inservice Plan (MIP) 2012-17 was presented to the PAEC Professional Development Center Council on September 4, 2014 for approval. The *Technology in the Classroom/Digital Curriculum* component was revised to align with the State Board of Education and Florida Department of Education requirements and guidance. The revised component will replace page 101 of the current MIP.

I respectfully request approval of the PAEC Master Inservice Plan by the
_____ District School Board.



Panhandle Area Educational Consortium

Master In-service Plan

2012-2017

Serving:

- Calhoun
- FAMU-DRS
- Franklin
- FSUS-Broward
- Gadsden
- Gulf
- Holmes
- Jackson
- Jefferson
- Liberty
- Madison
- Taylor
- Wakulla
- Walton
- Washington

Also Serving:

- Bay County—Gifted Endorsement only
- Florida Virtual School—Master In-service Plan only



Patrick L. McDaniel, Executive Director

877-873-7232, ext. 2235

mcdanielp@paec.org

2013 Renewal

MISSION

The mission of the Panhandle Area Educational Consortium (PAEC) is to enable all member and participating school districts to attain their goals by providing leadership and support services, maximizing the use of resources, linking schools, and facilitating communication across the consortium. One program provided as a service to maximize resources is the PAEC Professional Development Center (PDC). Through the PDC a comprehensive program of professional learning is coordinated and implemented in accordance with Florida's Professional Development Protocol Standards for member and participating districts.

RATIONALE

Professional learning is changing, and small districts benefit from their collaboration in the Master Inservice Plan developed by PAEC. The plan serves as the foundation upon which each member and participating district builds their professional development system to enable staff to reach their full potential and maximize their effectiveness as teachers, leaders and facilitators of learning. To meet this goal the MIP is aligned with the standards contained in Florida's Professional Development Protocol, and the PAEC Professional Development Center incorporates research from the National Staff Development Council (now Learning Forward) to guide professional learning opportunities provided within the districts.

MASTER INSERVICE PLAN ADVISORY COMMITTEE

Sara Joe Wooten, Gulf County	Debbie Kerr, Walton County
Cheryl McDaniel, Jackson County	Bill Lee, Washington County
Beth Mims, Wakulla County	Rusty Holmes, PAEC
Kay Dailey, Walton County	Sharon Mitchell, PAEC
	Faye Yongue, PAEC

MANAGEMENT

One of the major impediments to authentic change is “the presence of too many disconnected, episodic, piecemeal and superficially adorned projects” according to Michael Fullan (2001.p. 109). As the professional learning facilitator for multiple districts and many school communities it would be easy for the consortium to become fractured in its focus, however the PAEC Professional Development Center (PDC) management system allows the implementation of focused, data-driven professional learning activities based upon the school improvement needs of each school and district. Staff from each member district serves on the PDC Advisory Council. The Master Inservice Plan is reviewed by the Council and subsequently presented to their respective school board for approval.

ONLINE MANAGEMENT THROUGH THE ELECTRONIC PROFESSIONAL DEVELOPMENT CONNECTION (EPDC)

The electronic Professional Development Connections (ePDC) at PAEC is an online professional development management system available to the member districts. This electronic system allows teachers to register for staff development activities, report impact of participation in staff development activities, track their inservice points, complete a needs assessment and complete their Individual Professional Learning Plan effectively and efficiently. The system also permits school and district administrators to create and retrieve courses; manage attendance, follow-up and course completion; email participants; align course offerings with teacher needs and document implementation and impact of training in classrooms. Districts also utilize the system to generate report data for submission to the Florida Department of Education as per F.S. 6A-5.071.

ORGANIZATION

National Staff Development Standards and the Florida Professional Development Evaluation System Protocol serve as the guide for the design of the Master Inservice Plan. There are four major areas implemented at the teacher, school and district level – Planning, Learning, Implementing, and Evaluating.

Planning occurs at the individual/faculty, school and district levels. Teachers review previous and current student data, school improvement goals and initiatives and complete a personal needs assessment. Then each educator identifies personal learning goals and develops an Individual Professional Learning Plan (IPLP) which is discussed with their administrator and adjusted based upon performance appraisal data and other grade level or school priorities. Specific learning goals for student achievement and professional practice are clearly defined with an evaluation plan to determine the effectiveness of professional learning activities. The final IPLP is signed by both the educator and the

administrator with a timeline for review. School Improvement Plans and goals are developed after review of student data. Teacher data in conjunction with the school improvement plan goals and objectives guides the completion of a school level professional development plan. District administrators utilize the school plans for setting district priorities for professional development learning opportunities. District data is used in planning the PAEC Master Inservice Plan.

Pursuant to State Board Rule 6A-5.071, Master In-service Plan Requirements, and on behalf of the PAEC member and participating districts, PAEC has developed and maintains an assessment of training needs. The PAEC Professional Development Needs Assessment is made available to school and district instructional and administrative staff members in an electronic format. The Needs Assessment is based on the twelve Educator Accomplished Practices and is designed to yield result and data reports for the Professional Development System Evaluation Protocol at each level- Faculty, School, and District in the areas of planning, delivery, follow-up and evaluation.

District personnel may generate customized reports or they may request copies of customized Professional Development Needs Assessment Reports from PAEC. Results of the assessment are used by PAEC staff to plan professional learning programs for districts and schools. Also, districts and schools consider the assessment results, along with student performance data, school improvement goals, personal growth objectives, as the professional learning is planned at those levels.

A copy of the electronic Professional Development Needs Assessment may be found on the following pages or by searching for "Needs Assessment" at www.paec.org.

Learning opportunities are provided to meet the needs at the faculty, school and district levels. To be most effective the learning activities will follow a collaborative approach that is sustained over an extended period of time with opportunities to implement and measure the impact on student learning in a collegial atmosphere. For instructional personnel learning opportunities focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, or school safety.

Implementing newly acquired skills and knowledge in a sustained and supported effort is necessary for changes in practice. Implementation is the very heart of professional learning. Applying new knowledge and techniques and observing the impact on student behavior and learning is the primary purpose of professional learning. Processes for follow-up and support for implementation of the professional learning are included with all learning components in the ePDC. These may include classroom based feedback, observation, reflection and collegial dialogue, coaching, mentoring or other supports.

Evaluating the effectiveness of the professional learning is multifaceted. First, the professional learning component activity is evaluated by the participants to determine the appropriateness of the design and delivery of the component. This is done electronically through the ePDC and the results are available to school, district staff and consultants. Next is the evaluation of the participant implementation of knowledge and skills gained through participation in the professional learning activity. The participant must provide evidence of implementation through one of the following: student test results, student portfolio, observation of student performance, changes in classroom practice, or other processes. Once evaluation is completed by all participants, data is reviewed to determine if revision of the component is needed.

Annually, professional learning activity reports are provided to each district. These reports provide data on component registration, follow-up, and completion to each district for evaluation of their specific learning activities. Additionally, analysis of this data is used along with student and school data to evaluate the effectiveness of the Master Inservice Plan.

ALIGNMENT WITH THE FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

The Florida Educator Accomplished Practices serve as the state's standards for effective instructional practice and are used to define and identify effective teaching.

The State Board of Education approved on December 17, 2010, a substantial revision of Rule 6A-5.065, redefining the Florida Accomplished Educator Practices (FEAPs). The revised rule, which replaces the original FEAPs approved in 1998, will serve as the state's new standards for effective instructional practice.

The new FEAPs are fewer in number and are based on essential foundational principles. In addition, the six (6) FEAPs are organized around the instructional process and professional expectations, with each FEAP clearly defined by a series of descriptors which constitute the full definition for that FEAP.

Individual school districts will use the FEAPS as the basis to craft or select more specific observable performance indicators and/or performance tasks for their evaluation systems.

Excerpt from 6A-5.065-The Educator Accomplished Practices as approved by the State Board of Education on December 17 2010:

A. Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
 - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
 - b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
 - c. Designs instruction for students to achieve mastery;
 - d. Selects appropriate formative assessments to monitor learning;
 - e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
 - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
 - a. Organizes, allocates, and manages the resources of time, space, and attention;
 - b. Manages individual and class behaviors through a well-planned management system;
 - c. Conveys high expectations to all students;
 - d. Respects students' cultural, linguistic and family background;
 - e. Models clear, acceptable oral and written communication skills;
 - f. Maintains a climate of openness, inquiry, fairness and support;
 - g. Integrates current information and communication technologies;
 - h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
 - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
 - a. Deliver engaging and challenging lessons;
 - b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
 - c. Identify gaps in students' subject matter knowledge;
 - d. Modify instruction to respond to preconceptions or misconceptions;
 - e. Relate and integrate the subject matter with other disciplines and life experiences;
 - f. Employ higher-order questioning techniques;
 - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
 - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

B. Continuous Improvement, Responsibility and Ethics

1. Continuous Professional Improvement. The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct.

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C. and fulfills the expected obligations to students, the public and the education profession.

ALIGNMENT WITH THE FLORIDA PRINCIPAL LEADERSHIP STANDARDS

The Florida Principal Leadership Standards (FPLS) serve as the state's standards for effective school leadership and are used to define the knowledge and skill sets needed in effective schools. The FPLS are:

Domain 1: Student Achievement:

Standard 1: Student Learning Results.

Effective school leaders achieve results on the school's student learning goals.

- a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
- b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

- a. Enables faculty and staff to work as a system focused on student learning;
- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
- e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:

- a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
- f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

- a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
- b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
- d. Empowers others and distributes leadership when appropriate; and
- e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

The leader:

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;

- b. Recognizes individuals for effective performance;
- c. Communicates student expectations and performance information to students, parents, and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- f. Utilizes appropriate technologies for communication and collaboration; and
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior:

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
- e. Demonstrates willingness to admit error and learn from it;
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

MASTER INSERVICE PLAN COMPONENTS 2013-2014 -- ALPHABETICAL

Component Number: A seven digit code which identifies each component in the district Master Inservice Plan. The table below is a numerical listing of the professional learning components designed for implementation under this Master Inservice Plan.

Component Name	Component #	Component # for ESE Teachers
Action Research	4-400-001	
Assessment	4-401-001	4-102-001
Assistive Technology in the Classroom		3-100-001
Career and Technical Education	1-211-001	1-105-001
Child Abuse Prevention	6-511-001	
Classroom Management	5-404-001	5-101-001
Clinical Education	7-501-001	
Code of Ethics	8-416-001	
Communication	2-406-001	
Data Analysis	4-408-001	
Educational Leadership	7-507-001	
ESE Procedures and Practices		8-103-001
ESOL for Administrators	7-704-500	
ESOL for Category III Teachers	2-704-528	
ESOL for Guidance Counselors	2-704-525	
Hearing Impaired		1-105-014
Instructional Methodology	2-408-002	2-100-001
Leadership Evaluation Training	7-507-004	
Lesson Study	2-400-002	
Mental Health Services	5-414-001	
Multicultural Sensitivity	2-412-001	
New Teacher Induction	2-404-001	
NGSSS/Common Core	2-007-001	
Non-Instructional		
Custodian/Maintenance	8-510-001	
Educational Paraprofessionals/Aides	8-506-001	
Food Service Training	8-505-001	
Office/Clerical Support	8-509-001	
Transportation Service Training	6-515-001	
Preschool/Child Care	2-012-001	
Professional Learning Communities	2-400-001	
School Improvement	7-512-001	

School Principal	7-507-002	
School Safety	6-511-002	
Student Support Services:		
Assessment/Student Appraisal	8-401-001	
Behavioral Interventions (crisis, abuse, etc.)	8-403-001	
Human Relations/Communication Skills	8-406-001	
Laws, Rules, Policies, Procedures	8-410-001	
Parent Involvement, Parent Support	8-413-001	
Problem-solving Teams	8-415-001	
Program Administration, Evaluation, Accountability	8-417-001	
Scholarships, Financial Aid, Education Transitions	8-418-001	
Section 504/Americans w/Disabilities Act	8-419-001	
Service Coordination, Collaboration, Integration	8-420-001	
Student Motivation	8-421-001	
Students Records	8-422-001	
Subject Content:		
Adult Education Subject Content	1-301-001	
Fine Arts Subject Content	1-000-001	1-105-008
Health and Safety Subject Content	1-005-003	1-105-003
English/Language Arts Subject Content	1-008-001	1-105-006
Mathematics Subject Content	1-009-001	1-105-002
Media Content	1-407-001	
Other Content Areas	1-007-001	1-105-009
Physical Education Subject Content	1-011-001	1-105-010
Reading Subject Content	1-013-001	1-105-011
Science Subject Content	1-015-001	1-105-004
Social Studies Subject Content	1-016-001	1-105-013
Foreign (World) Language Subject Content	1-004-001	
Substance Abuse Prevention	6-403-001	
Substitute Teacher	8-506-002	
Teacher Evaluation Training	7-507-003	
Technology Applications Strategies	3-003-001	
Technology In the Classroom	3-408-001	3-100-002
Visually Impaired		1-105-012

MASTER INSERVICE PLAN COMPONENTS 2013-2014 -- NUMERICAL

Component Number: A seven digit code which identifies each component in the district Master Inservice Plan. The table below is a numerical listing of the professional learning components designed for implementation under this Master Inservice Plan.

Component Name	Component #
Subject Content: Fine Arts Subject Content	1-000-001
Subject Content: Foreign (World) Language Subject Content	1-004-001
Subject Content: Health and Safety Subject Content	1-005-003
Subject Content: Other Content Areas	1-007-001
Subject Content: English/Language Arts Subject Content	1-008-001
Subject Content: Mathematics Subject Content	1-009-001
Subject Content: Physical Education Subject Content	1-011-001
Subject Content: Reading Subject Content	1-013-001
Subject Content: Science Subject Content	1-015-001
Subject Content: Social Studies Subject Content	1-016-001
Career and Technical Education	1-105-001
Subject Content: Mathematics Subject Content	1-105-002
Subject Content: Health and Safety Subject Content	1-105-003
Subject Content: Science Subject Content	1-105-004
Subject Content: English/Language Arts Subject Content	1-105-006
Subject Content: Fine Arts Subject Content	1-105-008
Subject Content: Other Content Areas	1-105-009
Subject Content: Physical Education Subject Content	1-105-010
Subject Content: Reading Subject Content	1-105-011
Visually Impaired	1-105-012
Subject Content: Social Studies Subject Content	1-105-013
Hearing Impaired	1-105-014
Career and Technical Education	1-211-001
Subject Content: Adult Education Subject Content	1-301-001
Subject Content: Media Content	1-407-001
NGSSS/Common Core	2-007-001
Preschool/Child Care	2-012-001
Instructional Methodology	2-100-001
Professional Learning Communities	2-400-001
Lesson Study	2-400-002
New Teacher Induction	2-404-001
Communication	2-406-001

Instructional Methodology	2-408-002
Multicultural Sensitivity	2-412-001
ESOL for Guidance Counselors	2-704-525
ESOL for Category III Teachers	2-704-528
Technology Applications Strategies	3-003-001
Assistive Technology in the Classroom	3-100-001
Technology In the Classroom	3-100-002
Technology In the Classroom	3-408-001
Assessment	4-102-001
Action Research	4-400-001
Assessment	4-401-001
Data Analysis	4-408-001
Classroom Management	5-101-001
Classroom Management	5-404-001
Mental Health Services	5-414-001
Substance Abuse Prevention	6-403-001
Child Abuse Prevention	6-511-001
School Safety	6-511-002
Non-Instructional: Transportation Service Training	6-515-001
Clinical Education	7-501-001
Educational Leadership	7-507-001
School Principal	7-507-002
Teacher Evaluation Training	7-507-003
Leadership Evaluation Training	7-507-004
School Improvement	7-512-001
ESOL for Administrators	7-704-500
ESE Procedures and Practices	8-103-001
Student Support Services: Assessment/Student Appraisal	8-401-001
Student Support Services: Behavioral Interventions (crisis, abuse, etc.)	8-403-001
Student Support Services: Human Relations/Communication Skills	8-406-001
Student Support Services: Laws, Rules, Policies, Procedures	8-410-001
Student Support Services: Parent Involvement, Parent Support	8-413-001
Student Support Services: Problem-solving Teams	8-415-001
Code of Ethics	8-416-001
Student Support Services: Program Administration, Evaluation, Accountability	8-417-001
Student Support Services: Scholarships, Financial Aid, Education Transitions	8-418-001
Student Support Services: Section 504/Americans w/Disabilities Act	8-419-001
Student Support Services: Service Coordination, Collaboration, Integration	8-420-001
Student Support Services: Student Motivation	8-421-001
Student Support Services: Students Records	8-422-001

Non-Instructional: Food Service Training	8-505-001
Non-Instructional: Educational Paraprofessionals/Aides	8-506-001
Substitute Teacher	8-506-002
Non-Instructional: Office/Clerical Support	8-509-001
Non-Instructional: Custodian/Maintenance	8-510-001

PROFESSIONAL LEARNING COMPONENTS
Endorsements or Alternative Certification Activities
Add-On Certification and Endorsement Program Components

ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Care and Prevention of Athletic Injuries	1-011-540	60
Coaching Theory	1-011-541	60
Theory and Practice of Coaching a Specific Sport	1-011-542	60

AUTISM ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Nature and Needs, Assessment and Diagnosis	2-103-540	60
Applied Behavior Analysis and Positive Behavior Supports	5-101-516	60
Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems	3-100-502	60
Field-Based Experience with Students with Autism Spectrum Disorder (ASD)	2-100-541	60

DRIVERS EDUCATION/TRAFFIC SAFETY ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Basic Driver Education/Traffic Safety	1-014-537	60
Advanced Driver Education/Traffic Safety	1-014-538	60
Administration and Supervision Driver Traffic Safety	1-014-539	60

ESE – SEVERE AND PROFOUND DISABILITIES ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Nature of Profound Mental Disabilities and Intervention Strategies for Educating Students	4-102-501	60
Atypical Child Development and Assessment of Students with Severe or Profound Disabilities	5-101-515	60
Transition Planning and Interdisciplinary Teaming for Students with Severe and Profound Disabilities	3-100-501	60
Field-Based Experience with Students with Severe and Profound Disabilities	2-100-544	60

ESOL ENDORSEMENT PROGRAM

Title Of Components	Component Number	# Inservice Points Required
Methods of Teaching ESOL	2-700-520	60
Applied Linguistics	2-702-521	60
Cross-Cultural Communication and Understanding	2-705-522	60
Testing and Evaluation of ESOL Students	2-701-523	60
Curriculum and Materials Development	2-703-524	60
E-R-T Practicum	2-705-527	60

ESOL - OTHER COMPONENTS—Non-Endorsement

Title Of Components	Component Number	# Inservice Points Required
ESOL for Administrators	7-704-500	60
ESOL for Category III Teachers	2-704-528	18
ESOL for Guidance Counselors	2-704-525	60

GIFTED ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Nature and Needs of the Gifted	2-100-511	60
Educating Special Populations of Gifted Students	2-100-512	60
Curriculum Development for the Gifted	2-100-540	60
Guidance Counseling of the Gifted Student	2-100-542	60
Theory and Development of Creativity	2-100-543	60

READING ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Competency #1: Foundations of Reading Instruction	1-013-501	60
Competency #2: Application of Research-based Instructional Practices	1-013-502	60
Competency #3: Foundations of Assessment	1-013-503	60
Competency #4: Foundations & Applications of Differentiated Instruction	1-013-504	60
Competency #5: Demonstration of Accomplishment	1-013-505	60

SPECIAL PROGRAMS

PROFESSIONAL DEVELOPMENT ALTERNATIVES (PDA)

Title Of Component	Component Number	# of Inservice Points Required
PDA Module #1: Foundation of ESE	2-100-002	60
PDA Module #2: Assessment & Evaluation	4-401-002 4-102-002	60
PDA Module #3: Instructional Practices	2-408-001 2-100-003	60
PDA Module #4: Positive Behavior Support	5-101-002	60
PDA Module #5: Language Development & Communication	2-100-004	60
PDA Module #6: Interpersonal Interactions & Participation	2-101-001	60
PDA Module #7: Transition	2-100-005	60
PDA Module #8: Differentiating Reading Instruction for Students: Making It Explicit	1-013-504*	60
PDA Module #9: Introduction to Differentiating Instruction: Responding to All Learners	2-101-002	15
PDA Differentiating Math Instruction	1-009-001 1-105-005	30
PDA Differentiating Science Instruction	1-015-001 1-105-007	30
PDA Formative Assessment Process for Differentiating Instruction	4-401-003	15
PDA Technology for Student Success: An Introduction	3-100-003	15
PDA Technology for Student Success: Assistive Technology	3-100-004	15

*This component may be used to satisfy Reading Endorsement Competency 4.

ACTION RESEARCH

Component Identifier Number: 4-400-001

Maximum Inservice Points: 120

General Objective(s):

Participants will learn how to conduct Action Research for classroom and school improvement.

Specific Objective(s):

Upon completion of one or more of the professional learning activities, participant:

1. Describe and discuss Action Research Framework and evaluation models appropriate to evaluate school-based projects/programs.
2. Identify research and evaluation questions and indicators appropriate for school-based evaluation.
3. Identify specific data collection techniques including qualitative and quantitative methods.
4. Identify and conduct appropriate descriptive and statistical analysis to answer specified research and evaluation questions.
5. Prepare an action research plan and evaluation plan.
6. Describe and discuss action research presentation and reporting methods.
7. Understanding methods and materials of differentiation to meet the learning needs of students.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A4, B1
FPLS:	S4, S7

ASSESSMENT

Component Identifier Number: 4-401-001 or 4-102-001(ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. Use multiple perspectives to diagnose student behavior problems and devise solutions.
3. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
5. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
6. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modify instruction based upon assessed student performance.
8. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
9. Maintain observational and anecdotal records to monitor students' development.
10. Prepare and uses reports of students' assessment results.
11. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A4
FPLS:	S1

ASSISTIVE TECHNOLOGY IN THE CLASSROOM

Component Identifier Number: 3-100-001 (ESE Only)

Maximum Inservice Points: 120

General Objective(s):

This professional learning will enable instructional personnel to obtain and improve professional knowledge and competencies in using assistive technology in the classroom successfully.

Specific Objective(s):

Upon successful completion of one or more professional learning inservice activities, participants:

1. Use technology to promote and enhance the student's learning, communication, real-life problem solving skills, and professional research.
2. Determine the most appropriate assistive technology device to use in meeting individual student needs.
3. Use assistive technology devices, teach students to use the devices, and monitor the effectiveness or use with both verbal and written communication.
4. Use assistive technology within the curriculum to augment students' verbal and written communication.
5. Use universal design to enable all students to access the curriculum.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G
Implementation Methods: M, N, O, P, Q, R, S
Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)
FEAP: A1, A3
FPLS: S5

CAREER AND TECHNICAL EDUCATION

Component Identifier Number: 1-211-001 or 1-105-001 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide participants with updated knowledge and skills in the specified Career and Technical Education areas in order to improve student achievement.

Specific Objective(s):

Professional learning registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate knowledge of the philosophy of Career and Technical Education which includes its history, significant legislation, and State and local policies and procedures.
2. Demonstrate knowledge of the organization, operation and maintenance of Career and Technical Education, student organizations and program advisory committee.
3. Demonstrate knowledge of employment opportunities or further educational opportunities for students and the impact of this training on the economic development of the community.
4. Update knowledge and skills, trends, issues and research about specific Career and Technical Education areas in order to develop a quality program.
5. Determine the sequence of concepts, prerequisite knowledge, skills and appropriate time frame to be included in the curriculum and/or units of instruction.
6. Develop lesson plans and field and career shadowing experiences based on program standards, curriculum frameworks, student performance standards, employer occupational requirements, student needs, student abilities, and student interests.
7. Identify and set criteria to be used in selecting text, software, and instructional materials.
8. Demonstrate teaching techniques which include introducing and summarizing lessons, demonstrating occupational skills, teaching concepts and principles, using oral questioning techniques, using the cooperative learning strategies, and directing student laboratory experience.
9. Identify special needs of students and implement teaching and counseling strategies to promote their learning.
10. Determine the techniques and skills necessary for effective classroom management.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3, B1
FPLS:	S1

CHILD ABUSE PREVENTION

Component Identifier Number: 6-511-001

Maximum Inservice Points: 120

General Objective(s):

Participants will become familiar with signs and symptoms of child abuse and the requirements for reporting suspected cases to authorities for investigation.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the signs and symptoms associated with the identification of suspected child abuse.
2. Acquire knowledge of the laws and regulations applicable to the requirements and legal responsibilities of reporting suspected cases of child abuse.
3. Demonstrate understanding of the application of the laws and regulations for reporting of suspected child abuse.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A2
FPLS:	S5, S8, S10

CLASSROOM MANAGEMENT

Component Identifier Number: 5-404-001 or 5-101-001 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to manage the classroom.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify proactive strategies to build and maintain effective classroom management.
2. Identify characteristics of effective classroom rules and procedures.
3. Identify characteristics of an effective classroom environment.
4. Identify problem areas within classroom management techniques and physical arrangement through case study reactions.
5. Identify the appropriate consequence for misbehavior according to a hierarchy of consequences.
6. Integrate effective classroom management techniques into his/her teaching style.
7. Identify strategies to implement both control and caring within classroom management.
8. Determine the correlation between effective classroom management and student achievement.
9. Utilize reflective practice through descriptive and analytical journal writing.
10. Implement effective research-based classroom management strategies within the learning environment.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A2
FPLS:	S5, S8

CLINICAL EDUCATION

Component Identifier Number: 7-501-001

Maximum Inservice Points: 40

General Objective(s):

To develop the participants' knowledge and skills and attitudes necessary to function as an effective Peer Teacher or other support team member and demonstrate skills of observation and conferencing within the context of a clinical supervision model.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of requirements for serving as a Peer Teacher as stated in Chapter 231, Florida Statutes and State Board of Education Rule 6A-5.75.
2. Demonstrate awareness of the district approved New Teacher Orientation program and requirement of the program.
3. Demonstrate awareness of the generic teaching competencies and their application to the observation and support of new teachers.
4. Identify standard and alternative means for documenting competencies and providing support as needed.
5. Demonstrate knowledge and skill in the research and observation techniques of the Florida Performance Measurement System as it applies to the role of a support team member.
 - a. The participant will acquire skills in using the Florida Performance Measurement System (FPMS) formative instruments
 - b. The participant will acquire a working knowledge of the six (6) domains of effective teaching as defined by the Florida Performance Measurement System
 - c. The participant will identify behaviors that are indicators of generic teaching competencies
6. Demonstrate knowledge and skill in the clinical supervision process as it applies to the role of a support team member.
 - a. The participant will acquire knowledge, skills, and attitudes in effective pre-observation conference techniques
 - b. The participant will acquire skills in systematic observation of teacher behavior in six domains of effective teacher performance
 - c. The participant will demonstrate knowledge and skills in the formal and informal section, design and use of observation tools and systems
 - d. The participant will demonstrate skill in analysis of data on teacher performance to identify areas of strength, weakness, and needs for continued development
 - e. The participant will demonstrate skill in planning and conducting post-observation conferences

- f. The participant will demonstrate the use and the value of reflection in self-assessment in teacher training and professional learning

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S4

CODE OF ETHICS

Component Identifier Number: 8-416-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
2. Encourage a student's independent action in pursuit of learning.
3. Provide for a student access to diverse points of view.
4. Take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
5. Not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
6. Not use institutional privileges for personal gain or advantage.
7. Maintain honesty in all professional dealings.
8. Not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
9. Support a colleague's right to exercise political or civil rights and responsibilities.
10. Maintain confidentiality of student information as prescribed by law.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B2
FPLS:	S10

COMMUNICATION

Component Identifier Number: 2-406-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use effective communication techniques with students and all other stakeholders within the school community.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Establish positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
3. Communicate effectively, in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage student's desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents' consistently and appropriately.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A2
FPLS:	S9

DATA ANALYSIS

Component Identifier Number: 4-408-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Prepare and use reports of students' assessment results.
2. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
3. Use multiple perspectives to diagnose student behavior problems and devise solutions.
4. Analyze data and recognizes patterns in data of students assessment results to determine students' performance strengths and needs.
5. Assess individual and group performance data to better design instruction that meets students' current curriculum and content needs.
6. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
7. Communicate group and individual student progress knowledgeably and responsibly based upon appropriate data to the student, parents, and colleagues using terms that students and parents understand.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A4
FPLS:	S2, S5, S6

EDUCATIONAL LEADERSHIP

Component Identifier Number: 7-507-001

Maximum Inservice Points: 120

General Objective(s):

To expand and maintain the high level of knowledge, skill and competency needed to provide quality administrative and managerial support services to students, teachers and other members of the school, district, state, and federal educational community.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the concepts and content of administrative and management services.
2. Demonstrate skill in applying knowledge to provide high quality administration and management services to educational personnel at all levels of the educational community.
3. Demonstrate competency in the delivery of administrative and managerial support services related to the participant's work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the process of school improvement.
5. Demonstrate awareness of the Florida Leadership Standards.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: B1

FPLS: S1, S2, S3, S4, S5, S6, S7, S8, S9, S10

ESE PROCEDURES AND PRACTICES

Component Identifier Number: 8-103-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide educators and staff with the opportunity to develop and/or update knowledge and skills necessary to provide programs and services and to effectively instruct exceptional education students.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the student characteristics and criteria for eligibility in ESE special programs.
2. Describe the models of support and placement options for students with disabilities.
3. Identify and demonstrate research-based strategies/techniques for teaching students with disabilities.
4. Identify and demonstrate research-based materials, technology, programs, and resources for teaching students with disabilities.
5. Demonstrate skill in the appropriate use of academic accommodations and modifications for students with disabilities.
6. Demonstrate skill in the appropriate use of assistive and adaptive technology for students with disabilities.
7. Demonstrate skill in the appropriate use of behavior and classroom management techniques for students with disabilities.
8. Develop appropriate Individual Educational Plan (IEP) goals and objectives for students with disabilities.
9. Develop appropriate Transition IEP goals and objectives students with disabilities.
10. Recognize the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3
FPLS:	S2, S3, S5

ESOL FOR ADMINISTRATORS

Component Identifier Number: 7-704-500

Maximum Inservice Points: 60

General Objective(s):

The purpose the of ESOL for Administrators - Online Course is to meet the 60 hour professional development requirement of the Modified Florida Consent Decree for school administrators as well as to address the Florida Department of Education ESOL objectives for administrators. Participants will identify the administrator's role and responsibility as the instructional leader, recognize appropriate ESOL instructional strategies, techniques, and approaches for meeting the Sunshine State Standards and NCBL; and apply new knowledge and strategies.

Specific Objectives:

1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.
2. Demonstrate knowledge of cross-cultural issues facing ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
3. Demonstrate outreach efforts to connect ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.
4. Demonstrate knowledge of available, necessary and appropriate instructional materials and resources that will facilitate comprehensible instruction for all ELLs.
5. Demonstrate knowledge of the background of the Consent Decree in the League of United Latin American Citizens et al. v. The State Board of Education, 1990, including knowledge of related legislation and litigation (e.g., No Child Left Behind Act of 2001, Lau v. Nichols, Plyler v. DOE, etc.).
6. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of ELLs.
7. Demonstrate knowledge of required training for instructional and non-instructional staff members established by the 1990 Consent Decree and its September, 2003 Modification; and of the necessary procedures to ensure that all school site personnel are in compliance with the requirements.
8. Demonstrate the ability to update staff, students, and parents on pertinent changes in the educational legislation, rules and policies that may potentially impact ELLs and their families. Demonstrate ability to evaluate trained teachers who are using ESOL instructional strategies in Basic ESOL courses.
9. Demonstrate knowledge of district's ELL Plan, which indicates the chosen model(s) of delivery of services to ELLs.
10. Demonstrate knowledge of the legal requirements of a student's ELL plan.
11. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
12. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
13. Demonstrate knowledge and the ability to implement formal and informal methods of

assessment/evaluation of ELL, including measurement of language, literacy and academic content metacognition.

14. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
15. Demonstrate knowledge of the indicators for student identification and participation in gifted programs, regardless of English language proficiency and of the program policies that must be in place in order to actively promote and sustain the participation of ELLs in advanced placement courses.
16. Demonstrate knowledge of the school site administrator's role and responsibilities as the instructional leader representative in the school-based ELL committee.
17. Demonstrate the ability to communicate with ELLs, their families and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Department of Education and the local school board.
18. Demonstrate knowledge of procedures regarding ELLs, which begin at school registration, and continue for two years after the ELL, has been exited from the English for Speakers of Other Languages program.
19. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from diverse cultural backgrounds and that have significantly varied levels of education in their own languages.
20. Demonstrate the ability to evaluate school site staff to ensure that they are using the appropriate strategies and methodologies to deliver comprehensible instruction to ELLs.
21. Demonstrate ability to evaluate school site staff to ensure the use of appropriate native language instructional strategies in the instruction of ELLs.
22. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.
23. Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including English language learners, and its impact to the school site's programmatic decisions.
24. Demonstrate ability to apply scientifically based principles and practices to instructional programs in order to improve student achievement within the ELL population.
25. Demonstrate ability to implement at the school site the Continuous Improvement Model, or other proven model for improving the academic achievement of all low-performing students.

Activities:

The ESOL for Administrators Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

Evaluation for In-Service Credit:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre-

- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

Component Evaluation:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements

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|--------------------------------|---|
| Delivery Methods: | A, B, C, D, F, G |
| Implementation Methods: | M, N, O, P, Q, R, S |
| Evaluation Methods: | A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff) |
| FEAP: | A3 |
| FPLS: | S4, S5 |

ESOL FOR CATEGORY III TEACHERS

Component Identifier Number: 2-704-528

Maximum Inservice Points: 18

General Objective(s):

The Panhandle Area Education Consortium's 18-hour ESOL for Category III Teachers on-line course is designed to meet the requirements of the Florida Consent Decree for Category III teachers. The purpose of the online course is to provide these teachers with knowledge about ESOL (English for Speakers of Other Languages) students and instructional strategies and approaches teachers can use to assist ESOL students in understanding the curriculum and meeting the Sunshine State Standards.

Specific Objectives:

1. Analyze and adapt instruction to be comprehensible to ESOL students
2. Facilitate ESOL student adjustment to a new culture
3. Interpret ESOL student behavior from a cultural perspective
4. Understand the principles of second language acquisition and how they can be used in the classroom to facilitate language development
5. Adapt traditional assessments
6. Explore issues that affect the validity of classroom assessment
7. Develop guidelines for grading ESOL students
8. Utilize alternate strategies to assist LEP students
9. Encourage communication with ELLs by using small group work.
10. Design lessons with no less rigor, but with more assistance for LEP students.
11. Assess ELLS appropriately so that assessments measure what they are intended to measure.

Activities:

The *ESOL for Category III Teachers Online Course* requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

Evaluation for In-Service Credit:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

Component Evaluation:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A3
FPLS:	S4, S5

ESOL FOR GUIDANCE COUNSELORS

Component Identifier Number: 2-704-525

Maximum Inservice Points: 60

General Objective:

The purpose of the Panhandle Area Education Consortium's *ESOL for Guidance Counselors* Online course is to meet the modified Florida Consent Decree requirements for guidance counselors. To meet this goal, the participant will develop and implement a case study of an English Language Learner, including strategies to address academic needs. The case study must contain evidence to support mastery of the Standards and Competencies.

Specific Objectives:

1. Possess individual & group counseling and communication skills to implement a balanced approach in order to assist ELLs and their families.
2. Recognize unique differences among ELLs, including their language proficiency (both native and English), aptitudes, intelligence, interests, and achievements, & incorporate an understanding of this information into the delivery of services.
3. Assist ELLs and their families in dealing with the social and emotional concerns and problems that may hinder their educational development. Collaborate with teachers, student service specialists (e.g., psychologists, social workers), other educators, and related community representatives in addressing the challenges facing ELLs and their families.
4. Demonstrate ability to counsel ELLs regarding their individual rights as afforded to them under state & federal laws and regulations. ELLs who are under-represented in special programs and services, including but not limited to gifted, vocational, specialized academic and career magnets/academies, advanced placement, dual enrollment, and career exploration.
5. Demonstrate knowledge of the federal & state requirements regarding the provision of services to ELLs. Including, but not limited to their roles and responsibilities in the LEP Committee process; development of ELL Student Plans, and implementation of the District ELL Plan.
6. Demonstrate ability to advocate for the educational needs of ELL and implement processes to ensure that these needs are addressed at every level of the ELLs' school experience.
7. Demonstrate knowledge and ability to provide training, orientation, and consultative assistance to teachers, school administrators, and other school-level personnel to support ELLs.
8. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.
9. Demonstrate ability to collaborate with teachers, school administrators, and other instructional personnel in ensuring that appropriate and effective instructional services are provided to ELLs to ensure their academic success.
10. Demonstrate an understanding of the effects of race, gender, age, and socioeconomic status on assessment results, and the ELLs with the school-based and outreach services and support systems designed to address their unique academic needs.
11. Demonstrate an understanding of the proper administration & use of assessment instruments, and the ability to interpret scores and test-related data to ELLs, teachers, school

- administrators, and parents. These assessments should include, but not be limited to the following: English language proficiency assessments; annual assessment of English language development; diagnostic assessments; and state-wide assessments of academic content.
12. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELLs, including measurement of language, literacy, and academic content metacognition.
 13. Demonstrate knowledge and understanding of how individual and group data and statistics are used in building student, course/class and school profiles, constructing student transcripts, and preparing reports.
 14. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper & equitable credit accrual, and appropriate grade/course placement of ELLs.
 15. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
 16. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
 17. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process. ELLs, their families, and the community to assess the relevance of the curriculum and adequacy of student progress towards standards established by the Florida Department of Education and the curriculum established by the school district.
 18. Demonstrate the ability to provide information appropriate to the particular educational transition: from middle school to high ELLs in understanding the relationship that their curricular experiences and academic achievement have on their future educational and employment opportunities.
 19. Possess and demonstrate an understanding of the current admission requirements, admission options, and application procedures of colleges, universities, and career/vocational institutions, & the ability to effectively counsel ELLs in the pursuit of their post-secondary desires.
 20. Demonstrate ability to assist ELLs in evaluating and interpreting information about postsecondary educational and career alternatives so appropriate options are considered & included in the decision-making process.
 21. Demonstrate knowledge & ability to understand and interpret forms and data-driven documents that are a part of the post-secondary admission and financial aid processes, including: admission applications; student questionnaires; letters of recommendation, and acceptance; and other needs assessment documents.
 22. Demonstrate a familiarity with available technology & the ways in which it may support the post-secondary guidance and counseling process, including: guidance information systems; financial aid information and eligibility; relevant record-keeping and follow-up, and internet services.
 23. Demonstrate ability to use historical admission patterns & trends to assist ELLs in measuring the appropriateness of their applications to particular colleges, universities or career/vocational institutions.

Activities:

The ESOL for Guidance Counselors Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In

addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

Evaluation for In-Service Credit:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

Component Evaluation:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A3
FPLS:	S4, S5

HEARING IMPAIRED

Component Identifier Number: 1-105-014

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct deaf/hard of hearing students.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. List and describe common etiologies/syndromes associated with hearing impairment.
2. Demonstrate increased vocabulary, speed, accuracy, and fluency in using American Sign Language expressively and receptively.
3. Interpret the results of an audiological evaluation and list instructional implications based on these results.
4. Demonstrate skill in the appropriate use and care of individual and classroom amplification equipment.
5. Demonstrate skill in the appropriate use of assistive and adaptive technology for hearing impaired students.
6. Identify and demonstrate instruments and use of cochlear implants.
7. Identify and demonstrate research-based techniques/strategies for teaching hearing impaired students.
8. Identify and demonstrate research-based materials/programs for teaching hearing impaired students.
9. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and section 504 as they relate to hearing impaired students.
10. Describe aspects of deaf culture and etiquette to utilize when working or socializing with the hearing impaired.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3
FPLS:	S2, S3, S5

INSTRUCTIONAL METHODOLOGY

Component Identifier Number: 2-408-002 or 2-100-001 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use an understanding of teaching and learning to provide a learning environment which supports intellectual development and critical, creative, and evaluative thinking capabilities of students.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Recognize the developmental level of each student as indicated by behaviors, writings, drawings, etc., and other responses.
2. Stimulate student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas.
3. Draw upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.
4. Develop instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development.
5. Present concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.
6. Analyze student performance standards to identify associated higher-order thinking skills, and designs learning and performance strategies to evoke these higher-order skills.
7. Choose varied teaching strategies, materials, and technologies to expand students' thinking.
8. Assist students in selecting projects and assignments that involve the need to gather information and solve problems.
9. Pose problems, dilemmas, questions, and situations in lessons that involve value knowledge and that require evaluative thinking.
10. Assist students in applying the rules of evidence that govern the acceptability of judgments and conclusions.
11. Guide students in evaluating the plausibility of claims or interpretations in the field of study.
12. Create approaches to learning that are interdisciplinary and that integrate multiple subject areas.
13. Represent concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.
14. Vary his/her role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs.
15. Monitor student's work and adjusts strategies in response to learner's needs and successes in creative thinking activities.

16. Propose open-ended projects and other activities in which creative products and innovative solutions are the ultimate objective.
17. Use technology and other appropriate tools to extend the learning environment for students.
18. Understand methods and materials to differentiate instruction.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S8

LEADERSHIP EVALUATION TRAINING

Component Identifier Number: 7-507-004

Maximum Inservice Points: 60

General Objective(s):

The purpose of this component is to provide district leadership staff an overview of the LEA's evaluation model and an in-depth description of how the model and procedures are implemented. Upon completion, staff will be able to describe all components of the LEA's evaluation model and explain how the system and procedures will affect evaluation results.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify and describe the LEA's Evaluation Model, its components and procedures.
2. Discuss the cause and effect relationship between instruction and student academic growth as it relates to affecting the results of the LEA's evaluation model.
3. List and describe the evaluation model components and how the results, including teacher observations and student learning, are analyzed.
4. Describe, in detail, available supports to enhance individual's inquiry process to support teacher growth during the evaluation period.
5. Using the evaluation model's framework, identify long and short-term instructional goals to enhance student-learning concurrent with professional growth.
6. Describe how leadership, reflecting on the components of the evaluation model, can support and empower teachers to focus on student achievement.
7. Use the evaluation model framework to describe effective tools and strategies to encourage teachers to work with leadership to improve student learning.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, G, I

Follow-up Methods: M, N, O, P, Q, R

Evaluation Methods: A, C, D, E, F (Student)
A, B, C, D (Staff)

FEAP: B1

FPLS: S3, S4, S6, S7

LESSON STUDY

Component Identifier Number: 2-400-002

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to learn the elements and processes involved in collegial learning through Lesson Study.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Describe and discuss the elements of a lesson study group
2. Identify the steps for setting up a lesson study group
3. Establish a lesson study group and identify the goals of the group
4. Develop and participate in a lesson study and demonstrate the following tasks:
 - a. Identify the research theme for the group study
 - b. Demonstrate facilitation skills to ensure input from all team members
 - c. Identify the lesson or unit for study
 - d. Describe the desired learning outcomes for students at the conclusion of the lesson implementation
 - e. Demonstrate effective group interactions in review and design of lesson
 - f. Document student response to lesson implementation
 - g. Describe intended and non-intended outcomes and re-design of lesson as appropriate
 - h. Reteach as appropriate and document student responses
5. Reflect on process and submit report of process and results.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3, A5
FPLS:	S4

MENTAL HEALTH SERVICES

Component Identifier Number: 5-414-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is for staff to gain new information, strategies, and resources appropriate for providing mental health services to students.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify new strategies and techniques to be used when providing mental health services to students.
2. Identify resource materials, including commercially prepared materials, which can be used when providing mental health services.
3. Identify materials which can be produced to assist students who are deficient in a given skill area.
4. List and describe strategies and techniques which can be used.
5. Incorporate new strategies and techniques into the counseling objectives.
6. Interpret information gained, strategies and techniques used.
7. Evaluate student progress when utilizing the new strategies and techniques.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A4
FPLS:	S5

MULTICULTURAL SENSITIVITY

Component Identifier Number: 2-412-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Accept and value students from diverse cultures, and treat all students equitably.
2. Create a learning environment in which all students are treated equitably.
3. Utilize the cultural diversity and experiences of individual students to enrich instruction for the whole group.
4. Provide a wide range of activities to meet the various students' learning styles.
5. Use appropriate teaching techniques to effectively instruct all students.
6. Use appropriate materials, technology, and resources to assist all students to learn.
7. Use appropriate school, family, and community resources to help meet all students' learning needs.
8. Help students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.
9. Select and use appropriate materials and resources that reflect contributors that are multicultural.
10. Recognize the importance of family situations to support individual learning.
11. Recognize the importance of family and family structure and use this knowledge to support independent learning.
12. Foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.
13. Provide learning situations that enable the student to practice skills and knowledge of English needed for success in school and as an adult.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3
FPLS:	S5

NEW TEACHER INDUCTION

Component Identifier Number: 2-404-001

Maximum Inservice Points: 120

General Objective(s):

Participants will be oriented to their school district to foster a successful teaching and learning experience.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the school district, policies and procedures of state law and DOE rules.
2. Understand the role of the Peer/Mentor Teacher, and learn about other requirements of a teacher new to the district.
3. Demonstrate knowledge and skill in registering in and using the electronic Professional Development Connection (ePDC).
4. Participate in the district induction program.
5. Demonstrate effective classroom management strategies.
6. Demonstrate ability to analyze student assessment data to differentiate instruction.
7. Demonstrate effective communication skills with students, peers and parents.
8. Demonstrate knowledge of subject area standards.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4

NEXT GENERATION SUNSHINE STATE STANDARDS and/or COMMON CORE

Component Identifier Number: 2-007-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Next Generation Sunshine State Standards and/or Common Core Standards.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge and understanding of the organization, structure, terminology, and contents of the Next Generation Sunshine State Standards and/or Common Core Standards.
2. Demonstrate ability to locate, interpret, explain and apply specific information on strands, standards, and benchmarks contained within one or more of the Next Generation Sunshine State Standards and/or Common Core Standards to their specific teaching situation(s) and assignment(s).
3. Demonstrate ability to plan, coordinate, manage and assess instruction based on the purpose and content of the benchmarks and sample performance indicators identified in the Next Generation Sunshine State Standards and/or Common Core Standards, appropriate to their specific teaching situation(s) and assignment(s).
4. Demonstrate the ability to use knowledge of the Next Generation Sunshine State Standards and/or Common Core Standards to interpret student tests and other performance data and reports to accurately assess progress, program effectiveness, student learning and needs and plan/modify instructional planning and delivery to maximize student success in meeting the performance expectations of the Next Generation Sunshine State Standards and/or Common Core Standards.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3, A4
FPLS:	S3, S4

NON-INSTRUCTION: CUSTODIAN/MAINTENANCE

Component Identifier Number: 8-510-001

Maximum Inservice Points: 120

General Objective(s):

To upgrade and update the quality of custodial/maintenance services provided.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the professional custodian/maintenance qualities, characteristics and their role and importance in a school's plant operations.
2. Acquire knowledge of and demonstrate safety procedures in school operations.
3. Demonstrate knowledge of sanitation and school housekeeping.
4. Demonstrate knowledge of floor and carpet care.
5. Gain a working knowledge of broad areas within the custodial field.
6. Demonstrate knowledge of minor and preventive maintenance including climate support and structure and energy conservation.
7. Demonstrate knowledge of grounds care for school.
8. Demonstrate knowledge of the custodial essentials.
9. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district
10. Demonstrate knowledge and skills related to routine maintenance of district facilities and hardware.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G
Implementation Methods: M, N, O, P, Q, R, S
Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)
FPLS: S8

NON-INSTRUCTION: EDUCATIONAL PARAPROFESSIONAL/AIDES

Component Identifier Number: 8-506-001

Maximum Inservice Points: 120

General Objective(s):

Participants will develop and/or update attitudes, skills, and knowledge that will enable them to function effectively and efficiently as an educational aids or assistant.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of local student education programs, state and district policies, rules, responsibilities and legal guidelines and instructional practices relevant to the role of paraprofessionals.
2. Demonstrate skills in utilization of behavior management and instructional techniques.
3. Demonstrate skill in recording student behavior and student progress, marking student papers, and other clerical duties associated with classroom, campus and/or school bus.
4. Demonstrate knowledge of emergency first aid procedures to be followed.
5. Demonstrate knowledge of child/adolescent growth and development.
6. Demonstrate skills in assisting in the planning and delivery of effective lessons and instruction.
7. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FPLS:	S8
FPLS:	S4, S5

NON-INSTRUCTION: FOOD SERVICE TRAINING

Component Identifier Number: 8-505-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide all categories of School Food Service personnel the skills necessary to perform and complete the duties described by their particular job description in order to successfully implement a cost effective School Food Service program that meets the current local, state and federal guidelines and procedures.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of current federal, state and local program guidelines and implement these guidelines in the operation of the program.
2. Demonstrate knowledge and skills in quantity food preparation utilizing quality control standards and meal pattern requirements.
3. Demonstrate knowledge and skills in work simplification techniques and time management and apply these skills to the specific tasks defined in their job.
4. Demonstrate knowledge of appropriate sanitation and safety skills in the workplace.
5. Demonstrate knowledge and skills in the appropriate procedures for the care of equipment and energy conservation techniques.
6. Demonstrate knowledge of and implement appropriate cost control and program accountability procedures.
7. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G
Implementation Methods: M, N, O, P, Q, R, S
Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)
FPLS: S8

NON-INSTRUCTION: OFFICE/CLERICAL SUPPORT

Component Identifier Number: 8-509-001

Maximum Inservice Points: 120

General Objective(s):

To expand and maintain the high level of knowledge, skill and competency needed to provide quality office/clerical services to students, teachers, administrators and support staff and other members of the school and district educational community.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the laws, rules, policies and procedures to govern the operation of the schools and district departments within the scope of the participant's assignment.
2. Demonstrate skill in applying knowledge to provide high quality office/clerical support services.
3. Demonstrate competency in the delivery of office/clerical support services related to the participant's work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the school and district.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G
Implementation Methods: M, N, O, P, Q, R, S
Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)
FPLS: S8

NON-INSTRUCTION: TRANSPORTATION SERVICE TRAINING

Component Identifier Number: 6-515-001

Maximum Inservice Points: 120

General Objective(s):

1. Participants will develop awareness in the requirements of school bus drivers and/or Bus Attendants that are statutorily mandated.
2. Participants will gain insight into new and innovative techniques available to enhance their performance as Bus Drivers and/or Bus Attendants.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the role of the bus driver or attendant in a public school transportation setting.
2. Demonstrate knowledge of the various types of buses or other vehicles used in pupil transportation.
3. Demonstrate knowledge of the proper techniques and requirements for vehicle and/or equipment inspections.
4. Demonstrate knowledge of bus operational procedures.
5. Demonstrate improved knowledge of traffic laws and traffic control devices.
6. Demonstrate knowledge of how to properly respond to critical or emergency situations that may occur on a bus (i.e., bus accident, bus fire, etc).
7. Demonstrate knowledge of student loading and unloading procedures.
8. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G
Implementation Methods: M, N, O, P, Q, R, S
Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)
FPLS: S8

POLICIES AND PROCEDURES

Component Identifier Number: 8-410-002

Maximum Inservice Points: 120

General Objective(s):

Provide participants the opportunity to participate in activities to increase their knowledge and understanding of their job responsibilities and/or area of interest.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate awareness and knowledge of one or more of the following related to their job responsibility and/or other area of interest.
 - Programs
 - Policies
 - Procedures
 - Resources
 - Strategies
 - Other appropriate topics

2. Stay abreast of new laws and rules appropriate to the job responsibility.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

PRESCHOOL/CHILD CARE

Component Identifier Number: 2-012-001

Maximum Inservice Points: 120

General Objective(s):

All Child Care center personnel, except those specifically exempted, must complete and approved introductory child care training course. The purpose of this component is to provide the opportunity for those day care workers, who otherwise lack appropriate training and credentials, to obtain training in prescribed areas to meet state and local requirements.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of state and local rules that govern childcare, health, safety, and nutrition.
2. Demonstrate knowledge of requirements and resources for identification and report of child abuse and neglect.
3. Demonstrate knowledge of child growth and development.
4. Use developmentally appropriate early childhood curricula.
5. Avoid income-based, race-based, and gender-based stereotyping.
6. Demonstrate knowledge of strategies to involve parents in the program, which may include parenting education, home visitor activities, family support services, coordination, and other activities.
7. Demonstrate knowledge of strategies for interagency coordination.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3, A4, B1
FPLS:	S4, S5

PROFESSIONAL LEARNING COMMUNITIES

Component Identifier Number: 2-400-001

Maximum Inservice Points: 120

General Objective(s):

Participants will learn the strategies that can be used to create and work with Professional Learning Communities within the school or district setting and participate in a Professional Learning Community.

Specific Objective(s):

Upon completion of one or more of the professional learning activities, participants:

1. Describe and discuss professional learning community models appropriate to district and/or school-based projects/programs
2. Identify the different ways that a professional learning community can be developed: school-wide, grade-levels or departments, book studies, other
3. Identify the steps for setting up a professional learning community
4. Contribute to development of an action plan for setting up a professional learning community
5. Critique the action plan to ensure necessary characteristics for having an effective Learning Community within the school or district are included
6. Learn to develop and implement the following tasks within a professional learning community:
 - ensure that every staff member contributes and works interdependently to achieve a goal
 - clarify intended outcomes within the teams
 - demonstrate facilitation skills that provide support during team meetings
 - recognize collaborative efforts that result in student gains and accomplishments of school goals
 - acknowledge and examine collective individual goals related to the alignment between school and district goals
 - apply the skill of reflective practice
 - recognize/celebrate the accomplishments of individuals and groups
7. Participate as a member of a professional learning community

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S4, S5

SCHOOL IMPROVEMENT

Component Identifier Number: 7-512-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to implement a program of inservice training and professional learning to provide members of the school community with the knowledge and skills necessary to participate in learning and implementation of the participants' school improvement plan.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate a clear understanding of the relationship between the specific training(s) and/or professional learning activities they are engaged in and the goal(s) and objectives of their school improvement plan by stating in observable/measurable terms how successful completion of this training and/or professional learning activity is intended to result in changes in teacher/staff behavior and in student performance.*
2. Demonstrate knowledge and skill in the school improvement process by evidence of active participation in the development and implementation of the school improvement plan.
3. Demonstrate familiarity with and a working knowledge of their school improvement plan, as evidenced by an ability to accurately express orally or in writing the substance of the goal(s) and objectives stated in their plan.
4. Demonstrate knowledge and ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
5. Demonstrate knowledge and ability to use assessment strategies (traditional and alternate) to assist the continuous development of the learner.
6. Demonstrate knowledge and ability to plan, implement and evaluate effective instruction in a variety of learning environments.
7. Demonstrate knowledge and ability to use an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.
8. Demonstrate knowledge and ability to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.
9. Demonstrate knowledge and ability to use effective communication techniques with students and all other stakeholders.
10. Demonstrate knowledge and ability to use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students.
11. Demonstrate knowledge and ability to use appropriate technology in teaching and learning

processes.

12. Demonstrate knowledge and ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the education of students.
13. Demonstrate knowledge and ability to engage in continuous professional quality improvement for self and school.
14. Demonstrate knowledge and ability to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

* Objective #1 must be met for each training and/or professional learning activity conducted under this component.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3, A4, B1
FPLS:	S1, S2, S3, S6

SCHOOL PRINCIPAL (Level II)

Component Identifier Number: 7-507-002
Maximum Inservice Points: 120 (240 - Maximum of 3 years)

General Objective(s):

This is an in-depth, two to three year program of professional learning based on the Florida Principals Leadership Standards. The primary purpose is to provide in-depth instruction and guidance in achieving Level II Principal Certification through demonstration of the Florida Principal Leadership Standards in order to provide quality leadership for our schools now and in the future. The vision is to produce leaders who have the knowledge and skills to lead quality schools which continually improve our schools increasing student achievement.

Skills developed in the program will be documented by the compilation of a portfolio, self-assessments, meetings with the assigned mentor, meetings with the assigned team and satisfactory completion of a self-directed program of study.

Specific Objective(s):

Upon completion of the agreed Individual Professional Leadership Plan activities through documented on-the-job training, professional development, independent learning, assessments and job shadowing experience, participants:

1. Demonstrate knowledge of research-based concepts and content of instructional leadership and organizational leadership.
2. Develop the instructional staff and connect with the community for the improvement of student achievement.
3. Demonstrate proficiency with data driven processes which emphasize student achievement, teacher and personal development.
4. Demonstrate building effective and academically productive learning environments.
5. Demonstrate skill in applying knowledge and decision making to provide strategies for improving student achievement.
6. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the process of school improvement.
7. Demonstrate proficiency of the Florida Principal Leadership Standards.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by the professional learning leader. To the satisfaction of the professional

developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, 2, 3, 4, B1, 2
FPLS:	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10

SCHOOL SAFETY

Component Identifier Number: 6-511-002

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively maintain a safe and orderly school environment.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate ability to effectively establish and maintain discipline and order in the classroom and throughout all areas of the school campus while under their supervision.
2. Demonstrate knowledge of the overall issue of school safety and violence prevention from a national, statewide, regional and local perspective.
3. Demonstrate awareness of the signs of trouble, abuse and unrest in students.
4. Demonstrate knowledge of procedures for notification of appropriate personnel within the school system of potential problems of violence, threats other type of information that may pose a threat to the overall safety of the school, personnel or students.
5. Demonstrate knowledge of procedures for referral of students who may need help or interventions to the proper personnel or agencies within the community.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A2
FPLS:	S6, S8

STUDENT SUPPORT SERVICES – ASSESSMENT/STUDENT APPRAISAL

Component Identifier Number: 8-401-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. Use multiple perspectives to diagnose student behavior problems and devise solutions.
3. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
5. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
6. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modify instruction based upon assessed student performance.
8. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
9. Maintain observational and anecdotal records to monitor students' development.
10. Prepare and uses reports of students' assessment results.
11. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A4
FPLS:	S1

STUDENT SUPPORT SERVICES – BEHAVIORAL INTERVENTIONS

Component Identifier Number: 8-403-001

Maximum Inservice Points: 120

General Objective:

To enable instructional personnel to develop, increase and demonstrate knowledge and skills in assessing and designing behavioral supports; identifying the legal and ethical issues pertaining to behavioral strategies; identifying data collection strategies; identifying and interpreting elements of a functional behavior assessment and functional behavioral plan; and to recognize and use various concepts and models of positive behavior management.

Specific Objectives:

Upon completion of this component, participants will be able to:

1. Describe the legal responsibilities one must address when developing and implementing behavioral programs in Florida.
2. Identify the essential ethical principles to be followed in establishing positive behavior supports and specific laws pertaining to conducting functional assessments.
3. Identify the critical themes of Positive Behavior Support.
4. Identify and describe the components of the Positive Behavior Support System.
5. Describe the historical perspectives of the field of applied behavior analysis.
6. Analyze the basic principles of behavior and discuss the importance of appropriate reinforcements and consequences.
7. Identify the concept of the “function of behavior” and apply this concept to behaviors observed in classroom settings.
8. Identify the five-step process for providing positive behavior supports.
9. Identify and define target/problem behaviors.
10. Determine appropriate goals of intervention, strengths and needs, and specific settings for intervention.
11. Identify the essential team members for creating effective plans.
12. Describe the essential components for effective collaboration between families and schools.
13. Demonstrate how to use the person-centered planning process to identify meaningful goals.
14. To examine, utilize and interpret data collection methods for information gathering from both home and school.
15. Demonstrate the five functional assessment methods in the functional behavioral assessment process.
16. Describe the important role of the family in the development of an effective positive behavior support plan.
17. Using observational and interview data, identify patterns or trends surrounding a targeted behavior.
18. Using observational and interview data, describe the relationship between antecedents, behaviors and consequences.
19. Develop a hypothesis based on data collection.
20. Using observational and interview data, identify correlations between curriculum and behavior.

21. Identify guidelines for selecting appropriate for curriculum models for an individual student.
22. Use an instructional checklist to determine the appropriateness of instructional strategies.
23. Using observational data and interview data, develop proactive strategies for developing replacement behaviors in the classroom.
24. Identify lifestyle issues that impact target/problem behaviors.
25. Identify the need for and develop a crisis plan.
26. Identify objective measures for documenting progress.
27. Identify changes in target behaviors and determine appropriate interventions.
28. Utilize a self-check process to determine thoroughness of plans.
29. Identify types of evaluation approaches most appropriate for individual case studies.
30. Identify scientifically based effective classroom management strategies.
31. Select effective instructional techniques that support successful classroom management programs.
32. Establish reward system guidelines and plans for implementing a classroom-wide system.

Professional Development Delivery, Follow-up and Evaluation:

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of 80% of the objectives, by the module facilitator.

A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

Participants will demonstrate implementation of knowledge learned from this module via e-mail with facilitator on a periodic basis. E-mails will be designed to gather data regarding the level of knowledge acquired and the skills gained, as well as the application of relevant content by the participant in his or her work setting and the effect on job performance.

Delivery Methods:

Follow-up Methods:

Evaluation Methods:

FEAP:

FPLS:

STUDENT SUPPORT SERVICES – HUMAN RELATIONS/COMMUNICATION SKILLS

Component Identifier Number: 8-406-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use effective communication techniques with students and all other stakeholders within the school community.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Establish positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
3. Communicate effectively, in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage student's desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents' consistently and appropriately.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A2
FPLS:	S9

STUDENT SUPPORT SERVICES – LAWS, RULES, POLICIES, PROCEDURES

Component Identifier Number: 8-410-001

Maximum Inservice Points: 120

General Objective(s):

Provide participants the opportunity to participate in activities to increase their knowledge and understanding of their job responsibilities and/or area of interest.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

3. Demonstrate awareness and knowledge of one or more of the following related to their job responsibility and/or other area of interest.
 - Programs
 - Policies
 - Procedures
 - Resources
 - Strategies
 - Other appropriate topics

4. Stay abreast of new laws and rules appropriate to the job responsibility.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Follow-up Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: B1

FPLS: S8

STUDENT SUPPORT SERVICES: PARENT INVOLVEMENT & COMMUNICATION

Component Identifier Number: 8-413-002

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively involve parents as active partners in school improvement and student achievement.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Utilize effective methods when communicating with parents verbally and in written form.
2. Demonstrate awareness of school and district policies and plans regarding parent involvement.
3. Demonstrate strategies that engage parents in their child's education.
4. Demonstrate awareness of research-based programs and services to assist families in becoming more involved in their child's education.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: B1

FPLS:

S9

STUDENT SUPPORT SERVICES: PROBLEM SOLVING TEAMS

Component Identifier Number: 8-415-001

Maximum Inservice Points: 120

General Objective:

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of problem solving teams; leading and developing problem solving teams; identifying data collection methods; the use and interpretation of student data; identification of learning interventions; effectiveness of intervention strategies; and the use of step by step problem solving processes.

Specific Objectives:

Upon completion of this component, participants:

1. Describe research based solving process and strategies.
2. Identify situations where the application of a problem solving process would be appropriate.
3. Identify the essential members of a problem solving team.
4. Identify targeted behaviors/targeted needs.
5. Describe academic and behavioral interventions that can be used as part of problem solving process.
6. Identify the skills needed by each team member.
7. Describe the leadership skills needed to lead a problem solving team.
8. Identify data gathering tools needed to carry out the problem solving process.
9. Analyze examples of student data and match possible interventions to the situation.
10. Describe the essential components for effective collaboration between families and schools.
11. Demonstrate how to use the person-centered planning process to identify meaningful goals.
12. Identify guidelines for selecting appropriate for curriculum models for an individual student.
13. Using observational data and interview data, develop proactive strategies for developing replacement behaviors in the classroom.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

**STUDENT SUPPORT SERVICES: PROGRAM ADMINISTRATION, EVALUATION,
AND ACCOUNTABILITY**

Component Identifier Number: 8-417-001

Maximum Inservice Points: 120

General Objective:

To enable instructional and support services personnel to increase knowledge and skills in program administration, evaluation, and accountability; the use and interpretation of student and program data to determine effectiveness; identification of and use of appropriate organizational methods; and the problem solving processes.

Specific Objectives:

Upon completion of this component, participants:

1. Demonstrate understanding of legal and ethical standards
2. Identify and use appropriate organizational techniques
3. Identify and demonstrate appropriate collaboration skills
4. Demonstration of the use of the problem solving process
5. Identify the responsibilities of program oversight
6. Identify the procedures involved in program administration and evaluation

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

STUDENT AND INSTRUCTIONAL SUPPORT: SCHOLARSHIPS, FINANCIAL AID, AND EDUCATIONAL TRANSITIONS

Component Identifier Number: 8-418-001

Maximum Inservice Points: 120

General Objective:

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components in Educational Planning and Post-Secondary Transition; identifying the developmental stages of career and post-secondary educational planning; identifying useful tools and strategies to aid in post-secondary planning; the use and interpretation of student records and data; educational transitional issues and requirements for students with disabilities; identification of scholarship and financial aid opportunities; navigation of post-secondary admissions; identification of important family issues during educational transitions and the identification of effective strategies to improve student post-secondary outcomes.

Specific Objectives:

Upon completion of this component, participants:

1. Identify the components involved with Educational Planning and Post-Secondary Transition
2. Identify the appropriate strategies for the different stages of Post-Secondary planning
3. Identify the appropriate legal issues that are involved in seeking admission into Post-Secondary educational institutions
4. Demonstrate knowledge of the scholarship and financial aid processes
5. Identify appropriate skills needed to navigate the post-secondary admissions process
6. Demonstrate knowledge of the role and rights of student's families in the post-secondary educational system
7. Identify self-determination skills that help students become successful post-secondary students.
8. Identify post-secondary options for students wishing to move directly into the workforce

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

STUDENT SUPPORT SERVICES: SECTION 504/AMERICANS with DISABILITIES ACT

Component Identifier Number: 8-419-101

Maximum Inservice Points: 120

General Objective(s):

To provide educators and staff with opportunities to develop and/or update knowledge necessary to maximize the equity of educational services to students with disabilities

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with this component, participants:

1. Demonstrate knowledge of requirements of Section 504 of the Rehabilitation Act as amended.
2. Identify the student characteristics and criteria for review in regards to implementation of Section 504 nondiscrimination requirements.
3. Demonstrate knowledge of legal obligations of the school and district as defined in section 504.
4. Understand how to make a determination as to whether a 504 Plan should be developed for students and the protections afforded to 504 students.
5. Communicate effectively to parents and the school community the determination and compliance with section 504.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G
Implementation Methods: M, N, O, P, Q, R, S
Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)
FEAP: A1, A3
FPLS: S6, S8

**STUDENT SUPPORT SERVICES:
SERVICE COORDINATION, COLLABORATION, INTEGRATION**

Component Identifier Number: 8-420-001

Maximum Inservice Points: 120

General Objective(s):

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of Service Coordination, Collaboration, Integration; leading and developing collaborative teams; identifying agencies and professional services required to insure student integration; identifying methods of student and instructional integration into the educational environment; identifying data collection methods; the use and interpretation of student data; identification of learning interventions; effectiveness of intervention strategies; and the use of coordinated intervention processes.

Specific Objectives:

Upon completion of this component, participants:

1. Identify situations requiring collaboration and coordination
2. Identify required members of collaborative teams
3. Develop effective collaborative teams of professionals
4. Use the collaborative process to design effective student service plans
5. Interpretation and use of relevant student data
6. Make instructional and program adjustments as a result of student data results
7. Identify the skills required to lead effective collaborative teams.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

STUDENT AND INSTRUCTIONAL SUPPORT: STUDENT MOTIVATION

Component Identifier Number: 8-421-001

Maximum Inservice Points: 120

General Objective:

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of student motivation and student involvement; identifying the legal and ethical issues pertaining to student motivation; research based school wide and classroom structures and strategies; identifying data collection strategies and how design group and individualized motivational process.

Specific Objectives:

Upon completion of this component, participants:

1. Identify appropriate motivational techniques
2. Identify legal and ethical issues that pertain to student motivation
3. Identify essential components of effective student motivational techniques
4. Describe the elements of effective student engagement
5. Identify data collection strategies
6. Describe the process of designing group and individualized motivation
7. Describe the data based decision based instructional as it applies to student motivation

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

STUDENT AND INSTRUCTIONAL SUPPORT: STUDENT RECORDS

Component Identifier Number: 8-422-001

Maximum Inservice Points: 120

General Objective:

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of effective student and school record development and maintenance; identifying data collection methods; confidentiality issues involved with record keeping and sharing; state and federal regulations that must be followed; and the use and interpretation of student data contained in student records.

Specific Objectives:

Upon completion of this component, participants:

1. Demonstrate knowledge of the state and federal rules involved in the process of building and maintaining student records.
2. Identify data that should be part of a student record and the proper procedures for gathering that data
3. Demonstrate knowledge of legal issues in the proper use of student record information.
4. Identify sources of information collected in student records.
5. Identify the proper process for storage of student records.
6. Identify how the data collected in student records could be used to aid in the educational process.
7. Demonstrate knowledge of proper methods of record transfer and sharing.
8. Identify the different types of student information included in student records.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

SUBJECT CONTENT: ADULT EDUCATION

Component Identifier Number: 1-301-001

Maximum Inservice Points: 120

General Objective(s):

To provide participants with opportunities to obtain or advance knowledge, and competencies to enhance the quality of adult education and adult preparatory programs in Florida by enabling persons to earn a high school diploma and/or improve basic academic skills.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the characteristics of an adult learner.
2. Recognize the teaching and learning styles that are effective with adult learners.
3. Develop lesson plans that incorporate higher-order thinking and problem-solving skills appropriate to adult learners.
4. Practice using real-life materials and creative simulations to make the learning relevant to participants' prior experiences and background knowledge.
5. Integrate technology into the classroom.
6. Increase content and context knowledge in selected areas in order to create a curriculum that meets the specific needs of each adult learner enrolled in one or more of the following programs:
 - Adult Basic Education (ABE)
 - Adult ESOL or Adult ESL
 - Adult general education
 - Adult high school credit program
 - Basic literacy; beginning literacy
 - Family literacy; functional literacy
 - Continuing workforce education
 - GED preparation
 - Non-credit/lifelong learning courses of an educational nature

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3, B1
FPLS:	S3

SUBJECT CONTENT: ENGLISH/LANGUAGE ARTS

Component Identifier Number: 1-008-001 or 1-105-006 (ESE)
Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards and Common Core Literacy Standards.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental state of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G
Implementation Methods: M, N, O, P, Q, R, S
Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)
FEAP: A1, A3
FPLS: S3, S4

SUBJECT CONTENT: FINE ARTS

Component Identifier Number: 1-000-001 or 1-105-008 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively teach the appropriate fine arts content standards.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A3
FPLS:	S4, S5

SUBJECT CONTENT: HEALTH AND SAFETY

Component Identifier Number: 1-005-001 or 1-105-003 (ESE)

Maximum Inservice Points: 120

General Objective(s):

To provide teachers and staff with the content knowledge necessary to effectively teach health education content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities in this component, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on the curriculum frameworks, student performance standards, and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4, S5, S8

SUBJECT CONTENT: MATHEMATICS

Component Identifier Number: 1-009-001 or 1-105-002 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards and/or Common Core Math Standards into mathematics content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students' to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S3, S4

SUBJECT CONTENT: MEDIA CONTENT

Component Identifier Number: 1-407-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively access rich media materials in a variety of formats.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate assistance to students in developing habits of independent reference work and accessing references through technology.
2. Demonstrate ability to organize library material, equipment and facilities.
3. Maintain a process for sorting, weeding and purchasing up to date collections.
4. Communicate accurate knowledge of books and authors in the collection and assist students with reading selections.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S4, S5

SUBJECT CONTENT: OTHER CONTENT AREAS

Component Identifier Number: 1-007-001 or 1-105-009 (ESE)
Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively integrate curriculum into the Next Generation Sunshine State Standards.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. Each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G
Implementation Methods: M, N, O, P, Q, R, S
Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)
FEAP: A1, A3
FPLS: S4

SUBJECT CONTENT: PHYSICAL EDUCATION

Component Identifier Number: 1-011-001 / 1-105-010

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into physical education content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Understand and communicate the knowledge that physical activity promotes health and that students must be given opportunities to gain the knowledge and skills needed to adopt active lifestyles.
2. Demonstrate knowledge of the National Standards for Physical Education.
3. Understand and demonstrate understanding and respect for differences among people in physical activity settings.
4. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4, S5

SUBJECT CONTENT: READING

Component Identifier Number: 1-013-001 or 1-105-011 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards and Common Core Standards into reading content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field to a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4, S5

SUBJECT CONTENT: SCIENCE

Component Identifier Number: 1-015-001 or 1-105-004 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into Science Content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4, S5

SUBJECT CONTENT: SOCIAL STUDIES

Component Identifier Number: 1-016-001 or 1-105-013 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into Social Studies content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4, S5

FOREIGN (WORLD) LANGUAGE SUBJECT CONTENT

Component Identifier Number: 1-004-001

Maximum Inservice Points: 120

General Objective(s):

To provide Foreign Language teachers with the content knowledge necessary to effectively teach foreign language content

Specific Objective(s):

Upon completion of one or more professional learning activities in this component, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on the curriculum frameworks, student performance standards, and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4, S5

SUBSTANCE ABUSE PREVENTION

Component Identifier Number: 6-403-001

Maximum Inservice Points: 120

General Objective(s):

Participants will become familiar with signs and symptoms of substance abuse and the strategies and approach that can be used for prevention.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the signs and symptoms associated with the identification of suspected substance abuse in school age children.
2. Acquire knowledge of the skills and strategies for educating students about the dangers of substance abuse.
3. Demonstrate skills and strategies for educating students about the dangers of substance abuse in school age children.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1
FPLS:	S8

SUBSTITUTE TEACHER

Component Identifier Number: 8-506-002

Maximum Inservice Points: 120

General Objective(s):

Substitute teachers will acquire the knowledge, skills, and attitudes necessary for effectively carrying out their job responsibilities.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of school system's philosophy and goals, and the regulations concerning substitute teachers.
2. Demonstrate effective classroom management techniques.
3. Prepare and/or carry out lesson plans.
4. Perform appropriate school procedures, i.e., attendance, schedules, and emergencies.
5. Demonstrate effective teaching/learning and instructional management practices.
6. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.
7. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools and district.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G
Implementation Methods: M, N, O, P, Q, R, S
Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)
FEAPS: B1

FPLS: S8

TEACHER EVALUATION TRAINING

Component Identifier Number: 7-507-003

Maximum Inservice Points: 60

General Objective(s):

The purpose of this component is to provide teachers an overview of the LEA's evaluation model and an in-depth description of how the model and procedures are implemented. Upon completion, participants will be able to describe all components of the LEA's evaluation model and how the system and procedures will impact teacher evaluation.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify and describe the LEA's Evaluation Model, its components and procedures.
2. Discuss the cause and effect relationship between instruction and student academic growth as it relates to affecting the results of the LEA's evaluation model.
3. List and describe the evaluation model components and how the results, including teacher observations and student learning, are analyzed.
4. Describe, in detail, available supports to enhance individual's inquiry process to support teacher growth during the evaluation period.
5. Using the evaluation model's framework, identify long and short-term instructional goals to enhance student-learning concurrent with professional growth.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, I

Follow-up Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: B1

FPLS: S4, S7

TECHNOLOGY APPLICATIONS STRATEGIES

Component Identifier Number: 3-003-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the knowledge and skills needed to increase productivity, maintain appropriate records and stay abreast of emerging technologies.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
2. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
3. Use technology resources to engage in ongoing professional learning and lifelong learning.
4. Apply technology to increase productivity.
5. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
6. Use a wide variety of instructional technologies including hardware and software such as CD-ROM, interactive video, digital cameras, scanners, electronic libraries and web-based resources.
7. Continually review and evaluate educational software to determine its appropriateness for instruction and management and share findings with others.
8. Teach students to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest.
9. Use appropriate technology to construct teacher materials, e.g. construct assessment exercises, prepares programmed instruction, uses work processing, produces graphic materials, etc.
10. Recognize the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3, B1
FPLS:	S8

Panhandle Area Educational Consortium

1. IDENTIFICATION:

TITLE: Technology in the Classroom/Digital Curriculum

COMPONENT NUMBER: 3-408-001 or 3-100-002 (ESE)

Function: 3

Focus Area: 408 or 100

Local Sequence Number(s): 001 or 002, respectively

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION: Participants will gain skills required to model and apply *International Society for Technology in Education (ISTE) Standards* as they design, implement, and assess learning experiences which will engage students, support standards-driven instruction, and improve learning outcomes. Participants will also apply ISTE Standards as they enrich their professional practice and serve as positive models for students, colleagues, and the community.

3. LINK(s) TO PRIORITY INITIATIVES: identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice: [Click here to enter text.](#)
- Mastery of a specific leadership practice: [Click here to enter text.](#)
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior

- Regulatory or compliance requirements
- Other: Parent communication to increase involvement

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT: Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1	
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6		
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3		
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4,		

5. IMPACT AREA(S):

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES: Professional educators will:

1. Integrate knowledge of subject matter and teaching and learning with use of technology to facilitate and inspire student learning and creativity.
 - a. Promote, support, and model creative and innovative thinking and inventiveness.
 - b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
 - c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
 - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.
2. Design and develop digital age learning experiences and assessments.
 - a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
 - b. Develop technology-enriched learning environments that enable all students to pursue individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
 - c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.
3. Model digital age work and learning.
 - a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
 - b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
 - c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.
 - d. Model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
4. Promote and model digital citizenship and responsibility.
 - a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
 - b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
 - c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
 - d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.
5. Engage in professional growth and leadership.
 - a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
 - b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
 - c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
 - d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

(From Standards•T, International Society for Technology in Education, 2008)

7. LEARNING PROCEDURES (Methods):

Participants will be engaged in one or more of the following types of professional learning activities:

Learning Methods Database Code: I

WHAT

Participants will learn and become proficient in applying technology solutions, skills, and/or strategies for classroom implementation and communication. Modeling will occur and participants will have opportunities to discuss and practice using the tools, applications, and/or technology-infused strategies individually and/or collaboratively. Feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

HOW:

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or individually.

KEY ISSUES to be included in participant implementation agreements:

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:
 - a. Complete appropriate assignments.
 - b. Complete required professional learning design survey.
 - c. Collect and analyze impact data (teacher or student).
 - d. Report and discuss results of impact data (teacher or student) with appropriate individuals.
 - e. Reflect on results and use results to inform decisions about professional practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Ongoing support will be provided through structured coaching/mentoring or less formal mentoring, involving school or district technology support personnel, knowledgeable peers, or collegial learning structure such as professional learning community or lesson study group. This process will be contingent on the needs of the participant and may include modeling, practicing, directly observing skill demonstration, conferencing, reflecting orally, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for use.

Monitoring Procedures:

Educators will be required to development and submit a product such as a lesson plan, student assessment, rubric, video exemplar, case study, or written reflections on lessons learned. Educators may also be observed demonstrating classroom implementation of the product and supporting materials, such as student artifacts, may be requested.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job

Evaluation Methods for Staff Database Code: A

Changes in classroom practices will be observed through the district’s instructional evaluation system indicators and/or domains and/or deliberate practice or professional learning plan growth targets. Student progress measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, professional learning community documentation, teacher-produced artifacts, communication records, and/or climate surveys. Each will be used as appropriate to evaluate changes in proficiency of the educator.

Impact Area: Tracking improvements in student learning growth supported by the professional learning

Evaluation Methods for Students Database Codes: F

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Technology Coordinators, School Improvement Teams, and district instructional staff.

Note: This HQMIP element is focused on impact. HQMIP element 10 addresses evaluation of PD design and implementation.

10. PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, document results, and review results, with the site-based administrator or other designated individual. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed during the conference will be:

1. Extent to which use of technology solutions impacted student learning, engagement, and/or classroom environment.
2. The educator’s proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional coaching, mentoring, or other forms of support may be needed.

❖ What other forms of evaluation data will be gathered:

- a. Online “Professional Learning Design” Survey
- b. Data demonstrating improved/increased communication among educators, educators and parents, educators and students, and/or among students. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.

- c. Data may be used by teachers, site-based administrators, school and district technology coordinators, district instructional staff and/or PAEC personnel.

District record keeping data related to development of this component
Records of professional learning feedback and completion and will be maintained in the electronic
Professional Development Connections at the Panhandle Area Educational Consortium.

Date approved: [Click here to enter text.](#)

Department: [Click here to enter text.](#)

Name(s) of Component Author(s): [Click here to enter text.](#)

VISUALLY IMPAIRED

Component Identifier Number: 1-105-012 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct blind/low vision students.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. List and describe common etiologies/syndromes associated with visual impairments.
2. Demonstrate increased knowledge of Braille contractions, rules, formats, and tactile graphics in reading and writing Braille.
3. Interpret the results of a functional vision evaluation and list instructional implications based on these results.
4. Demonstrate skill in the appropriate use and care of low vision aids and equipment.
5. Demonstrate skills in the appropriate use of assistive and adaptive technology for impaired students.
6. Identify and demonstrate basic orientation and mobility skills for visually impaired students.
7. Identify and demonstrate research-based techniques/strategies for teaching visually impaired students.
8. Identify and demonstrate research-based materials/programs for teaching visually impaired students.
9. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADC), and Section 504 as they relate to visually impaired students.
10. Describe aspects of blind culture and etiquette to utilize when working or socializing with the visually impaired.
11. Foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3
FPLS:	S5

APPENDIX A

FDOE
DATABASE REQUIREMENTS – DATA ELEMENTS
&
REPORTING CODES

**FLORIDA DEPARTMENT OF EDUCATION INFORMATION DATABASE
REQUIREMENTS
AUTOMATED STAFF INFORMATION SYSTEM**

REPORTING FORMATS: STAFF PROFESSIONAL DEVELOPMENT

PRIMARY PURPOSE:

Code	Definition/Example
A*	Add-on Endorsement
B	Alternative Certification
C	Florida Educators Certificate Renewal
D	Other Professional Certificate/License Renewal
E**	Professional Skill Building
F***	W. Cecil Golden Professional Development Program for School Leaders
G****	Approved District Leadership Development Program
H*****	No certification, job acquisition or retention purposes

*An out-of-field teacher for whom the most critical and primary purpose of the inservice is "add-on" endorsement.

**All Non-Certified personnel should be included in this category. Certified personnel may be included only if none of the categories above is appropriate.

***As part of an approved district leadership development program, professional development offerings provided through the W. Cecil Golden Professional Development Program for School Leaders. S.B.E. 6A-5.081(2)(d)1

****As part of an approved district leadership development program, professional development offerings NOT provided through the W. Cecil Golden Professional Development Program for School Leaders. S.B.E. 6A-5.081(2)(d)1

LEARNING METHOD:

Code	Definition/Example
A	Knowledge Acquisition: Workshop
B	Electronic, Interactive
C	Electronic, Non-Interactive
D	Learning Community/ Lesson Study Group
F	Independent Inquiry (Includes, for example, Action Research)
G	Structured Coaching/Mentoring (<i>May include one-on-one or small group instruction by a coach/mentor with a teacher with specific learning objectives</i>)
H	Implementation of "high effect" practice(s)
I	Job Embedded: Workshop
J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets

K Problem-solving Process (Implementation of Florida's 8-Step Problem-solving Process)

IMPLEMENTATION METHOD:

Code Definition/Example

- M Structured Coaching/Mentoring (*May include direct observation, conferencing, oral reflection and/or lesson demonstration*)
- N Independent Learning/Action Research related to training (should include evidence of implementation)
- O Collaborative Planning related to training, includes Learning Communities
- P Participant Product related to training (may include lesson plans, written reflection, and audio/videotape, case study, samples of student work)
- Q Lesson Study group participation
- R Electronic, Interactive
- S Electronic, Non-Interactive
- T Evaluation of Practice Indicators

EVALUATION METHOD:

Staff:

Code Definition/Example

- A Changes in classroom practices
- B Changes in instructional leadership practices
- C Changes in student services practices
- D Other changes in practices
- E Fidelity of Implementation of the learning process
- F Changes in observed educator proficiency in implementation targeted state standards
- G Changes in observed educator proficiency in practices that occur generally without students

Students:

Code Definition/Example

- A Results of district-developed/standardized student test
- B Results of school/teacher-constructed student test
- C Portfolios of student work
- D Observation of student performance
- F Other performance assessment
- G Did not evaluate student outcomes as "evaluation method. Staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component.
- Z Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students.

Handwritten signature

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

Date of School Board Meeting: October 28, 2014

TITLE OF AGENDA ITEM: Inter-Local Agreement

DIVISION: Department of Facilities
(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For board approval of inter-local agreement with the Board of Commissioners for certain materials and services as per attached.

FUND SOURCE: 110

AMOUNT: N/A

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

Faint vertical text on the right margin, possibly a stamp or reference code.



GADSDEN COUNTY
Board of County Commissioners
DEPARTMENT OF PUBLIC WORKS

COMMISSIONERS:
ERIC F. HINSON
District 1
DOUGLAS M. CROLEY
District 2
GENE MORGAN
District 3
BRENDA A. HOLT
District 4
SHERRIE D. TAYLOR
District 5

ROBERT M. PRESNELL
County Administrator

CURTIS P. YOUNG
Director

September 25, 2014

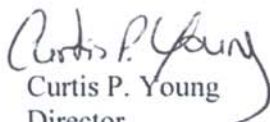
Mr. Wayne Sheppard
Gadsden County School Board
35 M. L. King Jr. Blvd
Quincy, FL 32351

Dear Mr. Sheppard,

Enclosed is the Interlocal Agreement for unpaved/paved road maintenance for FY 2014/2015. This Agreement has already been approved by the Board of County Commissioners and needs your signature for processing.

If you have any concerns, questions or changes, please contact me at your earliest convenience.

Sincerely,


Curtis P. Young
Director

RCVD 3 OCT '14

INTERLOCAL AGREEMENT

This AGREEMENT is entered into this _____ day of _____ 2014, by and between Gadsden County, Florida, a political subdivision of the State of Florida, hereinafter called "County" and the Gadsden County School Board, within the County of Gadsden, hereinafter called "School Board."

The School Board has determined that it may need to request the services of the County to assist with maintenance:

It is agreed to by and between School Board and County as follows:

1. During the term of this Agreement, the County, upon the School Board's request, shall perform the needed or desired maintenance on the paved and unpaved roads/drive ways accessing school properties and hauling various materials to school properties within Gadsden County.
2. During the term of this Agreement, should the School Board's desire County assistance with a special project, the School Board shall provide a written request submitted to the County Administrator. If approved by the County Administrator, the County shall provide a written quotation to the School Board for the work requested for special projects (i.e. athletic fields, drainage structures, or right-of-way maintenance). If the written quote is acceptable and approved by the School Board, then upon receiving written notice of approval, the County will schedule and perform the requested work.
3. The Superintendent of the School Board or his/her authorized designee shall be the agent of the School Board for administration and implementation of this Agreement, and shall provide the Public Works Department with information concerning the need and necessity for County maintenance on unpaved or paved drive ways and/or special projects within Gadsden County. The County will undertake reasonable efforts to commence and complete the work depending on the availability of County equipment, personnel and materials. Such work shall be performed to applicable County standards, unless otherwise agreed in writing between the parties.
4. As compensation for maintenance requested by the School Board, the County shall bill based upon services rendered at the rate(s) indicated in "Attachment B."
5. If the School Board does not agree with billing fees for work performed, they may contact the County Administrator for resolution of billing disputes.
6. Should the School Board be in payment default of more than 30 days, the County Administrator shall cease all work under this agreement, unless prior payment arrangements have been made and agreed upon between the School Board and the County.

7. The School Board acknowledges maintenance responsibility for any property upon which any maintenance is requested or performed. In performing any work pursuant to this Agreement, the County is acting solely in its capacity as an independent contractor and is not taking or exercising custody, control, ownership, or possession of the subject property. The performance of any work pursuant to this Agreement shall not render the County responsible, in whole or in part, for any past, present, or future maintenance.
8. The agreement remains in effect from the date of execution until September 30, 2015.

GADSDEN COUNTY
BOARD OF COUNTY COMMISSIONERS


~~Chairman~~ Vice-Chairman


Clerk



GADSDEN COUNTY SCHOOL
BOARD

Superintendent

Clerk

ATTACHMENT A

The following are schools designated to the School Board in Gadsden County, Florida that are to be covered by the Inter-Local Agreement between the School Board and Gadsden County Board of County Commissioners.

Carter Parramore Academy
East Gadsden High School
George W. Munroe
Greensboro Elementary
Gretna Elementary
Havana Elementary
Havana Middle School
Shanks Middle School
Stewart Street Elementary
St. John Elementary
West Gadsden High School

**Attachment B
Billing Rate Table**

Road Scraping (Basis for Hourly Rate)

	<u>Duration</u>	<u>Item</u>	<u>Hourly Rate</u>	<u>Fringes</u>	<u>Total</u>
1	15 mins	Secretary	\$14.70	51.79%	\$ 5.58
2	15 mins	Billing - Office Manager	\$19.10	51.79%	\$ 7.25
3	10 mins	Operations Supervisor	\$20.98	51.79%	\$ 5.31
4	1 hour	Grader Operator	\$16.17	51.79%	\$ 24.54
	1 hour	Grader	\$22.00		\$ 22.00
	1 hour	Fuel	\$61.49		\$ 16.49
	1 hour	Insurance	\$0.80		\$ 0.80

					\$ 81.97
Contingency to cover unexpected damages					\$ 8.03

Estimated hourly cost for providing work related to scraping roads					\$ 90.00

Other Materials & Services (per ton)

	<u>Costs</u>
Cost of #57 Rock per ton	\$ 21.00
Cost of Crushed Concrete per ton	\$ 12.00
Cost of Granite Rock	\$ 37.25
Cost of Limerock per ton	\$ 12.00
Cost of Millings per ton	\$ 16.75
Cost of Sand per ton	\$ 5.34
Cost of Sandy Clay per ton	\$ 8.75
Cost of Shellrock per ton	\$ 10.00
Cost of Top Soil per ton	\$ 16.25

Equipment & Operators (per hour)

Cost of Back Hoe per hour w/Operator	\$ 45.00
Cost of Boom Mower per hour w/Operator	\$ 75.00
Cost of Dump Truck per hour w/Operator	\$ 45.00
Cost of Excavator/ditch cleaning (Gradall) per hour w/Operator	\$ 75.00
Cost of Front End Loader per hour w/Operator	\$ 50.00
Cost of Grabber Truck per hour w/Operator	\$ 45.00
Cost of Grader w/Operator	\$ 45.00
Cost of Grader w/side arm (sloper) & Operator	\$ 50.00
Cost of Inmate Van per hour w/Supervisor	\$ 45.00
Cost of Jetter Truck per hour w/Operator	\$ 150.00
Cost of Maintenance Worker I per hour	\$ 9.86
Cost of Roller w/Operator	\$ 50.00
Cost of Small Tractor per hour w/Operator	\$ 25.00
Cost of Sweeper w/Operator	\$ 30.00
Cost of Track Hoe per hour w/Operator	\$ 75.00
Cost of Tractor per hour w/Operator	\$ 50.00
Cost of Tractor w/Tiller per hour w/Operator	\$ 45.00

SUMMARY SHEET

Submitter

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9b

DATE OF SCHOOL BOARD MEETING: October 28, 2014

TITLE OF AGENDA ITEMS: Request for Approval of:
2013-2014 School Safety & Security Self-Assessment Form

DIVISION: Safety, Security & Investigation Department


PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested to approve the 2013-2014 School Safety & Security Self-Assessment Best Practices (No Revisions)

The Florida Department of Education requires under Section 1006.07(6) F.S., that each School District's conduct an annual self-assessment of their safety and security program.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Bruce James 

POSITION: Coordinator Safety & Investigation

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the Comptroller has signed the budget page.

School Safety & Security Best Practices With Their Associated Indicators
 2013-2014 School Safety and Security Self-Assessment Form

Efficiency and Effectiveness

1. **The district has established and implemented accountability mechanisms to ensure the performance, efficiency, and effectiveness of the safety and security program.**

Indicators of Meeting the Best Practice

a. The district has clearly stated goals and outcome-based, measurable, objectives for the program that reflect the intent (purpose) of the program and address the major aspects of the program's purpose and expenditures.	Yes X	No	In Progress	N/A
b. The district uses appropriate performance and cost-efficiency measures and interpretive benchmarks to evaluate the school safety and security program and uses these in management decision making. ^{1, 2}	Yes X	No	In Progress	N/A
c. The district regularly conducts an assessment of performance and cost of the safety program and analyzes the potential cost savings of alternatives, such as outside contracting and privatization. ³	Yes X	No	In Progress	N/A

Related Statutes and Rules

Does the District Meet the Best Practice (explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures and are monitored via local, state inspectors as well as the Health Department and Law Enforcement Agencies.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

¹ This means that in budgeting and shifting resources the district considers several factors including goals, objectives, critical safety needs, and past performance of safety initiatives.

² Performance measures should include appropriate comparisons with peer districts in areas such as safety and discipline incidents, etc.

³ This assessment would include examining whether the overall safety program and individual safety initiatives (such as DARE or Crime Watch) are achieving the outcomes they are expected to achieve.

School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form

Efficiency and Effectiveness

2. **The district ensures the accuracy of its discipline and safety and security related data and reports accurate data to the Department of Education.**

Indicators of Meeting the Best Practice

a. The district and its schools have a process in place to collect, revise, and update the appropriate data for the School Environmental Safety Incident Report (SESIR) system. ⁴	Yes X	No	In Progress	N/A
b. The district and its schools have a process in place to collect, revise, update and ensure the accuracy of the discipline data.	Yes X	No	In Progress	N/A
c. The district has established and implemented strategies to ensure the reliability of SESIR, discipline, and other safety and security program data.	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 1006.09(8) and 1006.13(3), F.S.

Does the District Meet the Best Practice (explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

⁴ The district uses the state-approved reporting form if available. If the state form is not available, the district develops its own form based on some standardized criteria such as the Uniform Crime Reports.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Efficiency and Effectiveness

3. **The district regularly reviews the organizational structure and staffing levels of the safety and security program and minimizes unnecessary administrative layers and processes.**

Indicators of Meeting the Best Practice

a. The district has a process in place to determine the staffing levels necessary to ensure that staff can respond to safety crises.	Yes X	No	In Progress	N/A
b. On at least an annual basis, the district uses applicable comparisons and/or benchmarks and reviews the program's organizational structure and staffing levels to minimize administrative layers and processes.	Yes X	No	In Progress	N/A
c. The program structure includes reasonable lines of authority and spans of control given the responsibilities of each organizational unit.	Yes X	No	In Progress	N/A
d. In conducting its staffing review, the district obtains broad stakeholder input.	Yes X	No	In Progress	N/A
e. The district reports organizational structure and administrative staffing review findings in writing and distributes these findings to school board members.	Yes X	No	In Progress	N/A

Related Statutes and Rules

Does the District Meet the Best Practice (explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Safety Planning

4. The district has implemented a school safety plan that includes district wide emergency and safety procedures and identifies those responsible for them.

Indicators of Meeting the Best Practice

a. The district has a school safety plan that includes goals and procedures to ensure that students are in orderly, disciplined classrooms conducive to learning.	Yes X	No	In Progress	N/A
b. The district has implemented a comprehensive school safety plan that establishes emergency and safety procedures for school and district employees and students to follow. At a minimum, the plan addresses <ul style="list-style-type: none"> • the evaluation of the principal's performance regarding school safety, monitoring and evaluating the implementation of the plan at the school level, and coordinating with local law enforcement and the Department of Juvenile Justice;⁵ • the roles and responsibilities of the school principal and other administrators, teachers, and other school personnel for restoring, if necessary, and maintaining a safe, secure, and orderly school environment; • the roles and responsibilities of the transportation staff for restoring, if necessary, and maintaining a safe, secure, disciplined, and orderly bus environment; • the goals and objectives of the school resource officers, if any; • the mechanisms for identifying and serving the needs of students most at risk for engaging in disruptive and disorderly behavior; • arrangements to work with local emergency officials;⁶ • safety issues and policies at school-sponsored events;⁷ and • processes by which the district will instruct parents and the local community as to how to respond to an emergency situation.⁸ 	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 1006.10 and 1002.20(22), F.S.

Does the District Meet the Best Practice (explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms-Sonitrol Security, and EMS standby for athletic events.

⁵ Principals may be evaluated on criteria such as the school climate report and school incident reports.

⁶ Including, but not limited to, law enforcement, fire department, emergency management, hospital, mental health, health and social services agencies, court officials and the media.

⁷ Such as when students are off campus at official school events.

⁸ Parents and the community should be provided this information prior to an emergency through such mechanisms as newsletters and the district's website.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Safety Planning

5. The district develops and maintains its school safety plan and emergency response procedures with stakeholder input.

Indicators of Meeting the Best Practice

a. A broad cross-section of stakeholders including parents, community representatives, local emergency agencies, teachers, staff and students were involved in developing the comprehensive school safety plan and emergency procedures.	Yes X	No	In Progress	N/A
b. The comprehensive school safety plan and emergency procedures have been shared with appropriate emergency response agencies. ⁹	Yes X	No	In Progress	N/A
c. The comprehensive school safety plan and emergency procedures have been distributed to designated administrators and staff. ¹⁰	Yes X	No	In Progress	N/A
d. The comprehensive school safety plan and emergency procedures are reviewed and revised annually or more often if events warrant.	Yes X	No	In Progress	N/A
e. The district seeks input from local law enforcement on the level of local youth gang activity and incorporates relevant recommendations from the Florida Gang Reduction Strategy 2008 – 2012 into its safety plan. ¹¹	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 119.071, F.S.

Does the District Meet the Best Practice (explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

Since last reporting, the district has reviewed and revised the School Safety Plan and developed a Crisis Response Flip Chart and manual as required by Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

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⁹ Emergency response agencies may include the fire department, police department, hospitals, social service, and health agencies., i.e. county health department

¹⁰ In accordance with s. 119.071, F.S., the district should take steps to ensure the confidentiality of security-related information. The district should identify those administrators and staff directly responsible for emergency response procedures, such as principals and school resource officers, and ensure that they have received copies of the safety plans. Districts may chose to disclose descriptive information regarding the safety and security plans to teachers, advisory councils, and the public. However, the district must still protect sensitive security information so as not to compromise the district's safety efforts.

¹¹ Please see <http://www.floridagangreduction.com/flgangs.nsf/pages/Strategy>, pages 34-35.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Safety Planning

6. The district conducts an annual review of all relevant health and safety issues for each educational facility.¹²

Indicators of Meeting the Best Practice

a. The district ensures that each educational facility conducts an assessment of the safety hazards faced at that facility by a qualified person. ¹³	Yes X	No	In Progress	N/A
b. A certified fire safety inspector conducts an annual fire safety inspection of all educational and ancillary plants to ensure compliance with Florida law.	Yes X	No	In Progress	N/A
c. The district ensures that they report to the State Fire Marshall that the fire safety inspection has been completed. ¹⁴	Yes X	No	In Progress	N/A
d. An annual inspection is conducted to determine whether educational facilities comply with the State Requirements for Educational Facilities (SREF) Chapter 5 and State Fire Marshal's Rule Chapter 69A-58, Florida Administrative Code.	Yes X	No	In Progress	N/A
e. The board submits annual fire safety reports to the State Fire Marshal's Office by June 30 of each year.	Yes X	No	In Progress	N/A

Related Statutes and Rules: s. 381.0056 and Rule 64F-6.004, F.A.C. ss. 1006.07(6), 1013.12(1)(b), 1013.12(2)(b), 1013.12(2)(c), F.S., and Rule 69A-58.004(6), F.A.C.

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

¹² Conducting this self-assessment does not meet the requirements of this practice.

¹³ The safety assessment should include a review of the unique safety considerations at a given school site. In reviewing potential hazards, the district should consider those listed in Best Practice 8 along with any others appropriate to that school.

¹⁴ Please see <http://www.fldoe.org/edfacil/sref.asp>. Note that life-threatening deficiencies must be corrected immediately or the facility is withdrawn from use.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Safety Planning

7. The district has developed emergency response procedures.

Indicators of Meeting the Best Practice

a. The district has developed a district wide plan for potential attacks against school sites or students and incorporates the appropriate school responses in the emergency procedures checklist.	Yes X	No	In Progress	N/A
b. The district has procedures for contacting all schools simultaneously in the event of a district wide emergency.	Yes X	No	In Progress	N/A
c. The district has an emergency crisis team available to each school that provides counseling and other support to aid in dealing with people's reactions, making the adjustment after the emergency, and re-entering the school environment.	Yes X	No	In Progress	N/A
d. The district has developed a media response plan and distributed it to each educational facility and each support service administrator. At a minimum, the plan addresses <ul style="list-style-type: none"> • communicating necessary information to the media and parents;¹⁵ • identifying established separate staging areas (e.g., specified locations) for media and parents; and • providing guidelines on how to respond to media questions and interviews. 	Yes X	No	In Progress	N/A
e. The district ensures that all appropriate district personnel are familiar with the Statewide Policy for Strengthening Domestic Security in Florida Public Schools to identify protective measures and ensure NIMS compliant. The policy requirements include the following elements: <ul style="list-style-type: none"> • Access Control • Emergency Equipment • Training • Communication & Notification Procedures • Coordination with Partners • Vulnerability Assessment • National Incident Management System (NIMS) 	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 1006.07 and 1006.08

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

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¹⁵ Necessary information should include where parents should go or whom they should contact to find out about their children and where to get further information.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Safety Planning

8. The district has provided each school with an emergency checklist.

Indicators of Meeting the Best Practice

<p>a. A checklist that explains step-by-step emergency procedures is readily available in every classroom. The emergency situations include, at a minimum,¹⁶</p> <ul style="list-style-type: none"> • weapons and hostage situations; • terrorist acts; • bomb threats; • hazardous materials or toxic chemical spills; • weather emergencies including hurricanes, tornadoes, severe storms, and flooding; and • exposure as a result of a manmade emergency. 	Yes X	No	In Progress	N/A
<p>b. The emergency checklist includes emergency contact numbers and provisions for backup communication with faculty, support service administrators, and emergency agencies.</p>	Yes X	No	In Progress	N/A
<p>c. The emergency checklist includes evacuation, lockdown, and shelter-in-place procedures developed with school transportation personnel, the local fire authority, law enforcement agencies, and other local agencies as appropriate, and includes procedures for evacuating students with disabilities.¹⁷</p>	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 1006.07(4), F.S.

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

¹⁶ Schools cannot have lists for every possible emergency. However, to be comprehensive, the plan should address other issues such as suicide threats/acts; bomb threats; out-of-control person/student; fighting; sexual assault; health emergency, serious injury, homicide of student; child abuse; trespassing; exposure to blood-borne pathogens; armed robbery; removal/attempted removal of a student; and utility emergency.

¹⁷ In the event of an evacuation, schools should have separate areas for student assembly, parent request/release, and media operations.

School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form

Safety Planning

9. The district and each school regularly practice emergency responses based on potential safety concerns at each site and develops an improvement plan based on the event/drill.

Indicators of Meeting the Best Practice

a. The district school board has developed and implemented procedures for emergency drills in accordance with state law.	Yes X	No	In Progress	N/A
b. The district uses its annual self-assessment to identify the potential hazards for each educational facility and has developed and implemented procedures for practicing responses to identified hazards. ¹⁸	Yes X	No	In Progress	N/A
c. The district has implemented procedures for verifying that required and planned emergency drills have been conducted.	Yes X	No	In Progress	N/A
d. Each school varies the conditions under which required emergency drills are performed such as time of day, location of hazard, etc. to ensure that students and staff are prepared for a range of scenarios.	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 1006.07(4), F.S.

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

¹⁸ This will include fire drills, but should also include responses to any other hazards identified in Best Practice 6.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Safety Planning

10. The district provides emergency response agencies with floor plans and blueprints as appropriate.

Indicators of Meeting the Best Practice

a. The district provides floor plans of each educational facility to local law enforcement agencies and fire departments.	Yes X	No	In Progress	N/A
b. The district has construction documents (plans and specifications) of each educational facility readily available for review during an emergency.	Yes X	No	In Progress	N/A
c. A back-up set of construction documents is stored in at least one other remote, secure location off-site.	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 1013.01 and 1013.13, *F.S.*

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Safety Planning

11. The district's Master Plan for In-Service Training identifies district and school personnel training needs and provides for appropriate levels of safety training, including classroom management and violence and alcohol, tobacco, and other drugs training, for all appropriate personnel. Early Warning Systems, Mental Health issues and Suicide Prevention.

Indicators of Meeting the Best Practice

a. The district has a process in place and has identified the training required for all types of school staff as well as the staff that require specialized safety training and incorporates those needs in its Master Plan for In-Service Training. ^{19, 20} This training should include classroom management and violence and alcohol, tobacco, and other drugs training for appropriate personnel.	Yes X	No	In Progress	N/A
b. The district's required training in school-wide discipline, classroom management, conflict resolution, and other safety training components are included in the district's Master Plan for In-service Training.	Yes X	No	In Progress	N/A
c. The district reviews and uses the relevant training opportunities provided by the Department of Education and other appropriate organizations.	Yes X	No	In Progress	N/A
d. School principals can demonstrate that staff has received training based on the needs identified in the Master Plan for In-Service Training, the school's safety assessment, and the staff members' roles and responsibilities. ²¹	Yes X	No	In Progress	N/A
e. The district supplies trained personnel with the appropriate safety equipment. ²²	Yes X	No	In Progress	N/A
f. Teachers at each grade level are provided in-service training to teach students positive social skills and violence prevention, conflict resolution, and communication/decision making skills.	Yes X	No	In Progress	N/A
g. The district has a procedure for providing instruction to parents, teachers, school administrators, counseling staff, bus operators, and school volunteers on identifying, preventing, and responding to bullying or harassment.	Yes X	No	In Progress	N/A
h. In counties where local law enforcement has identified youth gang activity, the district provides teachers and school personnel with appropriate training such as gang awareness, conflict resolution, de-escalating methods for verbal conflicts, diversity training, self-defense training, and safe techniques to intervene in a fight.	Yes XX	No	In Progress	N/A

Related Statutes and Rules: ss. 1006.147(4)(l), 1012.98 (4)(b)4. and 1012.98(4)(b)5., F.S.; s. 381.0015, F.S.

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District spends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc. Crossing Guards, School Resource

¹⁹ Training should include both instructional and non-instructional staff as well as substitute teachers and bus drivers. Districts may want to establish the minimum number of working days a substitute must have before being provided with training.

²⁰ Specialized training may include suicide prevention and responses for specific emergency situations as outlined in the emergency checklist in Best Practice 8.

²¹ Depending on their duties, staff training can include emergency planning and intervention, classroom management, conflict resolution, CPR and first aid, the use of life-saving equipment, sexual harassment and abuse, and the early warning signs of violence, to the personnel identified in 11a.

²² This includes equipment such as first aid kits, fire extinguishers, or portable defibrillators.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Discipline Policies and Code of Student Conduct

12. The district and each school have a code of student conduct based on stakeholder input and revised on an annual basis.

Indicators of Meeting the Best Practice

a. The school district is in compliance with relevant laws and regulations regarding discipline policies, including the code of student conduct. ²³	Yes X	No	In Progress	N/A
b. The district school board and school administrators annually review discipline policies and revise those policies with input from teachers, staff, parents, and students.	Yes X	No	In Progress	N/A
c. The code of student conduct is clearly written and avoids the use of technical terminology.	Yes X	No	In Progress	N/A
d. Parents are an integral part of the student discipline procedures and actions. They are made aware of expectations of students and are informed of changes in a timely manner.	Yes X	No	In Progress	N/A
e. Each year the discipline policies are clearly and thoroughly communicated to students, parents, and other stakeholders. ²⁴	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 1006.07(2) and 1006.07(2)(c), F.S.

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

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²³ This includes laws and regulations such as respect for authority, respect for school property, respect for others, daily attendance, use of obscenities, and harming or demeaning others.

²⁴ This can be done by sending student handbooks to parents and posting to the school and district websites.

School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form

Discipline Policies and Code of Student Conduct

13. The district's code of student conduct and other policies provide clear procedures for handling disciplinary actions.

Indicators of Meeting the Best Practice

a. The district, in cooperation with local law enforcement agencies, promotes and enforces a zero tolerance policy for crime, substance abuse, and victimization that requires the district to report all violations subject to Florida law to a local law enforcement agency.	Yes X	No	In Progress	N/A
b. Alternatives to suspension and expulsion have been built into the disciplinary policy and are appropriately and consistently used.	Yes X	No	In Progress	N/A
c. The district has a process in place to relocate students who are regularly dismissed from their classroom.	Yes X	No	In Progress	N/A
d. Disciplinary policies include statements regarding anti-harassment, anti-bullying, and anti-violence policies and due process rights in accordance with state and federal laws.	Yes X	No	In Progress	N/A
e. Disciplinary policies include procedures regarding interviewing students by law enforcement agencies and the Department of Children and Families.	Yes X	No	In Progress	N/A
f. Disciplinary policies include procedures governing locker searches.	Yes X	No	In Progress	N/A
g. The district's discipline policies are consistent with the state and federal requirements for students with disabilities.	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 1006.09(9) and 1006.13(3), F.S.

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form

School Climate and Community Outreach

14. The district has a process in place to minimize danger to students from community members, staff, or other students, and minimize danger to teachers from students.

Indicators of Meeting the Best Practice

a. The district requires each student to disclose at registration legally required information regarding the student's prior disciplinary history of expulsions, arrest resulting in a charge, and juvenile justice actions. ²⁵	Yes X	No	In Progress	N/A
b. The district requires all school personnel to report to the principal or the principal's designee any suspected unlawful use, possession, or sale by a student of any controlled substance.	Yes X	No	In Progress	N/A
c. The district uses available information to track charges and convictions of students and employees from within the district as well as other school districts. ^{26, 27}	Yes X	No	In Progress	N/A
d. The district has a policy to encourage and facilitate principals, or their designees, to regularly monitor websites that identify registered sex offenders who reside in the vicinity of their school community. ²⁸ The district has a policy to share information on sexual predators and offenders who reside in close proximity of the school with school crossing guards, custodians and other persons who work or volunteer in student drop-off and pick-up areas or have a responsibility in access control. Additionally, the information is also made available to after school programs and other youth events that occur on the school's campus.	Yes X	No	In Progress	N/A
e. The district school board outlines the standards for use of reasonable force by school personnel that complies with relevant state laws in order to maintain an orderly environment.	Yes X	No	In Progress	N/A
f. The district school board, superintendent, and principal fully support the authority of each teacher and school bus driver to remove disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students from the classroom and the school bus, and the school board, superintendent, and principal have the authority to place such students in an alternative educational setting, when appropriate and available. ²⁹	Yes X	No	In Progress	N/A
g. Each school has established a process to determine placement of a student when a teacher withholds consent to the return of a student to the teacher's class. Each school principal has notified each teacher in that school about the availability, the procedures, and the criteria for the placement review committee as outlined in s. 1003.32, F.S. ³⁰	Yes X	No	In Progress	N/A
h. The school district has a procedure to ensure that, prior to any decision to appoint or employ any person to volunteer at any place where children regularly congregate, a search of that person's name or information is made against the FDLE sexual offender/predator database.	Yes X	No	In Progress	N/A

²⁵ The student should be given the opportunity to provide his/her account of the incident(s) and this should be included in the student's file. All such information should be kept confidential and disclosed only to those individuals specifically required by law.

²⁶ Charges and convictions tracked should be limited to felonies, abuse of a minor, and sale or possession of a controlled substance.

²⁷ Agencies that should be consulted for this information include the Department of Juvenile Justice, the Florida Department of Law Enforcement, other appropriate law enforcement agencies, state attorneys, the courts, and the Department of Education.

²⁸ The information regarding sexual offenders, such as photographs, should be shared with bus drivers, teachers, front office staff, custodial staff, and cafeteria staff.

²⁹ The policy should allow a teacher to send a student to the principal's office to maintain effective discipline in the classroom and to recommend an appropriate consequence consistent with the district code of student conduct. In the event that the principal does not employ the teacher's recommended consequence (or a more serious disciplinary action if the student's history of disruptive behavior warrants it), the principal should consult with the teacher prior to taking a lesser disciplinary action.

³⁰ As part of this process, the principal reports on a quarterly basis to the district school superintendent and district school board each incidence of a teacher's withholding consent for a removed student to return to the teacher's class and the disposition of the incident, and the superintendent annually reports these data to the Florida Department of Education.

School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form

i. The district promotes the use of state and national criminal history record background checks on volunteers who have unsupervised access to students on a one-on-one basis such as mentors.	Yes X	No	In Progress	N/A
j. The school district shall explore ways to infuse Internet safety into the curriculum. Specifically the curriculum should address crimes against children facilitated through the Internet, computer, or other technologies	Yes X	No	In Progress	N/A
k. The district has a DOE certified policy prohibiting bullying and harassment of students and staff on school grounds, on school transportation, at school sponsored events, and through any technology which impacts the learning environment at school.	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 775.21, 943.0435, 943.04351, 944.607, 1006.07(1)(a), 1006.08(2), 1006.09(8), 1006.11, 1006.13, 1006.147(4), 1012.799, 1003.31, and 1003.32, *F.S*

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

School Board Policies and Procedures address background checks (Level I&II), notification of arrest warrants and hiring practices. The Raptor System that is installed on all school campuses identify sex offenders.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

School Climate and Community Outreach

15. Each school has a system in place to identify students that exhibit early warning signs of, or pose a threat of, future violent behavior.

Indicators of Meeting the Best Practice

a. The district teaches instructional and non-instructional staff and students the early warning signs associated with students who pose a threat of future violent behavior, how to recognize them, and what to do once they are suspected. ³¹⁻³²	Yes X	No	In Progress	N/A
b. The district facilitates and encourages requests for assistance with students who exhibit early warning signs, or pose a threat of future violent behavior. ³³	Yes X	No	In Progress	N/A
c. The district provides timely access to a team of specialists trained in evaluating behavioral and academic concerns and provides school staff training regarding such support.	Yes x	No	In Progress	N/A
d. Schools in the district have a Student Assistance Program/Team that provides assistance for students experiencing learning and/or behavioral difficulties.	Yes X	No	In Progress	N/A
e. The district makes available appropriate psychological counseling for students exhibiting early warning signs or posing a threat of future violent behavior.	Yes X	No	In Progress	N/A
f. The district has procedures in place to maintain legal confidentiality of information regarding students exhibiting early warning signs or posing a threat of future violent behavior. ³⁴	Yes X	No	In Progress	N/A
g. The district reviews and revises, as needed, the process to identify the warning signs of student violence.	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 1002.22(3)(d), F.S.

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

Indicators in this section are addressed via services provided by our ESE Department: the Student Study Team process, guidance and counseling support, contracted services, and ancillary profession development activities (e.g. 504 RTL, Student Restraint Procedures, etc.) Personal Health and Fitness, Safe and Drug Free Schools, and Physical Fitness curricula also address these indicators.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms-Sonitrol Security, and EMS standby for athletic events.

³¹ Part of this training should explain that the warning signs are indicators that a student may need help and that it is imperative to avoid jumping to conclusions.

³² Districts may not be able to explain ALL of the early warning signs, but they should design a program to help parents, students, and staff understand the major signs.

³³ This could range from guidance on what to do to help with actual intervention.

³⁴ This may not be something the district can prove directly but could be measured by the absence of confidentiality breaches.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

School Climate and Community Outreach

16. **The district identifies and implements parent and community outreach strategies to promote safety in the home and community.**

Indicators of Meeting the Best Practice

a. The district has developed, in accordance with state law, a cooperative agreement with the Department of Juvenile Justice.	Yes X	No	In Progress	N/A
b. The district works proactively with students, parents, law enforcement, the community and the media to address safety and security issues including issues related to Internet safety to specifically address crimes against children facilitated through the Internet, computer, or other technologies.	Yes x	No	In Progress	N/A
c. The district works with local community agencies and businesses to identify ways to increase support in keeping schools safe. ³⁵	Yes X	No	In Progress	N/A
d. The district provides information to parents regarding the necessary school-entry health examinations and immunizations for all students.	Yes X	No	In Progress	N/A
e. The district has crime watch programs and school safety hotline(s) in place and available in all schools.	Yes X	No	In Progress	N/A
f. The district has procedures in place to inform students, parents, and other community partners about its crime watch programs and school safety hotline(s).	Yes X	No	In Progress	N/A
g. The district provides safety-related information, such as the safety and security self-assessment results, in an annual report to the public and other stakeholders. ³⁶	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 1003.22(1), 1003.22(4), 1006.13(3), and 1006.141, *F.S.*; ss. 1003.22, *F.S.* and 381.0056, *F.S.*

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

These indicators are addressed through partnerships with local law enforcement (SRO's); agreements with the Dept. of Juvenile Justice (DJJ) schools regarding enrollment procedures for students; district polices and procedures; and the Parent Services Office outreach activities.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

³⁵ This is accomplished through activities such as through public-private partnerships.

³⁶ Information must not be sanitized. It should include such information as incidents of crime and misbehavior, trends over time, comparisons to the community, and steps taken to improve safety. Information relating directly to the physical security of the facility or revealing security systems.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Safety Programs and Curricula

17. The district fosters a positive learning climate and culture by assessing the school climate and implementing relevant scientifically based curricula and programs at each school.³⁷

Indicators of Meeting the Best Practice

a. School climate surveys include questions relating to discipline, bullying, threats perceived by students, and other safety or security related issues.	Yes X	No	In Progress	N/A
b. Curricula and programs for improving the school culture and climate are incorporated into the classroom. The curricula and programs should address such issues as <ul style="list-style-type: none"> • pro-social skills; • character education; • conflict resolution; • peer mediation; and • prevention of bullying and harassment. 	Yes X	No	In Progress	N/A
c. Curricula and special programs on violence and drug prevention, health, safety, and security are available to students, school staff, and parents.	Yes X	No	In Progress	N/A
d. The district regularly reviews the school climate at each school and revises, eliminates, or adds programs accordingly.	Yes X	No	In Progress	N/A
e. Middle and secondary students participate in scheduled administrations of standardized surveys of risk behaviors and situations such as the Florida Substance Abuse Youth Survey, the Florida Youth Tobacco Survey, and the Florida Youth Risk Behavior Survey, and the results are used in assessing prevention needs.	Yes	No	In Progress	N/A

Related Statutes and Rules: ss. 1004.04, 1004.05, and 1006.147(4)(l), F.S.; ss. 1006.20 and 1006.165, F.S.

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

Character education materials are provided via guidance counseling support. Personal Health and Fitness, Safe and Drug Free Schools, and Physical Fitness curriculum also address these indicators. Annual school climate surveys include questions regarding bullying and feeling safe on campuses. These reports are used to revise school improvement plans and the district's overall strategic plan.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

³⁷ Article IX, Section 1, Florida Constitution.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Safety Programs and Curricula

18. **The district has Safe and Drug-Free School Plan that has been developed with appropriate stakeholder input.**

Indicators of Meeting the Best Practice

a. The district has a district Safe and Drug-Free School (SDFS) advisory council or committee that participates in the development of the SDFS plan.	Yes X	No	In Progress	N/A
b. The district has Safe and Drug-Free School (SDFS) plan and regularly reviews and updates the plan.	Yes X	No	In Progress	N/A
c. Coaches and athletes adhere to established policies prohibiting tobacco and drug, including alcohol, use.	Yes X	No	In Progress	N/A
d. The district regularly reviews and revises, as needed, the safe and drug-free programs and publishes a performance review of the programs supported by safe and drug free schools funds. ³⁸	Yes X	No	In Progress	N/A

Related Statutes and Rules

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The Safe School plan is managed via Parent Services Office, which coordinate activities with all school sites and School Safety & Investigation Department.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

³⁸ As part of this review, the district should have performance-related data for each of these programs.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Safety Programs and Curricula

19. Based on the district's prevention needs assessment process, the district implements scientifically based violence and drug prevention programs and curricula for each school. ³⁹

Indicators of Meeting the Best Practice

a. The district reviews and makes available to its schools sources of violence and drug prevention and other safety-related programs and curricula. ⁴⁰⁻⁴¹	Yes X	No	In Progress	N/A
b. The school board and each school adopt violence and drug prevention, safety and health curricula and programs designed to reduce violence, increase safety, and reduce the number of violence risk factors. ⁴²⁻⁴³	Yes X	No	In Progress	N/A
c. The district and schools involve students in the planning and implementation of violence and drug prevention programs and other student efforts that contribute to school safety.	Yes X	No	In Progress	N/A
d. The district has considered a dress code or school uniform policy. ⁴⁴	Yes X	No	In Progress	N/A
e. Students at each grade level are taught violence prevention, conflict resolution, bullying/harassment prevention, and communication/decision making skills.	Yes X	No	In Progress	N/A
f. In developing, implementing, and maintaining its safe and drug-free schools programs, the district collaborates with other governmental and private agencies as needed. ⁴⁵	Yes X	No	In Progress	N/A
g. The district regularly reviews the performance of its intervention programs and revises, eliminates, or adds programs accordingly.	Yes X	No	In Progress	N/A
h. The school district shall ensure that Internet safety is infused into the curriculum. Specifically, the curriculum should address crimes against children facilitated through the Internet, computer, or other technologies.	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 1003.32 and 1006.147(4)(l), F.S.

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource

³⁹ These programs should be designed to improve overall student performance, reduce risk factors and warning signs, prevent bullying or harassment, and improve student behavior.

⁴⁰ This includes programs such as "Blueprints" from the Center for the Study and Prevention of Violence, the Safe and Drug Free Schools Resource Center. NOTE: There are many sites for these kinds of programs, so the district may use something else.

⁴¹ Such sources would include the K-20 Education Safety Partnership's electronic clearinghouse and the Department of Education's Program Inventory.

⁴² These programs should be designed to ensure the safety of students, teachers, and administrators.

⁴³ These include programs such as closed-campus lunches in high schools, structured playground activities, behavioral monitoring, behavioral counseling, student empowerment programs, extended day programs and school reorganizations, tutoring, mentors, and Saturday classes.

⁴⁴ Schools do not have to have a dress code, but they should be able to describe their reasoning if they have not adopted one. Dress code examples include prohibiting baggy pants, un-tucked shirts, overcoats and long jackets, and gang colors or symbols.

⁴⁵ The Department of Juvenile Justice and the Department of Education are examples of such agencies.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Safety Programs and Curricula

20. Each school has a system in place to identify, assess, and minimize the risk for students indicating a threat of or exhibiting suicidal behavior.

Indicators of Meeting the Best Practice

a. The district teaches instructional and non-instructional staff warning signs associated with students who pose a risk for suicidal behavior.	Yes X	No	In Progress	N/A
b. The district facilitates and encourages requests for assistance with students who pose a risk for suicidal behavior.	Yes X	No	In Progress	N/A
c. The district provides timely access to professional staff trained to evaluate student risk for suicidal behavior and provides training and consultation for appropriate staff.	Yes X	No	In Progress	N/A
d. The district has developed procedures for the appropriate management of students determined to be at risk for suicidal behavior, including supervision, duty to warn, and community-based referrals.	Yes X	No	In Progress	N/A
e. The district has developed procedures for guiding the support of students re-entering the school environment following hospitalization, suicide attempt, or those surviving the suicide attempt of a peer.	Yes X	No	In Progress	N/A

Related Statutes and Rules: s. 381.0056, F.S.

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed via new employee orientations, guidance and counseling support services, and professional development for student support services.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Safety Programs and Curricula

21. Each school has a system in place to identify, assess, and minimize the risk for students indicating a threat of or exhibiting mental health issues.

Indicators of Meeting the Best Practice

f. The district teaches instructional and non-instructional staff warning signs associated with students who pose a risk for mental health behavior.	Yes X	No	In Progress	N/A
g. The district facilitates and encourages requests for assistance with students who pose a risk for mental health behavior.	Yes X	No	In Progress	N/A
h. The district provides timely access to professional staff trained to evaluate student risk for mental health behavior and provides training and consultation for appropriate staff.	Yes X	No	In Progress	N/A
i. The district has developed procedures for the appropriate management of students determined to be at risk for mental health behavior, including supervision, duty to warn, and community-based referrals.	Yes X	No	In Progress	N/A
j. The district has developed procedures for guiding the support of students re-entering the school environment following hospitalization of a mental health issue, or those surviving the mental health issue of a peer.	Yes X	No	In Progress	N/A

Related Statutes and Rules: s. 381.0056, F.S.

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

These indicators are addressed via new employee orientations, guidance and counseling support services, and professional development for student support services.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

School Safety & Security Best Practices With Their Associated Indicators
 2013-2014 School Safety and Security Self-Assessment Form

Facilities and Equipment

22. The district designs educational facilities and sites to enhance security and reduce vandalism through the use of “safe school design” principles.

Indicators of Meeting the Best Practice

a. The district incorporates Crime Prevention Through Environmental Design (CPTED) principles in the maintenance, renovation, and construction of district educational facilities. CPTED principles include <ul style="list-style-type: none"> • natural access and control of schools and campuses; • natural surveillance of schools and campuses both from within the facility and from adjacent streets by removing obstructions or trimming shrubbery; • school and campus territorial integrity, such as securing courtyards, site lighting, building lighting; • audio and motion detection systems covering ground floor doors, stairwells, offices and areas where expensive equipment is stored; • exterior stairs, balconies, ramps, and upper level corridors around the perimeter of buildings that have open-type handrails or other architectural features to allow surveillance; • open areas, such as plazas, the building's main entrance, parking lots, and bicycle compounds that are designed so they are visible by workers at work stations inside the buildings; and • designs that will promote the prevention of school crime and violence, such as exterior architectural features without footholds or handholds on exterior walls, tamper-proof doors and locks, and non-breakable glass or shelter window protection systems. Landscaping and tree placement should be designed so they do not provide access to roofs by unauthorized persons. Sections of schools commonly used after hours should be separated by doors or other devices from adjacent areas to prevent unauthorized access. Locks should be installed on roof hatches and slippery finishes should be applied to exterior pipes. 	Yes X	No	In Progress	N/A
b. The district can demonstrate that Crime Prevention Through Environmental Design and other appropriate safety features are incorporated into the design of all new construction. ⁴⁶⁻⁴⁷	Yes X	No	In Progress	N/A
c. The district can demonstrate that whenever facilities are renovated or remodeled, safety needs are assessed and safety designs are revised or added to the facility. ⁴⁸	Yes X	No	In Progress	N/A
d. The district can demonstrate that facility maintenance incorporates principles of Crime Prevention Through Environmental Design. ⁴⁹	Yes X	No	In Progress	N/A

Related Statutes and Rules

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

Our newer school meet all or most indicators; however, funding has played a major role in the upgrading the older schools.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's/Barkley's Security, Inc, Crossing Guards, School Resource

⁴⁶ CPTED design principles include natural surveillance of school grounds, access control, and territoriality. CPTED design features include, but are not limited to, controlled access entrances, fencing, sufficient entrances and exits, signage, and front desks having views of the entrance. For more information, consult the Florida Safe School Design Guidelines (http://www.fldoe.org/edfacil/safe_schools.asp).

⁴⁷ Training in Crime Prevention Through Environmental Design is available from the state's Department of Education.

⁴⁸ These needs and designs include lighting, break-proof doors, security systems, and fencing. Essentially, is safety reviewed and addressed as part of the renovation or remodeling process?

⁴⁹ Such as territoriality and ownership.

School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form

Facilities and Equipment

23. **The district has procedures that govern access to each educational facility and its students, and access is limited to authorized students and visitors.**

Indicators of Meeting the Best Practice

a. Access to campuses and educational facilities is limited to authorized individuals.	Yes X	No	In Progress	N/A
b. Each educational facility has a clearly marked central point for receiving and screening all visitors. ⁵⁰	Yes X	No	In Progress	N/A
c. Each educational facility has a procedure regarding the release of students to parents, guardians, or other persons. ⁵¹	Yes X	No	In Progress	N/A
d. Buildings are secured when unoccupied, but security devices shall not prevent egress from the building at any time. ⁵²	Yes X	No	In Progress	N/A
e. There is a key control program to account for all keys to all buildings, rooms, and gates.	Yes X	No	In Progress	N/A

Related Statutes and Rules

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

⁵⁰ This will require signs throughout the school telling visitors where to check in and training staff to ensure that visitors check in at the appropriate location.

⁵¹ This would include procedures such as identification checks.

⁵² This would include times the building is or should be unoccupied such as after being closed for the night or the weekend.

School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form

Facilities and Equipment

24. The district ensures that playgrounds are properly constructed, maintained, and supervised so as to reduce the risk of injury.

Indicators of Meeting the Best Practice

a. The district follows US Consumer Product Safety Commission guidelines and consults with other authorities regarding playground construction materials and regulations.	Yes X	No	In Progress	N/A
b. District personnel conduct regular maintenance checks of playground equipment and ground cover surfaces, and document conditions in need of repair, replacement, or maintenance.	Yes X	No	In Progress	N/A
c. The district identifies and corrects playground deficiencies in a timely manner.	Yes X	No	In Progress	N/A
d. Playground areas are supervised when children are present and using the areas during school hours.	Yes X	No	In Progress	N/A
e. Playgrounds are located away from any public ways, service driveways, parking lots, or public sidewalks.	Yes X	No	In Progress	N/A

Related Statutes and Rules

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Facilities and Equipment

25. Each educational facility has appropriate equipment to protect the safety and security of property and records.

Indicators of Meeting the Best Practice

a. Each educational facility has a security system that was selected or designed with input from security professionals. ^{53- 54}	Yes	No	In Progress X	N/A
b. The district can demonstrate that current security equipment is inspected and reviewed annually by safety and security professionals.	Yes X	No	In Progress	N/A
c. Each educational facility maintains evacuation and disaster recovery kits that include copies of all necessary records as well as basic equipment, as required by district emergency response procedures. ^{55, 56 57}	Yes X	No	In Progress	N/A
d. The district ensures that school buses and other fleet equipment are adequately secured when not in use. ⁵⁸	Yes X	No	In Progress	N/A

Related Statutes and Rules

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

Newer schools meet all or most of the indicators. However, implementation of the the indicators with our older schools is based on availability of funds.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

⁵³ This may include alarm systems as well as equipment such as fencing. Not all schools will require electronic security so the selection of security systems should be based on hazard analyses with input from security professionals.

⁵⁴ This would include professionals such as local fire authority, police, and security experts.

⁵⁵ One kit should be in the main office, but another should be kept at the opposite side of the site in case the office is inaccessible or damaged.

⁵⁶ This includes records such as of staff and student medical records, student and staff rosters, school floor plan, school safety plan, personnel trained in CPR, cell phone, first aid kit, emergency medicine, weather gear, and bullhorn.

⁵⁷ Refer to the 2006-07 Disaster & Crisis Management Guidebook: <http://www.ncef.org/pubs/edfacilities-disaster-management-guidebook-2007.pdf>

⁵⁸ Bus compounds should have adequate fencing, lighting, or other security measures to ensure adequate access control.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Facilities and Equipment

26. The district provides appropriate safety equipment and information to prevent injuries to students and others.

Indicators of Meeting the Best Practice

a. Each educational facility is equipped with fully stocked first aid kits and fire extinguishers with current inspection tags.	Yes X	No	In Progress	N/A
b. The district has provided appropriate safety equipment in instructional areas with dangerous equipment or chemicals. ⁵⁹	Yes X	No	In Progress	N/A
c. The district can demonstrate that students and school personnel are trained in the appropriate safety procedures for dealing with dangerous tools, equipment, or chemicals.	Yes X	No	In Progress	N/A
d. The district supplies all necessary protective equipment to minimize the number of injuries related to athletic activities. All athletic equipment is maintained in a safe condition. ⁶⁰	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 1006.063, 1006.165 F.S.; S. 381.0056, F.S. and Rule 64F-6.004, F.A.C.

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

⁵⁹ Dangerous equipment or chemicals includes machinery such as saws or drills for shop class, chemicals for chemistry classes, scalpels for biology, and so forth.

⁶⁰ For example, the district ensures that automated external defibrillators are available as required in statute and that athletes wear the proper protective equipment and are properly supervised during practices.

School Safety & Security Best Practices With Their Associated Indicators
 2013-2014 School Safety and Security Self-Assessment Form

Facilities and Equipment

27. The district follows environmental and food safety health practices and regulations.

Indicators of Meeting the Best Practice

a. The district follows all appropriate food safety health practices and regulations.	Yes X	No	In Progress	N/A
b. The district documents that appropriate personnel have received information and materials pertaining to their safety-related duties, rights, and responsibilities under Florida law, federal law, and OSHA.	Yes X	No	In Progress	N/A
c. The district complies with all appropriate federal and state requirements for facility safety. ⁶¹	Yes X	No	In Progress	N/A
d. The district maintains a copy of the state and local health regulations. All school sites have a copy of the local health regulations.	Yes X	No	In Progress	N/A
e. The district distributes written emergency procedures and plans to each <i>cafeteria site</i> for reporting, investigating, and correcting the cause of any food safety incidents and these documents are distributed to the principal and made available to all employees.	Yes X	No	In Progress	N/A
f. The district distributes written emergency procedures and plans to each <i>school site</i> for reporting, investigating, and correcting the cause of any environmental incidents and these documents are distributed to the principal and made available to all employees.	Yes X	No	In Progress	N/A

Related Statutes and Rules

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

⁶¹ Examples include EPA guidelines, Occupational Safety and Health Administration's Hazardous Communication Standards, federal and state regulations regarding hazardous materials plans, Asbestos Hazardous Emergency Response Act rules, and other mandated environmental and safety issues.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Facilities and Equipment

28. The district has worked with staff or members of the Campus Security component of the Regional Domestic Security Task Force to develop a Pre-incident Security Enhancement plan. ⁶²

Indicators of Meeting the Best Practice

a. The district ensures that all appropriate district personnel are familiar with the National Infrastructure Protection Plan. ⁶³	Yes X	No	In Progress	N/A
b. A vulnerability assessment has been conducted on all educational and ancillary facilities. ⁶⁴	Yes X	No	In Progress	N/A
c. The Security Plan is NIMS compliant (see Best Practice #7 under Safety Planning) and is aligned with the School Safety Plan (Best Practice #4).	Yes X	No	In Progress	N/A
d. The district has participated in a regional domestic security task force exercise. ⁶⁵	Yes X	No	In Progress	N/A

Related Statutes and Rules

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The district partners with local Law Enforcement, American Red Cross, local Health Agencies to address these indicators.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

⁶² Information related to the Domestic Security Task Force can be found on the Florida Department of Law Enforcement website: <http://www.fdle.state.fl.us/Content/Domestic-Security/Menu/Domestic-Security-Organization.aspx>.

⁶³ Can be included with the In-Service Training described in Best Practice #11.

⁶⁴ See Best Practice #7.

⁶⁵ Exercises may include the following types: workshop, tabletop, drill, functional, or full scale.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Transportation

29. **The district has procedures to create a safe and orderly process for students arriving at or leaving each school campus.**

Indicators of Meeting the Best Practice

a. School bus service driveways at each school meet the requirements of the State Requirements for Educational Facilities (SREF) Chapter 5.	Yes X	No	In Progress	N/A
b. The district and charter schools have procedures to ensure the safety of children arriving at each school or leaving each school campus, including those who walk, ride bicycles, ride in buses, or are passengers or drivers in private vehicles.	Yes X	No	In Progress	N/A
c. Whenever feasible, existing schools are renovated to provide for separate drop-off and pick-up areas for school buses and parents' and other private passenger vehicles.	Yes X	No	In Progress	N/A
d. Whenever feasible existing schools are renovated to provide for separation of vehicular and pedestrian traffic. ⁶⁶	Yes X	No	In Progress	N/A
e. Whenever feasible existing schools are renovated to provide for separation of bicycle access and bicycle parking from vehicular and pedestrian traffic.	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 1006.21, 1006.22, 1006.23, *F.S.*; Rules 6A-2.001 and 6A-3.0171(2)(e)2.b., *F.A.C.*

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

⁶⁶ In general, 27c and 27d should be feasible except where prohibited by the physical structure of the school or county regulations.

*School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form*

Transportation

30. The district has implemented policies, procedures, and practices that ensure the safety of transported students.

Indicators of Meeting the Best Practice

a. The district and charter schools have procedures to ensure the safety of designated school bus routes and to ensure that bus stops are designated in the most reasonably safe locations. ⁶⁷	Yes X	No	In Progress	N/A
b. All persons transporting students, including school personnel, charter school personnel, and contractors, are properly licensed, trained, and qualified.	Yes X	No	In Progress	N/A
c. The district and each charter school monitor school bus operators' driving records and have adopted a safe driver plan that defines the threshold for unacceptable levels and types of violations by all persons transporting students and specifies consequences for those who exceed the threshold.	Yes X	No	In Progress	N/A
d. Each school principal ensures that all transported students receive instruction in safe riding practices and rules of conduct and that these safety practices and rules are communicated to parents or guardians. This includes the parents' or guardians' shared responsibility for the safety of their children when they are not under district supervision while traveling to and from school or the bus stop. ⁶⁸	Yes X	No	In Progress	N/A
e. The district clearly communicates, such as through a checklist, what steps district staff will take in response to transportation accidents or other transportation emergencies. ⁶⁹	Yes X	No	In Progress	N/A
f. The school district has implemented procedures to ensure compliance with laws and rules related to limiting proximity of bus stops to statutorily specified sexual offenders under conditional release.	Yes X	No	In Progress	N/A
g. The school district has a procedure to communicate to bus drivers' information regarding registered sexual offenders and predators who reside near designated bus stops.	Yes X	No	In Progress	N/A
h. The school district has a procedure to ensure that students are safely transported to and from schools and released only at approved locations and under approved circumstances.	Yes X	No	In Progress	N/A
i. The school district has implemented procedures for timely review and correction of safety hazards reported at bus stop locations; such procedures shall include consideration of the risks to students who are unaccompanied at bus stop locations.	Yes X	No	In Progress	N/A
j. The school district and charter schools inform parents, guardians and students at least annually in writing of their responsibilities and related district policies to ensure safe travel and conduct of students not under the custody and control of the school district or charter school.	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 316.6145, 775.21, 943.0435, 944.607, 947.1405(7)(a), 1006.147(2)(b), 1006.22(12)(c), and 1012.45, F.S.; Rules 6A-3.0141, 6A-3.0151, and 6A-3.0171, F.A.C.; S. 1002.20(3), F.S. and Rules 6A-6.0251, 6A-0252, and 6A-6.0253, F.A.C.

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
Strategies and Actions to Be Taken The indicators are addressed in the School Board Policy and Administrative Procedures.				
Fiscal Impact and Timeline <small>The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc. Crossing Guards, School Resource</small>				

⁶⁷ Procedures should include such requirements as timely reporting and identification of potential hazards by bus operators, reliable intake of reports of potential hazards by parents and other community members, physical reviews of each route and stop location by transportation personnel at least annually, and correction of agreed hazards.

⁶⁸ Student training should include at least the following: safe practices while waiting for, boarding, and disembarking from the bus; safe behavior while riding in the bus; school bus evacuation procedures; safe behavior at railroad crossings; and use of safety restraints (if applicable).

⁶⁹ District staff should include both bus drivers as well as other affected staff.

School Safety & Security Best Practices With Their Associated Indicators
2013-2014 School Safety and Security Self-Assessment Form

Transportation

31. School buses, including buses operated by schools, charter schools, and contractors, are inspected and maintained in accordance with state laws and state Department of Education rules.

Indicators of Meeting the Best Practice

a. School bus operators perform pre-trip inspections of school bus safety items and correct deficiencies before buses are used to transport students, and school bus operators perform post-trip inspections to ensure no students are left on buses.	Yes X	No	In Progress	N/A
b. School bus inspections are performed at least each 30 school days, and inspectors are trained and certified, consistent with the required procedures and criteria in the <i>Florida School Bus Safety Inspection Manual</i> . ⁷⁰	Yes X	No	In Progress	N/A
c. District procedures for school bus repair, maintenance, and quality control ensure that buses are only returned to service to transport students when all safety and mechanical systems meet the requirements of the <i>Florida School Bus Safety Inspection Manual</i> .	Yes X	No	In Progress	N/A
d. The district uses a quality control process to review, on a selective basis, the routine servicing and repair work done on vehicles in connection with the 30-day inspections and confirm the completeness of the service record.	Yes X	No	In Progress	N/A

Related Statutes and Rules: ss. 1006.22, *F.S.*, and Rules 6A-3.0171(2)(e) and 6A-3.0171(8), *F.A.C.*

Does the District Meet the Best Practice(explain if applicable)	Yes X	No	In Progress	N/A
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Strategies and Actions to Be Taken

The indicators are addressed in the School Board Policy and Administrative Procedures.

Fiscal Impact and Timeline

The District was allocated \$194,013.00 for (2013-2014) for Safe Schools expenditures. Annually, the School District expends approximately \$570,000.00 on school safety needs which include but are not limited to the following: Security Officer's-Barkley's Security, Inc, Crossing Guards, School Resource Officer's (SRO)- Gadsden County Sheriff's Department, School Nurses, Inspectors-Gadsden County Health Department, Security Alarms- Sonitrol Security, and EMS standby for athletic events.

⁷⁰ Staff should maintain a secure file that includes complete records of these inspections and all work done in connection with the inspections, confirming that all buses are inspected according to the established 30-day inspection schedule.

Rubmita

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: October 28, 2014

TITLE OF AGENDA ITEM: Request to Advertise – Notice of Intent to Amend a Policy

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Permission is requested to advertise the Notice of Intent to Amend Policy 4.111 and 4600 in order to establish a new position (Vehicle Mechanic Foreman).

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Rosalyn W. Smith *RWS*

POSITION: Deputy Superintendent

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: _____

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

VEHICLE MECHANIC FOREMAN

QUALIFICATIONS:

- (1) High School Diploma or equivalent.
- (2) Minimum of Five (5) years of verifiable experience in vehicle repair and maintenance experience
- (3) Commercial Driver's License required.
- (4) Demonstrated leadership capabilities.
- (5) Certification in electrical systems and computer diagnostic software.
- (6) Experience in diagnosing diesel engine malfunctions is preferred.

KNOWLEDGE, SKILLS AND ABILITIES:

Advanced knowledge of automotive mechanics and maintenance
Ability to operate equipment and tools involved in vehicle repair
Ability to lift heavy equipment and vehicle parts
Ability to direct and supervise personnel and coordinate shop operations
Ability to complete required bus driver safety training

REPORTS TO:

Supervisor/Coordinator Vehicle Services

JOB GOAL

Supervise daily activities of vehicle repair and maintenance operation to ensure proper performance and safety of all district vehicles.

SUPERVISES:

Lead Mechanics and Mechanics

PHYSICAL REQUIREMENTS:

Moderate walking, standing, climbing, heavy lifting, carrying, stooping, bending, kneeling, and reaching. Work outside and inside, around moving objects, and with vehicles and machinery with moving parts. Frequent exposure to dampness and humidity, toxic chemicals, exhaust fumes, gasoline, and diesel fuel.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No. 09

VEHICLE MECHANIC FOREMAN (Continued)**PERFORMANCE RESPONSIBILITIES:****Service Delivery**

- *(1) Use diagnostic equipment to evaluate mechanical problems in vehicles.
- *(2) Rebuild, replace, or repair vehicle parts such as engines, brakes, transmission lines, electrical assemblies, and accessories.
- *(3) Assign priority and process vehicle repair work orders.
- *(4) Evaluate and recommend all repairs. Provide cost estimates.
- *(5) Assign all vehicle repairs to personnel and oversee completion.
- *(6) Arrange contract repairs when work cannot be performed in shop.
- *(7) Assign or perform welding and minor body work to keep vehicles operating.
- *(8) Perform routine vehicle maintenance and preventive care.
- *(9) Establish preventive maintenance and care schedules.
- *(10) Locate and requisition all parts needed for vehicle repair.
- *(11) Follow established safety procedures and techniques to perform job duties including lifting, climbing, etc.
- *(12) Correct unsafe conditions in work area and report any conditions that are not correctable to supervisor/coordinator immediately.
- *(13) Operate bus as needed and be familiar with bus routes.
- *(14) Assist in training new drivers.
- *(15) Load and unload tapes for video monitoring system.

Employee Qualities / Responsibilities

- *(16) Contact vendors to check on availability of parts/supplies.
- *(17) Discuss mechanical problems with other mechanics and help them solve repair problems.
- *(18) Inspect work performed by mechanics in overhaul and repair of district automotive equipment.
- *(19) Review and approve completed work orders.
- *(20) Perform state safety inspections for all district vehicles.
- *(21) Direct the upkeep and appearance of shop and parking lot area.
- *(22) Work irregular hours and respond to after-hours emergency calls as needed.
- *(23) Operate tools, equipment, and machinery according to prescribed safety procedures.

System Support

- *(24) Keep shop, equipment, and tools in safe operating condition.
- *(25) Order equipment and supplies and maintain accurate records.
- *(26) Recommend replacement of existing equipment.
- *(27) Conduct annual inventory of physical equipment and supplies.
- *(29) Supervises lead mechanics and mechanics with responsibility of diesel engine trouble shooting.
- *(30) Other duties as assigned

Essential Performance Responsibilities

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
NOTICE OF INTENT TO AMEND A POLICY**

DATE OF THIS NOTICE: October 28, 2014

The School Board of Gadsden County, Florida hereby gives notice of its intent to amend Gadsden County School Board Policies Numbered 4111 (Designation of a New Position) and Numbered 4600 (Job Descriptions).

PURPOSE AND EFFECT: The purpose and effect of this policy revision is to allow Gadsden County School Board to recruit and hire appropriate staff.

RULEMAKING AUTHORITY: Subsection 1000.41, and 1000.43, Florida Statutes

LAWS IMPLEMENTED: 1000.40, 1000.42, and 1000.43, 1003.31 Florida Statutes

SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE

FACTS AND CIRCUMSTANCES JUSTIFYING RULE: It is necessary to amend Policies Numbered 4111 (Designation of a New Position) and Numbered 4600 (Job Descriptions).

A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING SCHEDULED FOR 6:00 P.M. ON: Tuesday, December 16, 2014

PLACE: Max D. Walker School Administration Building
35 Martin Luther King, Jr., Blvd.
Quincy, Florida 32351

IF A PERSON DESIRES TO APPEAL ANY DECISION MADE BY THE SCHOOL BOARD WITH RESPECT TO ANY MATTER CONSIDERED AT ANY SUCH HEARING, HE/SHE WILL NEED A RECORD OF THE PROCEEDINGS, AND FOR SUCH PURPOSE HE/SHE MAY NEED TO ENSURE THAT A VERBATIM RECORD OF THE PROCEEDINGS IS MADE, WHICH RECORD INCLUDES THE TESTIMONY AND EVIDENCE UPON WHICH THE APPEAL IS TO BE BASED.

NAME OF THE PERSON ORIGINATING THIS RULE:

Rosalyn W. Smith
Deputy Superintendent

NAME OF THE PERSON WHO APPROVED THIS RULE:

Reginald C. James
Superintendent of Schools

DATE OF SUCH APPROVAL: October 28, 2014

A COPY OF THE POLICY PROPOSED FOR AMENDMENT MAY BE EXAMINED DURING BUSINESS HOURS AT THE MAX D. WALKER SCHOOL ADMINISTRATION BUILDING, 35 MARTIN LUTHER KING, JR. BLVD., QUINCY, FLORIDA 32351.

Reginald C. James, Superintendent of Schools
For Gadsden County, Florida, and Secretary and
Chief Executive Officer of the School Board of
Gadsden County, Florida.

The School Board of Gadsden County Bylaws & Policies

Unless a specific policy has been amended and the date of the policy was revised is noted at the bottom of that policy, the bylaws and policies of The School Board of Gadsden County were adopted on June 25, 2013, and were in effect beginning June 26, 2013.

4111 - DESIGNATION OF A NEW POSITION

The School Board recognizes the need to establish positions which, when filled by competent, qualified support staff members, will assist the District in achieving the operational goals set by the Board. The District employs only U.S. citizens and others lawfully authorized to work in the United States.

The Superintendent shall verify all new full-time and part-time employees' right to work in the United States according to the Federal Immigration Reform and Control Act of 1986.

Subject to the recommendation of the Superintendent, the Board shall designate new positions pursuant to the job descriptions developed in accordance with Policy [4600](#) and set the initial salary for new positions not covered by a valid collective bargaining agreement.

When designating new positions, primary consideration shall be given to:

- A. the funding source for the position has been identified;
- B. the number of students enrolled;
- C. the special needs of the community;
- D. the special needs of the students;
- E. the operational services of the District.

F.S. 1001.42, 1001.42(5), 1012.22
Federal Immigration Reform and Control Act of 1986
8 U.S.C. 1255a

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The School Board of Gadsden County Bylaws & Policies

Unless a specific policy has been amended and the date of the policy was revised is noted at the bottom of that policy, the bylaws and policies of The School Board of Gadsden County were adopted on June 25, 2013, and were in effect beginning June 26, 2013.

4600 - JOB DESCRIPTIONS

The School Board shall act upon written recommendations submitted by the Superintendent for positions to be filled and for the minimum qualifications for these positions. Once a position has been established it is essential for each support staff member employed in the position to be fully aware of the duties and responsibilities for that position. Job descriptions document and describe the prescribed qualifications for and essential functions of each support staff position and thereby promote organization, effectiveness, and efficiency. The Superintendent is authorized to establish and maintain job descriptions which shall include the prescribed qualifications, as well as skills, knowledge and abilities, essential functions, and physical requirements for each support position.

Job descriptions shall be defined as procedures of the Superintendent.

Support staff shall be evaluated, at least in part, against their job description.

Job descriptions shall be brief, factual, and descriptive of the positions designated by the Board.

During the hiring process, the current job description for the position for which the candidate is interviewing shall be reviewed with the candidate. The emphasis during the review shall be placed upon the essential functions of the positions.

During the revision of a job description, the Superintendent may seek input from individuals who hold that position; however, their input may or may not be reflected when the revision of said job description is completed.

Following the revision of a job description, support staff members who hold the positions for which the essential functions are described in that revised job description shall be provided access to the updated version and the opportunity to discuss the revisions therein with their immediate supervisor.

F.S. 1012.23, 1012.27

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RW Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: October 28, 2014,

TITLE OF AGENDA ITEM: Request to Advertise – Notice of Intent to Amend a Policy

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Permission is requested to advertise the Notice of Intent to Amend Policy 5517 in order to bring Gadsden County School District's bullying policy into compliance with Florida Department of Education requirements for funding (Safe School).

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: *RW* Rosalyn W. Smith

POSITION: Deputy Superintendent

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: _____

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
NOTICE OF INTENT TO AMEND A POLICY**

DATE OF THIS NOTICE: October 28, 2014

The School Board of Gadsden County, Florida hereby gives notice of its intent to amend Gadsden County School Board Policies Numbered 5517 (Anti-Harassment (Bullying)).

PURPOSE AND EFFECT: The purpose and effect of this policy revision is to ensure Gadsden County School District is in compliance with Florida Department of Education's requirement for safe school funding.

RULEMAKING AUTHORITY: Subsection 1000.41, and 1000.43, Florida Statutes

LAWS IMPLEMENTED: 1000.40, 1000.42, and 1000.43, 1003.31 Florida Statutes

SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE

FACTS AND CIRCUMSTANCES JUSTIFYING RULE: It is necessary to amend Policy Numbered 5517(Anti-Harassment).

**A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING SCHEDULED FOR 6:00 P.M.
ON:** Tuesday, December 16, 2014

PLACE: Max D. Walker School Administration Building
35 Martin Luther King, Jr., Blvd.
Quincy, Florida 32351

IF A PERSON DESIRES TO APPEAL ANY DECISION MADE BY THE SCHOOL BOARD WITH RESPECT TO ANY MATTER CONSIDERED AT ANY SUCH HEARING, HE/SHE WILL NEED A RECORD OF THE PROCEEDINGS, AND FOR SUCH PURPOSE HE/SHE MAY NEED TO ENSURE THAT A VERBATIM RECORD OF THE PROCEEDINGS IS MADE, WHICH RECORD INCLUDES THE TESTIMONY AND EVIDENCE UPON WHICH THE APPEAL IS TO BE BASED.

NAME OF THE PERSON ORIGINATING THIS RULE:

Rosalyn W. Smith
Deputy Superintendent

NAME OF THE PERSON WHO APPROVED THIS RULE:

Reginald C. James
Superintendent of Schools

DATE OF SUCH APPROVAL: October 28, 2014

A COPY OF THE POLICY PROPOSED FOR AMENDMENT MAY BE EXAMINED DURING BUSINESS HOURS AT THE MAX D. WALKER SCHOOL ADMINISTRATION BUILDING, 35 MARTIN LUTHER KING, JR. BLVD., QUINCY, FLORIDA 32351.

Reginald C. James, Superintendent of Schools
For Gadsden County, Florida, and Secretary and
Chief Executive Officer of the School Board of
Gadsden County, Florida.

POLICY 5517: ANTI-BULLYING

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, IS COMMITTED TO PROTECTING ITS STUDENTS, EMPLOYEES, AND APPLICANTS FOR ADMISSION FROM BULLYING, HARASSMENT, OR DISCRIMINATION FOR ANY REASON AND OF ANY TYPE. THE SCHOOL BOARD BELIEVES THAT ALL STUDENTS AND EMPLOYEES ARE ENTITLED TO A SAFE, EQUITABLE, AND HARASSMENT-FREE SCHOOL EXPERIENCE. BULLYING, HARASSMENT, OR DISCRIMINATION WILL NOT BE TOLERATED AND SHALL BE JUST CAUSE FOR DISCIPLINARY ACTION. THIS POLICY SHALL BE INTERPRETED AND APPLIED CONSISTENTLY WITH ALL APPLICABLE STATE AND FEDERAL LAWS AND THE BOARD'S COLLECTIVE BARGAINING AGREEMENTS. CONDUCT THAT CONSTITUTES BULLYING, HARASSMENT OR DISCRIMINATION, AS DEFINED HEREIN, IS PROHIBITED. POLICY 5517, NONDISCRIMINATION STATEMENT POLICIES 4122.01, 3122.01, 1122.01, 2260.01, ADDRESS REQUIREMENTS FOR DISCRIMINATION AGAINST DEFINED FEDERAL, STATE, AND LOCAL PROTECTED CATEGORIES OF PERSONS.

IT IS ESSENTIAL THAT A BASIC UNIVERSAL PREVENTION CURRICULUM BE IN PLACE SO THAT EVERY SCHOOL WILL RECEIVE A FOUNDATION OF PREVENTION UPON WHICH TO BUILD A CULTURE OF HEALTH, WELLNESS, SAFETY, RESPECT AND EXCELLENCE.

The standards of this policy constitute a specific, focused, coordinated, integrated, culturally sensitive system of supports for all students, staff, families, and community agencies that will improve relations within each school. It is designed to ensure that every school has staff that have been trained and are supported in their school's efforts to provide awareness, intervention training, and instructional strategies on prevention, including violence prevention, to each staff, parent, and student in the District and to direct follow up when incidents are reported and/or occur.

I. Definitions

A. "Bullying" means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power. Bullying may involve, but is not limited to:

1. unwanted teasing
2. threatening
3. intimidating
4. stalking
5. cyberstalking
6. cyberbullying
7. physical violence

8. theft
9. sexual, religious, or racial harassment
10. public humiliation
11. destruction of school or personal property
12. social exclusion, including incitement and/or coercion
13. rumor or spreading of falsehoods

B. "Harassment" means any threatening, insulting, or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;
3. has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
4. has the effect of substantially disrupting the orderly operation of a school.

C. "Cyberstalking", as defined in Florida State Statute 784.048(d), means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

D. "Cyberbullying" is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social websites (e.g., MySpace, Facebook), chat rooms, and instant messaging.

E. "Bullying", "Cyberbullying", and/or "Harassment" also encompass:

1. retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying, harassment, or discrimination.
2. retaliation also includes reporting a baseless act of bullying, harassment, or discrimination that is not made in good faith.
3. perpetuation of conduct listed in the definition of bullying, harassment, and/or discrimination by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - a. incitement or coercion;
 - b. accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or
 - c. acting in a manner that has an effect substantially similar to the effect of bullying, harassment, or discrimination.

F. "Bullying," "Cyberbullying", "Harassment," and "Discrimination" (hereinafter referred to as bullying, as defined in Section A, for the purpose of this Policy) also encompass, but are not limited to, unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital

status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District. For Federal requirements when these acts are against Federally identified protected categories, refer to Policies 4122.01, 3122.01, 1122.01, 2260.01.

G. "Accused" is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.

H. "Complainant" is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person who formally or informally makes a report of bullying, orally or in writing.

II. Expectations:

The Gadsden County School District expects students and employees to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

A. The School District prohibits the bullying of any student or school employee:

1. during any educational program or activity conducted by GCPS;
2. during any school-related or school-sponsored program or activity or on a GCPS school bus;
3. through the use of any electronic device or data while on school grounds or on a GCPS school bus, computer software that is accessed through a computer, computer system, or computer network of the GCPS. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section.
4. through threats using the above to be carried out on school grounds. This includes threats made outside of school hours, which are intended to be carried out during any school-related or school-sponsored program or activity, or on a GCPS school bus.
5. while the District does not assume any liability for incidences that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer. The principal/designee shall use all District Reporting Systems to log all reports and interventions.

B. All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systemic methods for student and staff recognition through positive

reinforcement for good conduct, self-discipline, good citizenship, and academic success, as seen in the required school plan to address positive school culture and behavior.

C. Student rights shall be explained as outlined in this policy and in the Student Code of Conduct: Respect for Persons and Property.

D. Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the Student Code of Conduct and this Policy.

III. Stakeholder Responsibilities

A. Student Support Services' Office of Prevention: Student Support Services professionals, in collaboration with other District departments, will collaborate with school based staff members, families, and community stakeholders to utilize this Policy and associated procedures to promote academic success, enhance resiliency, build developmental assets, and promote protective factors within each school by ensuring that each and every staff member and student is trained on violence prevention. These trainings will work to create a climate within each school and within the District that fosters the safety and respect of children and the belief that adults are there to protect and help them. Additionally, students and staff (including but not limited to school based employees, administrators, area/district personnel, counseling staff, bus drivers) will be given the skills, training, and tools needed to create the foundation for preventing, identifying, investigating, and intervening when issues of bullying arise.

B. Schools: By August 2013, each school principal shall designate a Prevention Liaison who shall serve on existing teams that address acts of violence and school safety, e.g., threat assessment teams, SAFE Teams, and act as the Student Support Service's Office of Prevention contact. At minimum, this team should include staff members from administration, guidance, and instruction. These designees are the key school based personnel who will receive prevention training and assist in the dissemination of prevention methods, intervention, and curriculum, for bullying and other issues that impact the school culture and welfare of students and staff.

C. Community Resources: Student Support Services professionals, in collaboration with other District departments, will train a wide range of community stakeholders, profit, non-profit, School Resource Officers, and faith based agencies to provide the dissemination and support of violence prevention curriculums to students, their families and school staff. This collaboration will make effective use of available school district and community resources while ensuring seamless service delivery in which each and every school and student receives an equitable foundation of violence prevention.

D. Evidence-Based Interventions and Curriculum: Student Support Services' Office of Prevention staff members will serve as the coordinators and trainers of prevention for all designated school staff and outside agencies/community partners. Those trained in Prevention (e.g., Prevention Liaisons, Office of Prevention staff and Community Partners) will then collaborate as "violence prevention partners" to implement the evidence-based interventions and proven programs within each of their schools. Training will focus on prevention and evidence-based programs.

E. Parent Participation and Partnership: Student Support Services professionals, in collaboration with other District departments, will provide opportunities and encourage parents to participate in prevention efforts with their children in meaningful and relevant ways that address the academic, social, and health needs of their children. The District will offer parents and parent associations' trainings on violence prevention as well as knowledge of and/or opportunity to participate in any violence prevention initiatives currently taking place in their school via the District school website, the Gadsden Community and Parent Services Department, open houses, parent expos, and parent/school newsletters. Training will provide resources and support for parents by linking them with internal supports as well as referral to community-based resources as needed.

F. Evaluation of Service Effectiveness: Evaluations to determine the effectiveness and efficiency of the services being provided will be conducted at least every three years and shall include data-based outcomes.

G. Accountability: The Superintendent, other district administrators, the Area Superintendents and their staffs, as well as school principals, share accountability for implementation of these student support services consistent with the standards of this policy. These administrators will take steps to assure that student support services are fully integrated with their instructional components at each school and are pursued with equal effort in policy and practice.

IV. Training for students, parents, teachers, area/district staff, school administrators, student support staff, counseling staff, bus drivers, School Resource Officers/Deputies, contractors and school volunteers on identifying, preventing, and responding to bullying will be conducted.

• At the beginning of each school year, the school principal/designee and or appropriate area/district administrator shall provide awareness of this policy, as well as the process for reporting incidents, investigation and appeal, to students, school staff, parents, or other persons responsible for the welfare of a pupil through appropriate references in the Student Code of Conduct, Employee Handbooks, the school website, and/or through other reasonable means.

V. Disciplinary sanctions (consequences) and due processes for a person who commits an act of bullying under this policy.

- A. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances, followed by the determination of disciplinary sanctions appropriate to the perpetrator's position within the District.**
- 1. Consequences and appropriate interventions for students who commit acts of bullying may range from positive behavioral interventions up to, but not limited to suspension, as outlined in the Student Code of Conduct and this Policy.**
 - 2. Consequences and appropriate interventions for a school/district employee found to have committed an act of bullying will be instituted in accordance with District policies, procedures, and agreements (Policy 5517 and the GCCTA and GESPA Contract Agreements. Additionally, egregious acts of bullying by certified educators may result in a sanction against an educator's state issued certificate (Rule 6B-1.006 F.A.C.).**

3. Consequences and appropriate intervention for a visitor or volunteer, found to have committed an act of bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
4. These same actions will apply to persons, whether they be students, school employees, or visitors/volunteers/independent contractors, who are found to have made wrongful and intentional accusations of another as a means of bullying.

VI. Reporting an act of bullying

A. At each school, the principal/designee is responsible for receiving oral or written complaints alleging violations of this policy, as with all infractions from the Student Code of Conduct.

B. All District faculty and staff are required and must report, in writing, any allegations of bullying or violations of this Policy to the principal/designee or appropriate area/district administrator. Failure to report will result in action(s) or discipline, consistent with the collective bargaining agreement provisions, and any and all provisions as allowed by law.

C. Any other members of the school community who have credible information that an act of bullying has taken place may file a report of bullying, whether a victim or witness.

D. Any student (and/or the parent on that complainant's behalf if the complainant is a minor) who believes he/she is a victim of bullying (or any individual, including any student who has knowledge of any incident(s) involving bullying of students) is strongly encouraged to report the incident(s) in writing to a school official. Complaints should be filed as soon as possible after the alleged incident and noted on the specified data system, but must be filed within ninety (90) school days after the alleged incident (i.e., within 90 school days of the last act of alleged bullying). Failure on the part of the complainant to initiate and/or follow up on the complaint within this period may result in the complaint being deemed abandoned.

E. The principal of each school in the District shall establish, and prominently publicize to students, staff, volunteers, and parents, how a report of bullying may be filed and how this report will be acted upon.

F. A school district employee, school volunteer, contractor, student, parent/ or other persons who promptly reports in good faith an act of bullying to the appropriate school official, and who makes this report in compliance with the procedures set forth in this District Policy, is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments within the GCPS.

G. Administrators/principal/designee(s) shall document in writing and/or via the specified data system all complaints regarding bullying, as with all infractions of the Code of Student Conduct, to ensure that problems are appropriately addressed in a timely manner, whether the report is made verbally or in writing.

H. Bullying reports may be made utilizing the Gadsden County Public Schools Bullying Reporting Form. This reporting form can be found on the School District's website www.gcps.k12.fl.us, at each school's front office, or at each area/district/department site. Bullying reports may be delivered to the school administration's front office, put in the school's reporting box, or through the District Investigative Unit via their internet website www.gcps.k12.fl.us. Administrators shall use the specified data system to log all reports and interventions. Formal disciplinary action may not be based solely on the basis of an anonymous report.

VII. Bullying Complaints and Resolution

A. The investigation of a reported act of bullying of a student, school-based employee, or other persons providing service to the school is deemed to be a school-related activity and begins with a report of such an act.

B. The principal/designee shall document all complaints in writing and/or through the appropriate data system to ensure that problems are addressed in a timely manner. Although this Policy encourages students to use the formal written complaint process, school officials "should investigate all complaints and reports of harassment, whether or not the complaint is in writing," as stated by the Office for Civil Rights in *Protecting Students from Harassment and Hate Crime: A Guide for Schools, Part II* (1999).

C. If the complaint is about the principal or an area/district's staff member's direct supervisor, then the Area Superintendent/Designee or appropriate district administrator shall be asked to address the complaint.

D. Informal Resolution -where the administrator, along with the complainant and the accused/student, may agree to informally resolve the complaint. The incident and the resolution must be documented on the appropriate data system.

• If a mutual resolution has not been achieved, a formal written appeal must be filed within five (5) work days after the informal meeting and submitted to the principal or appropriate area/district supervisor.

E. Formal Resolution -the complainant/student/employee or parent(s), on behalf of the student, may file a written complaint with the principal/designee or appropriate area/district administrator by utilizing the Gadsden County Public Schools Bullying Complaint Report Form. Said form is available on the School District's website www.gcps.k12.fl.us, at each school's front office, or area/district/department site.

• According to the level of infraction, parents will be promptly notified of any actions being taken to protect the victim via telephone or personal conference; the frequency of notification will depend on the seriousness of the bullying incident.

F. The resolution, all interviews and interventions that take place and the corresponding dates shall be documented in writing and/or noted in the district specified data system.

VIII. Investigation requirements for reported acts of bullying under this policy

A. The procedures for investigating school-based bullying may include the principal/designee and/or the utilization of a Prevention Liaison, in the case of student-to-student bullying. The principal or designee and Prevention Liaison shall be trained in investigative procedures and interventions as outlined in this Policy. For incidents at the area/district level, the appropriate administrator will be responsible for the investigation as outlined in this policy.

B. The investigator may not be the accused or the alleged victim.

C. The principal/designee or appropriate area/district administrator shall begin a thorough investigation and interviews with the complainant(s), accused, and witnesses within two (2) school days of receiving a notification of complaint. (The Florida Department of Education requires that school administrators/designees provide immediate notification to the parents of both the victim and the alleged perpetrator of an act of bullying or harassment.)

D. During the investigation, the principal/designee or appropriate area/district administrator may take any action necessary to protect the complainant, other students or employees consistent with the requirements of applicable regulations and statutes.

1. In general, student complainants will continue attendance at the same school and pursue their studies as directed while the investigation is conducted and the complaint is pending resolution. Any legal order of a court will prevail.

2. When necessary to carry out the investigation or for other good reasons, and consistent with federal and state privacy laws, the principal/designee or appropriate area/district administrator also may discuss the complaint with any school district employee, the parent of the complainant or accused, if one or both is a minor (or has given consent or is an adult who has been determined to be incompetent or unable to give informed consent due to disability), and/or child protective agencies responsible for investigating child abuse.

3. During the investigation where an employee is the accused, the principal/designee or the appropriate area/district administrator may recommend to the Associate Superintendent of Anti-Harassment Compliance Officer/designee, any action necessary to protect the complainant, or other students or employees, consistent with the requirements of applicable statutes, State Board of Education Rules, School Board Policies, and collective bargaining agreements.

E. Within ten (10) school days of the filing of the complaint, there shall be a written decision by the Principal/Designee or appropriate area/district administrator regarding the completion of the investigation. The principal/designee shall make a decision about the validity of the allegations in the complaint and about any corrective action, if applicable, consistent with the Discipline Matrix.

F. The Principal/Designee or appropriate area/district administrator will inform all relevant parties in writing of the decision and the right to appeal. A copy of the decision will be sent to the originating school and be noted in all relevant data tracking systems including, but not limited to the SESIR and the Statewide Report on School Safety and Discipline Data system.

G. If the accused is an employee, discipline may be taken, consistent with any applicable collective bargaining agreement provisions, to resolve a complaint of bullying (Policy 5517, Employee Disciplinary Guidelines). The supervisor/designee (e.g., principal/designee for school-based employees) of the employee shall discuss the determination and any recommended corrective action with the Area Director, for school-based actions, or the appropriate area/district supervisor, for area/district actions, and the Associate Superintendent of Anti-Harassment Compliance Officer.

H. No retaliation of any kind is permitted in connection with an individual's having made a bullying complaint and if it occurs, it shall be deemed an additional act of bullying as stated herein this Policy.

IX. Referral for Intervention

- A. Referral of a student to the collaborative problem-solving team (or equivalent school-based team with a problem solving focus) for consideration of appropriate services is made through the school problem-solving process by school personnel or parent to the principal/designee. Parent notification is required. When such a report of formal discipline or formal complaint is made, the principal/designee shall refer the student(s) to the collaborative problem-solving team for determination of need for counseling support and interventions.
- B. Referral of school or area/district personnel to the Anti-Harassment Compliance Officer Department for consideration of appropriate services will be made by the administrator.
- C. School-based intervention and assistance will be determined by the collaborative problem-solving team and may include, but is not limited to:
 - a. counseling and support to address the needs of the victims of bullying.
 - b. counseling interventions to address the behavior of the students who bully (e.g., empathy training, anger management).intervention which includes assistance and support provided to parents.
 - c. analysis and evaluation of school culture with resulting recommendations for interventions aimed at increasing peer ownership and support.
- D. Self-referral for informal consultation: District staff, students or parents may request informal consultation with school staff (e.g., school social worker, school counselor, school psychologist, Prevention Liaison, HR, etc.) to determine the severity of concern and appropriate steps to address the concern of bullying (the involved students' parents may be included) orally or in writing to the principal/designee.
- E. Any investigations and interventions shall be recorded on the District specified data system.

X. Incident reporting requirements

- A. The procedure for including incidents of bullying in the school's report of safety and discipline data is required under F.S. 1006.09(6). The report must include each incident of bullying and the resulting consequences, including discipline, interventions and referrals. In a

separate section, the report must include each reported incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy, with recommendations regarding said incident.

B. The School District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying/harassment in its codes.

C. Discipline, referral data, investigations, interventions, and actions of discipline shall be recorded on the specified data system, as with other infractions from the Code of Student Conduct.

XI. Process for referral for external investigation

A. If the act is outside the scope of the District, and determined a criminal act, referral to appropriate law enforcement shall be made immediately, the parent will be notified, and the referral documented by the principal/designee in the specified data system.

B. While the District does not assume any liability for incidences that must be referred for external investigation, it encourages the provision of assistance and intervention as the principal/designee deems appropriate, including the use of the School Resource Officer and other personnel. The principal/designee shall use District Reporting Systems to log all reports and interventions.

XII. Appeals process

A. Appeal procedure for bullying by a student will follow the steps outlined in the Code of Student Conduct – "Right to Appeal Unfair Penalties."

B. Appeal procedure for an accused/employee:

1. If the accused/employee wishes to appeal the action taken in resolution of the complaint, such appeal shall be filed either in accordance with the relevant collective bargaining agreement.

2. For those employees not in a bargaining unit, the appeal shall be filed in accordance with the Anti-Harassment Compliance Officer Department. In reaching a decision about the complaint, the following should be taken into account:

Case law, state and federal laws and regulations, and the Board's Policies prohibiting bullying and discrimination.

XIII. Confidentiality

A. To the greatest extent possible, all complaints will be treated as confidential and in accordance with GCPS Policies 8310 and 8330, F.S. § 1002.22(3)(d); the Family Educational Rights and Privacy Act ("FERPA"); the Health Insurance Portability and

Accountability Act ("HIPAA") and any other applicable law, such as F.S. § 119.07(1); 1012.31(3)(a); or 1012.796(1)(c).

B. Limited disclosure may be necessary to complete a thorough investigation as described above. The District's obligation to investigate and take corrective action may supersede an individual's right to privacy.

C. The complainant's identity shall be protected, but absolute confidentiality cannot be guaranteed. The identity of the victim of the reported act shall be protected to the extent possible.

XIV. Retaliation Prohibited

A. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment in connection with filing a complaint or assisting with an investigation under this Policy.

B. Retaliatory or intimidating conduct against any individual who has made a bullying complaint or any individual who has testified, assisted, or participated, in any manner, in an investigation is specifically prohibited and as detailed in this Policy shall be treated as another incidence of bullying.

XV. Additional Referral In all cases, the District reserves the right to refer the results of its own investigation to the State Attorney for the Second Judicial Circuit of Florida for possible criminal charges, whether or not the District takes any other action.

XVI. Constitutional Safeguard This policy does not imply to prohibit expressive activity protected by the First Amendment of the United State Constitution or Article I, Section 4 of the Florida Constitution.

XVII. Preclusion This policy should not be interpreted as to prevent a victim or accused from seeking redress under any other available law either civil or criminal.

XVIII. Severability If a provision of this policy is or becomes illegal, invalid or unenforceable in any jurisdiction, that shall not affect the validity or enforceability in that jurisdiction of any other provision of this policy.

AUTHORITY: F.S. 1006.147 POLICY ADOPTED AS AMENDED:

The School Board of Gadsden County

Bylaws & Policies

Unless a specific policy has been amended and the date of the policy was revised is noted at the bottom of that policy, the bylaws and policies of The School Board of Gadsden County were adopted on June 25, 2013, and were in effect beginning June 26, 2013.

5517 - ANTI-HARASSMENT

General Policy Statement

It is the policy of the School Board to maintain an educational and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against harassment based on the traits of sex, race, color, national origin, religion, or disability that are protected by Federal civil rights laws (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify the problems. The Board will investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end such unlawful harassment. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District community" means students, administrators, teachers, staff, and all other school personnel, including Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of unlawful harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of unlawful harassment, when responsibility for reporting and/or investigating unlawful harassment charges comprises part of one's supervisory duties.

Definitions

Bullying

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon sex, race, color, national origin, religion, or disability, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;
- E. cyberstalking;
- F. cyberbullying;
- G. physical violence;
- H. theft;
- I. sexual, religious, or racial harassment;
- J. public humiliation; or
- K. destruction of property.

Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Physical and/or sexual assault.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.

- E. Sexually suggestive objects, pictures, videotapes, audio recordings, or literature, placed in the work or educational environment, which may embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- I. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

NOTE: Any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of a crime.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Reports and Complaints of Harassing Conduct

Students and all other members of the School District community, as well as third parties, are encouraged to promptly report incidents of unlawful harassing conduct to a teacher, administrator, supervisor, or other District employee or official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District

employee or official who receives such a complaint shall file it with the District's Anti-Harassment Compliance Officer at his/her first convenience.

Members of the School District community, which includes students, or third parties who believe they have been unlawfully harassed by a student are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment or participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

If, during an investigation of reported act of bullying and/or harassment in accordance with Policy 5517.01 - Bullying and Harassment, the principal or his/her designee believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on sex, race, color, national origin, religion, or disability, the principal or his/her designee will report the act of bullying and/or harassment to one of the Compliance Officers who shall investigate the allegation in accordance with this policy.

Anti-Harassment Compliance Officer

The following individual serves as "Anti-Harassment Compliance Officer" for the District. S/He is hereinafter referred to as the "Compliance Officer".

Name: Dr. Pink Hightower
Address: 35 Martin Luther King, Jr. Boulevard
Quincy, Florida 32351
Phone: 850-627-9651, extension 1247

The name, title, and contact information of this individual will be published annually in the parent and staff handbooks, in the School District Annual Report to the public, and/or on the School District's web site.

A Compliance Officer will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the student.

Any Board employee who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to the Compliance Officer within two (2) business days. Thereafter, the Compliance Officer or his/her designee must contact the student, if age eighteen (18) or older, or the student's parents if under the age of eighteen (18), within two (2) business days, to advise s/he/them of the Board's intent to investigate the alleged misconduct, including the obligation of the compliance officer or designee to conduct an investigation following all the procedures outlined for a formal complaint.

The Compliance Officer is assigned to accept complaints of unlawful harassment directly from any member of the School District community or a visitor to the District, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, the Compliance Officer will begin either an informal or formal process (depending on the request of the member of the School District community alleging harassment), or the Compliance Officer will designate a specific individual to conduct such a process. In the case of a formal complaint, the Compliance Officer will prepare recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of harassment that are reported to them to the Compliance Officer within two (2) calendar days of learning of the incident.

Investigation and Complaint Procedure

Any student who believes that s/he has been subjected to unlawful harassment may seek resolution of his/her complaint through either the informal or formal procedures as described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of legally prohibited harassment was substantiated are set forth below.

Due to the sensitivity surrounding complaints of unlawful harassment, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) calendar days of the complaint being received).

The informal and formal procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of unlawful harassment with the United States Department of Education, Office for Civil Rights, the Florida Civil Rights Commission, or the Equal Employment Opportunity Commission.

Informal Complaint Procedure

The goal of the informal complaint procedure is to stop inappropriate behavior and to investigate and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student who believes s/he has been unlawfully harassed. This informal procedure is not required as a precursor to the filing of a formal complaint.

Students, other members of the School District community, or third parties who believe that they have been unlawfully harassed may initiate their complaint through this informal complaint process, but are not required to do so. The informal process is only available in those circumstances where the parties (alleged target of harassment and alleged harasser(s)) agree to participate in the informal process.

Students, other members of the School District community or third parties who believe that they have been unlawfully harassed may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

However, all complaints of harassment involving a District employee or any other adult member of the School District community against a student will be formally investigated.

As an initial course of action, if a student feels that s/he is being unlawfully harassed and s/he is able and feels safe doing so, the individual should tell or otherwise inform the harasser that the conduct is unwelcome and must stop. The complaining individual should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers is available to support and counsel individuals when taking this initial step or to intervene on behalf of the individual if requested to do so. An individual who is uncomfortable or unwilling to inform the harasser of his/her complaint is not prohibited from otherwise filing an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

A student who believes s/he has been unlawfully harassed may make an informal complaint, either orally or in writing: (1) to a teacher, other employee, or building administrator in the school the student attends; (2) to the Superintendent or other District-level employee; and/or (3) directly to one of the Compliance Officers.

All informal complaints must be reported to the Compliance Officer who will either facilitate an informal resolution as described below on his/her own, or appoint another individual to facilitate an informal resolution.

The School District's informal complaint procedure is designed to provide students, other members of the School District community and third parties who believe they are being unlawfully harassed by a student with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the student claiming unlawful harassment, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the student about how to communicate the unwelcome nature of the behavior to the alleged harasser.
- B. Distributing a copy of the anti-harassment policy as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends.
- C. **If both parties agree, the Compliance Officer may arrange and facilitate a meeting between the student claiming harassment and the individual accused of harassment to work out a mutual resolution.**

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer or his/her designee will exercise his/her authority to attempt to resolve all informal complaints within fifteen (15) days of receiving the informal complaint. Those members of the School District community or third parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint.

All materials generated as part of the informal complaint process will be retained by the Compliance Officer or his/her designee in accordance with the Board's records retention policy. (See Policy [8310](#) and Policy [8320](#))

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, or if the student elects to file a formal complaint initially, the formal complaint process as described below shall be implemented.

This formal complaint process is not intended to interfere with the rights of a student, other member of the School District community, or third party to pursue a complaint of unlawful harassment with the United States Department of Education, Office for Civil Rights, the Florida Civil Rights Commission, or the Equal Employment Opportunity Commission.

A student who believes s/he has been subjected to offensive conduct/harassment hereinafter referred to as the "complainant", may file a formal complaint, either orally or in writing with a teacher, principal, or other District employee at the student's school, the Compliance Officer, Superintendent, or other District employee who works at another school or at the District level. Due to the sensitivity surrounding complaints of unlawful harassment, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a complainant informs a teacher, principal, or other District employee at the student's school, the Compliance Officer, Superintendent, or other District employee, either orally or in writing, about any complaint of harassment, that employee must report such information to the Compliance Officer or designee within two (2) business days.

Throughout the course of the process as described herein, the Compliance Officer should keep the complainant informed of the status of the investigation and the decision making process.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or engaging in, offensive conduct/harassment; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter the Compliance Officer will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation including but not limited to a change of class schedule, or possibly a change of school. In making such a determination, the Compliance Officer should consult the complainant to assess his/her agreement to any action deemed appropriate. If the complainant is unwilling to consent to any change that is deemed appropriate by the Compliance Officer, the Compliance Officer may still take whatever actions s/he deem appropriate in consultation with the Superintendent and/or Board Attorney.

Within two (2) business days of receiving a formal complaint, the Compliance Officer will inform the individual alleged to have engaged in the harassing conduct, hereinafter referred to as the "respondent", that a complaint has been received. The respondent will be informed about the nature of the allegations and a copy of these administrative procedures and the Board's anti-harassment policy shall be provided to the respondent at that time. The respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Within five (5) business days of receiving the complaint, the Compliance Officer or a designee will initiate a formal investigation to determine whether the complainant has been subject to offensive conduct/harassment. A principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Although certain cases may require additional time, the Compliance Officer or a designee will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer or the designee shall prepare and deliver a written report to the Superintendent which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the complainant has been subject to unlawful harassment. The Compliance Officer's recommendations must be based upon the totality of

the circumstances, including the ages and maturity levels of those involved. The Compliance Officer may consult with the Board Attorney before finalizing the report to the Superintendent.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the Compliance Officer or the designee, the Superintendent must either issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the complainant and the respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

The decision of the Superintendent shall be final.

If the complainant is not satisfied with the Superintendent's decision, the complainant will have an additional sixty (60) days to file a complaint with the United States Department of Education Office of Civil Rights, Florida Commission on Human Relations, or the Equal Educational Opportunity Commission.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the School District community or third party alleging the unlawful harassment pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

Confidentiality

The School District will make all reasonable efforts to protect the rights of the complainant and the respondent. The School District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the School District's legal obligations under State and Federal law. Confidentiality cannot be guaranteed however. All complainants proceeding through the formal investigation process should be advised that their identities may be disclosed to the respondent.

During the course of a formal investigation, the Compliance Officer or his/her designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation of a complaint of harassment will be maintained by the Compliance Officer in accordance with the Board's records retention policy. Any records which are considered student records in accordance with the *Family Educational Rights and Privacy Act* will be maintained in a manner consistent with the provisions of the Federal law.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to eliminate such conduct in the future.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any teacher or school employee who knows or suspects that a child under the age of eighteen (18) is a victim of child abuse or neglect to immediately report that knowledge or suspicion to the Department of Children and Family Services. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged

conduct reasonably indicates abuse or neglect of the complainant, a report of such knowledge must be made in accordance with State law and Board policy.

If the Compliance Officer or a designee has reason to believe that the complainant has been the victim of criminal conduct as defined under Florida law, such knowledge should be reported to local law enforcement.

Any reports made to the local child protection service or to local law enforcement shall not terminate the Compliance Officer's or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officers or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

Mandatory Reporting of Misconduct by Certificated Employees

The Superintendent is required by State law and Board Policy 8141 to report alleged misconduct by certificated employees of the District that affects the health, safety, or welfare of a student. In accordance with Board policy and State law, the Superintendent shall investigate each allegation of such conduct and, if confirmed, shall report such misconduct pursuant to Policy 8141.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to eliminate such conduct in the future.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent shall provide appropriate training to all members of the School District community related to the implementation of this policy and Policy 5517.02. All training regarding this policy, Policy 5517.02, and harassment in general will be age and content appropriate.

Retaliation

Any act of retaliation against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation is prohibited.

F.S. 110.1221, 1000.05, 1006.07

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

29 U.S.C. 621 et seq.

29 U.S.C. 794

42 U.S.C. 12101 et seq.

20 U.S.C. 1681 et seq.

42 U.S.C. 1983

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