

# AGENDA

## REGULAR SCHOOL BOARD MEETING

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

July 26, 2016

Immediately Following Tentative Budget Hearing at 6:00 P.M.

### THIS MEETING IS OPEN TO THE PUBLIC

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

### ITEMS FOR CONSENT

#### 5. REVIEW OF MINUTES – **SEE ATTACHMENT**

- a. June 28, 2016, 4:30 p.m. – School Board Workshop
- b. June 28, 2016, 6:00 p.m. – Regular School Board Meeting
- c. July 20, 2016, 10:00 a.m. – Special 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 #5**

- a. Personnel 2015 – 2016

ACTION REQUESTED: The Superintendent recommends approval.

- b. Personnel 2016 – 2017

ACTION REQUESTED: The Superintendent recommends approval.

#### 7. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Performance Matters – **SEE PAGE #9**

Fund Source: 420  
Amount: \$43,050.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. PSTB Consulting, LLC, Dr. James W. Brown, Jr., Owner - **SEE PAGE #11**
- Fund Source: Title I  
Amount: \$40,000.00
- ACTION REQUESTED: The Superintendent recommends approval.
- c. Approval of Agreement with Lamier Technical Services - **SEE PAGE #13**
- Fund Source: Title I  
Amount: \$50,000.00
- ACTION REQUESTED: The Superintendent recommends approval.
- d. Educational Development Associates, Inc. – **SEE PAGE #15**
- Fund Source: Federal and General Revenue  
Amount: \$237,420.00 – Federal  
\$13,686.00 – General Revenue/Non-Title I School
- ACTION REQUESTED: The Superintendent recommends approval.
- e. Memorandum of Understanding – Elder Care Services Foster Grandparent Program and Gadsden County School Board – **SEE PAGE #20**
- Fund Source: IDEA – Federal Funded  
Amount: \$58,800.00 for ten months (\$5,880.00 per month)  
\$6,000.00 for ten months (\$600.00 per month)
- ACTION REQUESTED: The Superintendent recommends approval.
- f. Memorandum of Understanding – United Way of the Big Bend and Liberty Community Health Care, Inc. and Gadsden County Schools– **SEE PAGE #31**
- Fund Source: N/A  
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- g. Agreement Between The School Board of Gadsden County and Jones Diversified Marketing Group - **SEE PAGE #34**
- Fund Source: N/A  
Amount: \$12% finding fee for all funds procured and received
- ACTION REQUESTED: The Superintendent recommends approval.
- h. Career & Technical Education Career Pathways Articulation Agreement Between Tallahassee Community College and Gadsden County Schools 2016 - 2017 – **SEE PAGE #42**
- Fund Source: FEFP  
Amount: Undetermined – based upon enrollment
- ACTION REQUESTED: The Superintendent recommends approval.

- i. Dual Enrollment Articulation Agreement Between Tallahassee Community College and Gadsden County Schools 2016 - 2017 - **SEE PAGE #51**  
 Fund Source: FEFP  
 Amount: Undetermined – based upon enrollment  
 ACTION REQUESTED: The Superintendent recommends approval.
- j. Edgenuity Virtual School Agreement - **SEE PAGE #66**  
 Fund Source: FEFP  
 Amount: Undetermined – based upon enrollment  
 ACTION REQUESTED: The Superintendent recommends approval.
- k. K12 Virtual School (fueleducation) Agreement – **SEE PAGE #86**  
 Fund Source: FEFP  
 Amount: Undetermined – based upon enrollment  
 ACTION REQUESTED: The Superintendent recommends approval.
- l. AmeriCorps Gadsden Reads – **SEE PAGE #95**  
 Fund Source: Volunteer Florida and the School Board of Gadsden County  
 Amount: \$315,094 from Volunteer Florida and \$106,687 from the School Board of Gadsden County  
 ACTION REQUESTED: The Superintendent recommends approval.
- m. Gadsden County School Board Head Start 2016-2017 Refunding Application and Program Improvement Plan – **SEE PAGE #104**  
 Fund Source: Head Start  
 Amount: \$2,585,789.00  
 ACTION REQUESTED: The Superintendent recommends approval.
- n. Small School District Council Consortium – **SEE PAGE #172**  
 Fund Source: General Funds  
 Amount: \$2,850.00  
 ACTION REQUESTED: The Superintendent recommends approval.
- o. Agreement Between the School Board of Gadsden County, FL., Capital Health Plan, Inc., World Class Schools of Leon County, Inc., and Titus Sports Academy, L.L.C. – **SEE PAGE #175**  
 Fund Source: N/A  
 Amount: N/A  
 ACTION REQUESTED: The Superintendent recommends approval.

8. SCHOOL FACILITY/PROPERTY

- a. Preventative Maintenance & Energy Services for Facilities at Gadsden County Schools – **SEE PAGE #188**

Fund Source: 110  
Amount: \$30,000.00

ACTION REQUESTED: The Superintendent recommends approval.

9. EDUCATIONAL/MISCELLANEOUS

- a. Gadsden District K-12 Comprehensive Reading Plan – **SEE PAGE #198**

Fund Source: FEFP  
Amount: \$327,615.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Approval of 2016 – 2017 Code of Student Conduct – **SEE PAGE #265**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

10. FACILITIES UPDATE

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

July 26, 2016

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.**

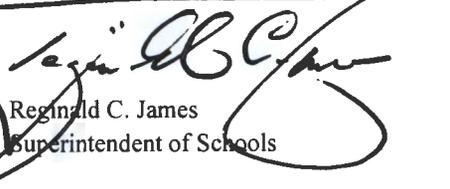
**Item 6A Instructional and Non-Instructional Personnel 2015-2016**

**Item 6B Instructional and Non-Instructional Personnel 2016-2017**

The following reflects the total number of full-time employees in this school district for the 2016-2017 school term, as of July 26, 2016.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees July 2016</u>
Classroom Teachers and Other Certified	120 & 130	347.00
Administrators	110	46.00
Non-Instructional	150, 160, & 170	<u>368.00</u>
		761.00

Sincerely,

  
Reginald C. James  
Superintendent of Schools

DISTRICT NO. 1  
Havana, FL 32333  
Midway, FL 32343

Steve Scott  
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 2015/2016**

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

**RESIGNATION**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Arroyo, Shontavianna	GWM	Teacher	06/28/2016
Falana, Kimberly	GWM	Teacher	06/14/2016
Manley, Stacey	GWM	Teacher	06/27/2016
Mims, Harrison	HMS	Teacher	06/23/2016
Quintero, Delores*	GRES	Ed Paraprofessional	06/30/2016

\*Resigned to accept another position within the district

**AGENDA ITEM 6B, INSTRUCTIONAL AND NON INSTRUCTIONAL 2016/2017**

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

**RESIGNATION**

<u>Annual</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Alber, Sandra	GRES	Teacher	07/06/2016
Autcher, Lauren	WGHS	Teacher	07/13/2016
Crimbley, Jocelyn	GEMS	Teacher	07/14/2016
Jackson-Clark, Priscilla*	Transportation	Bus Aide	07/18/2016
Manion, Buford*	WGHS	Teacher	07/12/2016
Marc, Eudolph	SSES	Teacher	07/19/2016
Perry, Emily	HMS	Teacher	07/12/2016
Potter, Bridget	EGHS	Teacher	08/01/2016
Robinson, Dominga*	EGHS	Teacher	07/14/2016
Tookes, Gari	GEMS	Teacher	07/19/2016
Walker, Calandra	GTI	Secretary	07/29/2016
Wimes, Marlana	GRES	Teacher	07/06/2016

\*Resigned to accept another position within the district

**TRANSFERS**

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
Clarke, Jonnie	WGHS/Teacher	FSH/Teacher	08/08/2016
Formman, Keyshonara	CES/Teacher	HMS/Teacher	08/08/2016
Hughes, Katanga	SSES/Teacher	Head Start/Teacher	08/08/2016
Knight, Shirley	CES/Teacher	GRES/Teacher	08/08/2016
Martinez, Joseph	EGHS/JROTC	WGHS/JROTC	07/01/2016
Richardson, Natasha	HMS/Teacher	GWM/Teacher	08/08/2016
Sailor, Jasmine	CPA/Teacher	HMS/Teacher	08/08/2016

\*Correction from June 28, 2016 Board letter

Knight, Shirley\* GRES/Teacher CES/Teacher 08/08/2016  
(transfer requested from GRES to GBES, should have been from GRES to CES)

**RETIREMENTS**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Turrall, Linda	PreK/Head Start	Coordinator, Health Services	07/29/2016

**INSTRUCTIONAL**

<b><u>Annual</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
Andrews, Pamela	CES	Teacher	08/08/2016
Bradley, Christine	JASMS	Teacher	08/08/2016
Calhoun, Teresita	GWM	Teacher	08/08/2016
Carter, Chelsea	WGHS	Teacher	08/08/2016
Castro, Esther	SJES	Teacher	08/08/2016
Crevara, Anngela	HMS	Teacher	08/08/2016
Daniels, Yakesia	SSES	Teacher	08/08/2016
Davis-Sweet, Eva	SSES	Teacher	08/08/2016
Ervin, Julius	GEMS	Teacher	08/08/2016
Evans, Abrium	JASMS	Teacher	08/08/2016
Gainous, Sharon	PreK/Head Start	Teacher	08/08/2016
Greer, Sandra	JASMS	Teacher	08/08/2016
Hogan, Elliott	EGHS	Teacher	08/08/2016
House, Lauren	SSES	Teacher	08/08/2016
Hunter, Sarah	WGHS	Teacher	08/08/2016
Jackson, Gabrielle	HMS	Teacher	08/08/2016
Kirkland, Earnest	SJES	Guidance Counselor	08/08/2016
Knoblauch, Mark	CPA	Teacher	08/08/2016
LaCourt, Portia	CES	Media Specialist	08/08/2016
Mickens, Patrice	HMS	Teacher	08/08/2016
Murray-McMillon, Shannon	SSES	Teacher	08/08/2016
Nia, Tia	GWM	Teacher	08/08/2016
Nolan, Dianne	WGHS	Teacher	08/08/2016
Ormsby, Richard	WGHS	Teacher	08/08/2016
Patel, Shraddha	EGHS	Teacher	08/08/2016
Plewa, Albert	GWM	Teacher	08/08/2016
Rice, Carol	GEMS	Teacher	08/08/2016
Ryals, Andrea	GWM	Teacher	08/08/2016
Roberts, Natalie	SSES	Teacher	08/08/2016
Sailor, Barbara	SSES	Teacher	08/08/2016
Shaw, Shelia	SSES	Teacher	08/08/2016
Simmons-Copeland, Nicole	GWM	Teacher	08/08/2016
Smith, Tere'	CES	Teacher	08/08/2016
Snell, Mark	GWM	Teacher	08/08/2016
Stallworth, Shakera	SSES	Teacher	08/08/2016
Stephens, Gabriel	EGHS	Teacher	08/08/2016
Stephenson, Ciara	JASMS	Teacher	08/08/2016
Stinson, Wendy	GWM	Teacher	08/08/2016
Swain, Mary	EGHS	Teacher	08/08/2016
Thomas, Sheena	GWM	Teacher	08/08/2016
Trumpler, Felicia	GWM	Guidance Counselor	08/08/2016
Weathers, Khadijah	EGHS	Teacher	08/08/2016
White, Breterrica	HSM	Teacher	08/08/2016
Williams, Ryan	HMS	Teacher	08/08/2016
Williams, Nyama	JASMS	Teacher	08/08/2016
Wilson, Peter	WGHS	Teacher	08/08/2016

**NON-INSTRUCTIONAL**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
Baxter, Geraldine	Transportation	Bus Driver	08/15/2016
Jackson-Clark, Priscilla	SSES	Ed Paraprofessional	08/08/2016
Lanier, Milton	Transportation	Bus Driver	08/15/2016
Manion, Buford	JASMS	Assistant Principal	08/01/2016
Mathison, Robert	Transportation	Bus Driver	08/15/2016
Popoca-Leonides, Patricia	PreK/Head Start	Bilingual Staff Assistant	07/18/2016
Quintinilla, Ashley	HOPE	Secretary	07/07/2016
Quintero, Dolores	GRES	Secretary	08/01/2016
Randall, Monesha	Ed. Paraprofessional	PreK/Head Start	08/08/2016
Randolph, Niara	PreK/Head Start	Health Coordinator	08/01/2016
Riley, Cynthia	PreK/Head Start	Education Coordinator	08/01/2016
Roberts, Jerry	Ed. Paraprofessional	GEMS	08/08/2016
Robinson, Dominga	PreK/Head Start	Visiting Teacher	08/08/2016
Sawyer, Artranise	HMS	Assistant Principal	08/01/2016
Williams, Parish	ESE	Program Specialist	07/08/2016

**OUT-OF-FIELD**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Out-of-Field Area</u></b>	<b><u>No. of Periods</u></b>
Daniels, Yakesia	SSES	Elementary Ed.	All Day
Ervin, Julius	GEMS	English	All Day
LaCount, Portia	CES	Media Specialist	All Day
Stallworth, Shakera	SSES	Elementary Ed.	All Day

**Annual**

Davis, Torreya  
Nash, Beverly  
Robinson, Gladys  
Tindall, Melinda

**District Personnel****Annual**

Byrd, Lakeisha

**Non-Instructional****Annual Status**

Alvarez, Michelle  
Taylor, Jimmy\*

\*correction from June 28, 2016 Board

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: July 26, 2016

TITLE OF AGENDA ITEM: Performance Matters

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Performance Matters (now transitioning to the name 'Unify') is a collaborative technology platform designed for the development, review and administration of quality assessment content. This is year 4 of our participation in using this assessment data warehouse/evaluation tool. In addition to providing teachers and leaders with an impartial measure of student mastery, assessments indicate which students need extra support (and what type of support), which ones are on track, and which ones may need more of a challenge. Assessment data also assists with accountability for teachers by providing an objective record of progress they are making with their students - this helps administrators make decisions about professional development. This assessment data warehouse/evaluation tool allows for comparison of all test scores, not just state assessments, in order to measure student growth and teacher or district effectiveness. This is a continuation of our purchase agreement that started in 2012. We were able to use PAEC's cooperative purchasing contract with Performance Matters in 2012 and piggyback on other districts' bid processes so a new bid process is not necessary to continue working with an existing provider. Almost 60% of the school districts in Florida use this assessment data warehouse/evaluation tool, including Baker, Bradford, Brevard, Calhoun, Charlotte, Citrus, Clay, Columbia, Desoto, Dixie, Duval, Flagler, Gilchrist, Glades, Hamilton, Hardee, Hendry, Hernando, Highland, Holmes, Indian River, Lafayette, Lee, Levy, Liberty, Madison, Marion, Monroe, Okeechobee, Orange, Palm Beach, Pasco, Pinellas, Putnam, St. Lucie, Sumter, Suwannee, Taylor, Union, Wakulla, and Washington County along with Charter Schools USA.

FUND SOURCE: 420  
AMOUNT: \$43,050.00  
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 \_\_\_\_\_

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

2016 JUL 26 10:00 AM

State Tax Exemption # 85-8012621915C-2  
 Federal Employer Identification # 59-6000615

**Purchase Order**  
 Standard - Performance Matters

# 198102  
 06/01/2016

Order Contact: Dana Martin  
 Order Contact: Rose Raynak

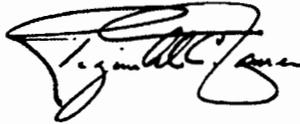
Checked box indicates order must be fully received and invoiced by 06/30/2016.  
 Cancellations must be in writing. No backorders without buyer approval.

All invoices, statements, and correspondence must be mailed to the billing address below.

Vendor (VPO#550090)	Ship To	Bill To
PERFORMANCE MATTERS, LLC. 1600 LEE ROAD WINTER PARK, FL 32789	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
	ADMS Assessment & Data Management System Plus FASTe Formative Action System for Teacher Effectiveness	1	license	43,050.00	43,050.00
<b>Total</b>					43,050.00

Fund	Function	Object	Facility	Project	Program	Amount
420	6400	360	0041	4221266		3,587.50
420	6400	360	0051	4221266		3,587.50
420	6400	360	0071	4221266		3,587.50
420	6400	360	0091	4221266		3,587.50
420	6400	360	0141	4221266		3,587.50
420	6400	360	0151	4221266		3,587.50
420	6400	360	0171	4221266		3,587.50
420	6400	360	0191	4221266		3,587.50
420	6400	360	0201	4221266		3,587.50
420	6400	360	0211	4221266		3,587.50
420	6400	360	0231	4221266		3,587.50
110	6400	360	0101	1109990		3,587.50



Superintendent

Terms:

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: July 26, 2016

TITLE OF AGENDA ITEM: PSTB Consulting, LLC, Dr. James W. Brown, Jr., Owner

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

This is a continuation contract for Title I, Part A evaluation services (including SIG 1003a school improvement grant) for the 2015-16 school year; and to work with school principals on developing and implementing their school improvement plans throughout the 2016-17 school year. In consultation with district leadership, PSTB has agreed to provide program review and ongoing technical assistance (quarterly) to Title I school principals with the implementation of their instructional goals for the 2016-17 school year. PSTB will also provide summative evaluations of the Title I, Part A and School Improvement Grant 1003a programs for the 2015-2016 school year. The evaluation plans for the 2016-2017 school year of the Gadsden County School Board's Title II and Title X Programs is consistent with EDGAR 34 CFR Part 75 Section 200.25 which requires the Local Education Agency (LEA) to annually evaluate the programs. This plan is of experimental design with analysis of pre and post test to determine the district and each participating school's progress in achieving the objectives in the district's approved applications; the effectiveness of the programs in meeting the program purpose; and the effect on participants being served by the programs. The evaluations will analyze the programs formatively to determine the extent the programs are implemented according to the approved applications and summatively to determine if the programs are achieving the desired effect related to improving student achievement and school reform. In addition to student achievement and school reform, the evaluations will examine information related to parent involvement, professional development, homeless services, and teacher quality. The evaluations will utilize best practices for procedural analysis and implement the plans which create strategies with the greatest chance of being useful, feasible, ethical, and accurate.

FUND SOURCE: Title I  
AMOUNT: \$40,000.00  
PREPARED BY: Rose Raynak   
POSITION: Director of Federal Programs

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

**State Tax Exemption #**

85-8012621915C-2

**Federal Employer Identification #**

59-6000615

**Purchase Order**

Standard - PSTB Consulting

**# 198154**

07/06/2016

**Order Contact:** Dana Martin

**School Contact:** Rose Raynak

Checked box indicates order must be fully received and invoiced by 06/30/2017.  
Cancellations must be in writing. No backorders without buyer approval.

All invoices, statements, and correspondence must be mailed to the billing address below.

Vendor (VP15280000)	Ship To	Bill To
PSTB CONSULTING, LLC. 3001 BYINGTON CIRCLE TALLAHASSEE, FL 32303	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
What:	Provide program review and ongoing technical assistance to the Title I school-based leaders with the implementation of their instructional improvement plans for the year.	1		40,000.00	40,000.00
When:	July 1, 2016 - June 30, 2017	1		0.00	0.00
<b>Total</b>					40,000.00

Fund	Function	Object	Facility	Project	Program	Amount
420	6400	311	9001	4221275		25,000.00
420	6400	312	0041	4221275		1,363.64
420	6400	312	0051	4221275		1,363.64
420	6400	312	0071	4221275		1,363.64
420	6400	312	0091	4221275		1,363.64
420	6400	312	0141	4221275		1,363.64
420	6400	312	0151	4221275		1,363.64
420	6400	312	0171	4221275		1,363.64
420	6400	312	0191	4221275		1,363.63
420	6400	312	0201	4221275		1,363.63
420	6400	312	0211	4221275		1,363.63
420	6400	312	0231	4221275		1,363.63



Superintendent

**Comments for vendor:**

**Terms:**

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: July 26, 2016

TITLE OF AGENDA ITEM: Approval of Agreement with Lamier Technical Services

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Contractor will provide professional computer technology services for Dell, Lenovo, and MAC/Apple Products, including but not limited to: iPads, iPods, laptops, e-Readers, e-Books, Lenovo, Kindle-like products, etc. at Title I schools. Contract will include, but is not limited to: technical services with hardware and software installation, imaging and configuration of new computers, and migration to AD. The contractor shall receive assignments from the Director of Media and Technology to ensure maintenance and imaging of all district-owned Dell and MAC products are being made ready for classroom/office use to support the digital operations of Title I schools.

FUND SOURCE: Title I

AMOUNT: \$50,000.00

PREPARED BY: Rose Raynak 

POSITION: Director of Federal Programs

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**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

\_\_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

This form is to be duplicated on light blue paper.

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

State Tax Exemption #  
 85-8012621915C-2  
 Federal Employer Identification #  
 59-6000615

**Purchase Order**  
 Standard - Lamier Technical  
 Services

# 198177  
 07/11/2016

Order Contact: Dana Martin  
 School Contact: Rose Raynak

Checked box indicates order must be fully received and invoiced by 06/30/2017.  
 Cancellations must be in writing. No backorders without buyer approval.

All invoices, statements, and  
 correspondence must be mailed to  
 the billing address below.

Vendor (VL00115000)	Ship To	Bill To
[REDACTED] 9950 HOSFORD HIGHWAY QUINCY, FL 32351	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
What:	Provide instruction related technology services.	1		50,000.00	50,000.00
When:	July 1, 2016 - June 30, 2017	1		0.00	0.00
<b>Total</b>					50,000.00

Fund	Function	Object	Facility	Project	Program	Amount
420	6500	312	9001	4221276		25,000.00
420	6500	311	9001	4221276		25,000.00



Superintendent

Comments for vendor:

Terms:

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

DATE OF SCHOOL BOARD MEETING: July 26, 2016

TITLE OF AGENDA ITEM: Educational Development Associates, Inc.

DIVISION: Federal and General Revenue

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

PURPOSE AND SUMMARY OF ITEM:

Educational Development Associates, Inc. (EDA) is a learning center specializing in math and test preparation. EDA offers several research-based, results-based supplemental products and services to schools to boost student performance and achievement. ACALETICS® provides research-based, results-driven educational products, data-driven consultation, professional development, and supplemental instructional services to boost performance and student achievement. Services to be provided: design and provide custom comprehensive professional development and custom core professional development packages with supplemental math curriculum at various elementary and middle school sites. The district is able to piggyback on Manatee County's 2014-15 bid and contract with Acaletics. Acaletics is an approved supplemental education provider with Florida Department of Education. Other districts using the product include, but are not limited to: Broward, Lake, Marion, Miami-Dade, Orange, Polk, Wakulla, St. Lucie, Marion, Jefferson, Collier, Osceola, and Escambia Counties.

FUND SOURCE: Federal and General Revenue

AMOUNT: \$ 237,420.00 - Federal  
\$ 13,686.00 - General Revenue/Non-Title I School

PREPARED BY: Rose Raynak

POSITION: Director of Federal Programs

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

**State Tax Exemption #**

85-8012621915C-2

**Federal Employer Identification #**

59-6000615

**Purchase Order**Standard - Acaletics (GRE,  
GBE, SJE, SSE)

# 198163

07/07/2016

**Order Contact:** Dana Martin**School Contact:** Rose Raynak Checked box indicates order must be fully received and invoiced by 06/30/2017.  
Cancellations must be in writing. No backorders without buyer approval.All invoices, statements, and  
correspondence must be mailed to  
the billing address below.

Vendor (VE03450000)	Ship To	Bill To
EDU DEV ASSOC-ACALETICS DBA ACALETICS 14052 NW 82ND AVE MIAMI LAKES, FL 33016-1547	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
Gretna Elementary	Implementation of Acaletics Math Gr. 1-5	213	per student	86.00	18,318.00
Greensboro Elementary	Implementation of Acaletics Math Gr. 1-5	300	per student	86.00	25,800.00
St. John Elementary	Implementation of Acaletics Math Gr. 1-5	203	per student	86.00	17,458.00
Stewart Street Elementary	Implementation of Acaletics Math Gr. 1-5	459	per student	86.00	39,474.00
<b>Total</b>					101,050.00

Fund	Function	Object	Facility	Project	Program	Amount
420	5100	510	0171	4221270		18,318.00
420	5100	510	0141	4221270		25,800.00
420	5100	510	0191	4221270		17,458.00
420	5100	510	0201	4221270		39,474.00



Superintendent

**Comments for vendor:****Terms:****DO NOT SHIP TO SCHOOL**

Ship to the following:

Gadsden County Schools-Warehouse

Attn: Rose Raynak, Federal Programs

203 Martin Luther King Jr. Blvd.

Quincy, FL 32351

**State Tax Exemption #**

85-8012621915C-2

**Federal Employer Identification #**

59-6000615

**Purchase Order**Standard - Acaletics (CPA,  
JASM, HMS)

# 198164

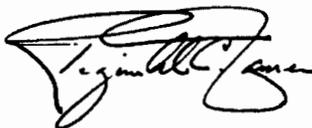
07/07/2016

**Order Contact:** Dana Martin**School Contact:** Rose Raynak Checked box indicates order must be fully received and invoiced by 06/30/2017.  
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Vendor (VE03450000)	Ship To	Bill To
EDU DEV ASSOC-ACALETICS DBA ACALETICS 14052 NW 82ND AVE MIAMI LAKES, FL 33016-1547	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
Carter-Parramore Academy	Implementation of Acaletics Math Gr. 6-8	44	per student	76.00	3,344.00
James A. Shanks Middle	Implementation of Acaletics Math Gr. 6-8	538	per student	76.00	40,888.00
Havana Magnet	Implementation of Acaletics Math Gr. 6-8	186	per student	76.00	14,136.00
<b>Total</b>					<b>58,368.00</b>

Fund	Function	Object	Facility	Project	Program	Amount
420	5100	510	0231	4221270		3,344.00
420	5100	510	0211	4221270		40,888.00
420	5100	510	0091	4221270		14,136.00



Superintendent

**Comments for vendor:****Terms:**

**DO NOT SHIP TO SCHOOL**  
 Ship to the following:  
 Gadsden County Schools-Warehouse  
 Attn: Rose Raynak, Federal Programs  
 203 Martin Luther King Jr. Blvd.  
 Quincy, FL 32351

**State Tax Exemption #**

85-8012621915C-2

**Federal Employer Identification #**

59-6000615

**Purchase Order**Standard - Acaletics (CES,  
GWM, HMS)

# 198165

07/07/2016

**Order Contact:** Dana Martin**School Contact:** Rose Raynak Checked box indicates order must be fully received and invoiced by 06/30/2017.  
Cancellations must be in writing. No backorders without buyer approval.All invoices, statements, and  
correspondence must be mailed to  
the billing address below.

Vendor (VE03450000)	Ship To	Bill To
EDU DEV ASSOC-ACALETICS DBA ACALETICS 14052 NW 82ND AVE MIAMI LAKES, FL 33016-1547	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
Chattahoochee Elementary	Implementation of Acaletics Math Gr. 1-5	128	per student	86.00	11,008.00
George Munroe Elementary	Implementation of Acaletics Math Gr. 1-5	446	per student	86.00	38,356.00
Havana Magnet	Implementation of Acaletics Math Gr. 1-5	333	per student	86.00	28,638.00
<b>Total</b>					<b>78,002.00</b>

Fund	Function	Object	Facility	Project	Program	Amount
420	5100	510	0151	4221270		11,008.00
420	5100	510	0041	4221270		38,356.00
420	5100	510	0091	4221270		28,638.00



Superintendent

**Comments for vendor:****Terms:****DO NOT SHIP TO SCHOOL**

Ship to the following:

Gadsden County Schools-Warehouse  
Attn: Rose Raynak, Federal Programs  
203 Martin Luther King Jr. Blvd.  
Quincy, FL 32351

**State Tax Exemption #**

85-8012621915C-2

**Federal Employer Identification #**

59-6000615

**Purchase Order**

Standard - Acalectics (GEMS)

# 198166

07/07/2016

**Order Contact:** Dana Martin**School Contact:** Rose Raynak
 Checked box indicates order must be fully received and invoiced by 06/30/2017.  
 Cancellations must be in writing. No backorders without buyer approval.

All invoices, statements, and correspondence must be mailed to the billing address below.

Vendor (VE03450000)	Ship To	Bill To
EDU DEV ASSOC-ACALETICS DBA ACALETICS 14052 NW 82ND AVE MIAMI LAKES, FL 33016-1547	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
Gadsden Elementary Magnet	Implementation of Acalectics Math Gr. 1-5	107	per student	86.00	9,202.00
Gadsden Elementary Magnet	Implementation of Acalectics Math Gr. 6-8	59	per student	76.00	4,484.00
<b>Total</b>					13,686.00

Fund	Function	Object	Facility	Project	Program	Amount
110	5100	510	0101	1109990	100	13,686.00



Superintendent

**Comments for vendor:****Terms:****DO NOT SHIP TO SCHOOL**

Ship to the following:

 Gadsden County Schools-Warehouse  
 Attn: Rose Raynak, Federal Programs  
 203 Martin Luther King Jr. Blvd.  
 Quincy, FL 32351

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7e

Date of School Board Meeting: July 26, 2016

TITLE OF AGENDA ITEM: MEMORANDUM OF UNDERSTANDING - ELDER CARE SERVICES FOSTER GRANDPARENT PROGRAM AND GADSDEN COUNTY SCHOOL BOARD

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

**The Gadsden County School Board has an agreement with Elder Care Services Foster Grandparent Program to maintain Fifty-six (56) Foster Grandparent volunteers, and FOUR (4) or more Foster Grandparent Volunteers to work with Pre-K ESE students with disabilities at various school settings.**

FUND SOURCE: **IDEA - Federal Funded**

AMOUNT: **\$58,800.00 FOR TEN MONTHS (\$5,880.00 PER MONTH)  
\$6,000.00 FOR TEN MONTHS (\$600.00 PER MONTH)**

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

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 5

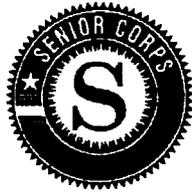
CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

Be sure that the COMPTROLLER has signed the budget page.

This form is to be  duplicated on light blue paper.

summary.for  
revised 0591

Proof read by: *Reuben R. Francis*



**Memorandum of Understanding**

Elder Care Services, Inc., Foster Grandparent Program enters into this agreement with the Gadsden County School Board (hereafter referred to as the Station) for the purpose of providing its Volunteers with meaningful service opportunities with clients of the Station. All services expected must conform to the regulations governing the National Foster Grandparent Program as published in the Federal Register.

This agreement shall be in effect for the school year period beginning August 1<sup>st</sup>, 2016 and ending May 31<sup>st</sup>, 2017 unless otherwise requested.

Each party has designated the following persons to serve as liaison for their respective organizations and all formal communications shall be conducted with their knowledge.

Station Representative:	<u>Sharon Thomas</u>
Position Held:	<u>Program Director</u>
Program Representative:	<u>Tiffane Zanders</u>
Position Held:	<u>Volunteer Coordinator</u>

**Section I**

**Elder Care Services, Inc., Foster Grandparent Program agrees to:**

1. Designate a Program Coordinator to serve as liaison with the Station.
2. Recruit, interview and enroll volunteer(s) to maintain **FIFTY SIX (56) IN K-12 SCHOOLS, FOUR (4) IN PRE-K/HEADSTART** volunteer position(s) at the Station. The volunteer(s) will provide services as directed by the Station to clients assigned to them by Station staff.
3. Provide not less than 40 hours of orientation and training – of which 20 hours must be pre-service orientation – and an average of 4 hours monthly of in-service training. Provide orientation to volunteer station staff prior to placement of volunteers and at other times as needed
4. Work with the Station supervisor of the volunteer(s) regarding the volunteers' interactions with clients according to criteria and procedures to be jointly agreed upon by the Station and the Program (Assignment Plan). It is understood that the Station has the authority to direct, schedule, instruct, and coordinate the activities of all volunteers assigned to it.
5. Prior to placement, all Foster Grandparent volunteers will be screened in accordance with Federal and State guidelines, including: National Sexual Offender Public Registry (NSOPR) and Level II Criminal History Check in accordance with Florida Statute 435. Personal references and prior employment may



be checked if needed. Additional background checks or rechecks will be the sole responsibility of the station.

6. Furnish adequate accident and liability insurance coverage as required by the Senior Service Corps guidelines.
7. Arrange physical examinations for all volunteers, initially prior to assignment, and annually thereafter.
8. In cooperation with the Program Advisory Council arrange, for appeal procedures to resolve problems arising between volunteers, the Station and/or the Program.
9. Retain full responsibility for the management and fiscal control of the project.
10. Ensure a written Letter of Agreement is signed authorizing in-home service by the volunteer(s). Ensure a plan specifying activities to be performed by the volunteer is current.
11. Provide the Station with a Statement of Service on a monthly basis.
12. Monitor travel site expense to ensure that transportation costs are incurred through volunteer assignments and volunteer service. Provided there are sufficient funds available, project funds cover a limit of \$89 (200 miles @ 44.5 cents per mile) per volunteer per month.
13. Establish a probationary period of three (3) months or 90 calendar days within which newly assigned volunteers shall be evaluated as to their performance. Acceptance of an assigned volunteer beyond this period shall constitute an agreement of satisfactory performance unless otherwise communicated in writing prior to the end of this probationary period.
14. Donor certification: It is certified that the time devoted to the project will be performed during normal working hours. These services are not included as match for any other state or federal government directly or indirectly under any federal grant or contract except as provided for under FR 94.016

## **SECTION II**

### **The Station agrees to:**

1. Designate Station Representative (above) to act as liaison with the Program.
2. Designate a person to supervise the day-to-day activities of the volunteer(s) and evaluate their performance. Assist in documenting performance problems of the volunteer and work with Program staff on determining and implementing corrective disciplinary procedures.
3. Inform the Program of the Station's acceptance of a volunteer at the end of the three (3) months probationary period. Further, the station should notify the Program of problems with the performance



of any volunteer during the probationary period or at any time necessary for the satisfactory delivery of services to Station clients.

4. Direct and arrange schedules for the volunteer(s) that utilizes their skills and training.
5. Provide for adequate health and safety protection of volunteers. In consultation with the Program, make investigations and reports regarding accidents and injuries involving volunteers.
6. Assist the Program staff in responding to emergencies that may occur when volunteers are on duty.
7. Assist the Program in developing and implementing the necessary record keeping and communications systems required by both parties.
8. Collect and validate appropriate volunteer reports for submission to the Program, i.e., time sheets, travel vouchers, Assignment Plans, Outcome Forms, evaluations, etc.
9. Develop or utilize existing Assignment Plans with specific goals and objectives for services to each Station client.
10. Inform the Program in a timely fashion of problems that may develop between volunteers and Station staff or Station clients.
11. Allow the Program staff access to volunteer sites or client information as necessary in the conduct of the Program's monitoring responsibility, within the confidentiality restrictions imposed by the Station.
12. Facilitate each volunteer first visit when assigned to a new Station client.
13. Participate in training for teachers or other Station staff conducted or sponsored by the Program to improve the delivery of services to Station clients and to improve the communication and the relationship between the parties concerned.
14. Assist in recruitment, orientation instruction and other project related activities to enhance services to Station clients.
15. Have the right to request the Program to reassign the volunteer at any time.
16. Provide donation/in-kind contribution(s) in support of the Program:

Volunteer Support            \$5,880/month (for 10 months) for K-12 Schools  
Volunteer Support            \$600/month (for 10 months) for Pre-K/HeadStart  
Share of cost support must be from a non-federal source.



17. Ensure that Foster Grandparents serve in a volunteer capacity and verify that they will not displace paid or contracted employees.
18. Maintain programs and activities to which Foster Grandparents are assigned are accessible to persons with disabilities, limited English proficiency, and provide reasonable accommodations to allow participation. The Volunteer Station will maintain the programs and activities to which Foster Grandparents volunteers are assigned accessible to persons with disabilities (including mobility, hearing, vision, mental, and cognitive impairments or addictions and diseases) and/or limited English language proficiency and provide reasonable accommodation to allow persons with disabilities to participate in programs and activities
19. The volunteer station will not discriminate against Foster Grandparents on the basis of race, color, national origin, limited English proficiency, sex, sexual orientation, age, political affiliation, religion, or disability or on the basis of disability, if the volunteer is a qualified individual with a disability.
20. The station verifies that it is a public agency, secular or faith-based private non-profit organization, or proprietary health care organization that accepts the responsibility for assignment and supervision of Foster Grandparents. Each volunteer station must be licensed or otherwise certified, when required, by the appropriate state or local government.
21. Volunteers are prohibited from engaging in political activities while on duty or resulting in identification or involvement of the volunteer project with the political activity. Prohibited political activities include: electoral activities, voter registration, voter transportation to polls, and efforts to influence legislation and labor or anti-labor organizations or related activities.
22. Volunteers may not give religious instruction, conduct worship services, or engage in any form of religious practice while on duty.
23. Elder Care Services and its employees, nor any volunteer station, may request or receive compensation from the beneficiaries of Senior Corps volunteers. No volunteer can receive a fee for service from the service recipients, their legal guardians, members of their families, or friends.

### **SECTION III**

#### **The Program and Station mutually agrees:**

1. Termination at will.

This Agreement may be terminated by either party upon no less than thirty (30) days written notice with or without cause.

2. It is understood that the volunteer assignments are not contingent upon a voluntary donation from the station or upon a prescribed amount of donation.



3. Re-negotiation or modification.

Modifications of provisions of this Agreement shall only be valid when they have been reduced to writing and duly signed. The parties agree to re-negotiate this Agreement if Federal and/or State revision of any applicable laws or regulations make changes in this agreement necessary.

If the number of volunteers stated in this contract remains inaccurate for four or more months, an addendum should be signed to adjust the amount of volunteers to a more consistent and mutually agreeable number.

4. Special Provisions: NONE

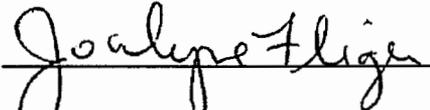
IN WITNESS THEREOF, the parties hereto have caused this Agreement to be executed by their undersigned officials as duly authorized.

**Elder Care Services, Inc.**  
**Senior Volunteer Programs**

Station

BY: Jocelyne Fliger

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

SIGNATURE: 

SIGNATURE: \_\_\_\_\_

TITLE: Director of Senior Vol. Programs

TITLE: \_\_\_\_\_

ADDRESS: 2518 W. Tennessee St.

ADDRESS: \_\_\_\_\_

Tallahassee, FL 32304

\_\_\_\_\_

DATE: 7-14-16

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



### Memorandum of Understanding

Elder Care Services, Inc., Foster Grandparent Program enters into this agreement with the Gadsden County School Board (hereafter referred to as the Station) for the purpose of providing its Volunteers with meaningful service opportunities with clients of the Station. All services expected must conform to the regulations governing the National Foster Grandparent Program as published in the Federal Register.

This agreement shall be in effect for the school year period beginning August 1<sup>st</sup>, 2016 and ending May 31<sup>st</sup>, 2017 unless otherwise requested.

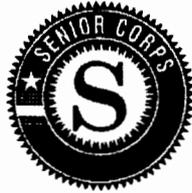
Each party has designated the following persons to serve as liaison for their respective organizations and all formal communications shall be conducted with their knowledge.

Station Representative:	<u>Sharon Thomas</u>
Position Held:	<u>Program Director</u>
Program Representative:	<u>Tiffane Zanders</u>
Position Held:	<u>Volunteer Coordinator</u>

#### **Section I**

**Elder Care Services, Inc., Foster Grandparent Program agrees to:**

1. Designate a Program Coordinator to serve as liaison with the Station.
2. Recruit, interview and enroll volunteer(s) to maintain **FIFTY SIX (56) IN K-12 SCHOOLS, FOUR (4) IN PRE-K/HEADSTART** volunteer position(s) at the Station. The volunteer(s) will provide services as directed by the Station to clients assigned to them by Station staff.
3. Provide not less than 40 hours of orientation and training – of which 20 hours must be pre-service orientation – and an average of 4 hours monthly of in-service training. Provide orientation to volunteer station staff prior to placement of volunteers and at other times as needed
4. Work with the Station supervisor of the volunteer(s) regarding the volunteers' interactions with clients according to criteria and procedures to be jointly agreed upon by the Station and the Program (Assignment Plan). It is understood that the Station has the authority to direct, schedule, instruct, and coordinate the activities of all volunteers assigned to it.
5. Prior to placement, all Foster Grandparent volunteers will be screened in accordance with Federal and State guidelines, including: National Sexual Offender Public Registry (NSOPR) and Level II Criminal History Check in accordance with Florida Statute 435. Personal references and prior employment may



be checked if needed. Additional background checks or rechecks will be the sole responsibility of the station.

6. Furnish adequate accident and liability insurance coverage as required by the Senior Service Corps guidelines.
7. Arrange physical examinations for all volunteers, initially prior to assignment, and annually thereafter.
8. In cooperation with the Program Advisory Council arrange, for appeal procedures to resolve problems arising between volunteers, the Station and/or the Program.
9. Retain full responsibility for the management and fiscal control of the project.
10. Ensure a written Letter of Agreement is signed authorizing in-home service by the volunteer(s). Ensure a plan specifying activities to be performed by the volunteer is current.
11. Provide the Station with a Statement of Service on a monthly basis.
12. Monitor travel site expense to ensure that transportation costs are incurred through volunteer assignments and volunteer service. Provided there are sufficient funds available, project funds cover a limit of \$89 (200 miles @ 44.5 cents per mile) per volunteer per month.
13. Establish a probationary period of three (3) months or 90 calendar days within which newly assigned volunteers shall be evaluated as to their performance. Acceptance of an assigned volunteer beyond this period shall constitute an agreement of satisfactory performance unless otherwise communicated in writing prior to the end of this probationary period.
14. Donor certification: It is certified that the time devoted to the project will be performed during normal working hours. These services are not included as match for any other state or federal government directly or indirectly under any federal grant or contract except as provided for under FR 94.016

## **SECTION II**

### **The Station agrees to:**

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2. Designate a person to supervise the day-to-day activities of the volunteer(s) and evaluate their performance. Assist in documenting performance problems of the volunteer and work with Program staff on determining and implementing corrective disciplinary procedures.
3. Inform the Program of the Station's acceptance of a volunteer at the end of the three (3) months probationary period. Further, the station should notify the Program of problems with the performance



of any volunteer during the probationary period or at any time necessary for the satisfactory delivery of services to Station clients.

4. Direct and arrange schedules for the volunteer(s) that utilizes their skills and training.
5. Provide for adequate health and safety protection of volunteers. In consultation with the Program, make investigations and reports regarding accidents and injuries involving volunteers.
6. Assist the Program staff in responding to emergencies that may occur when volunteers are on duty.
7. Assist the Program in developing and implementing the necessary record keeping and communications systems required by both parties.
8. Collect and validate appropriate volunteer reports for submission to the Program, i.e., time sheets, travel vouchers, Assignment Plans, Outcome Forms, evaluations, etc.
9. Develop or utilize existing Assignment Plans with specific goals and objectives for services to each Station client.
10. Inform the Program in a timely fashion of problems that may develop between volunteers and Station staff or Station clients.
11. Allow the Program staff access to volunteer sites or client information as necessary in the conduct of the Program's monitoring responsibility, within the confidentiality restrictions imposed by the Station.
12. Facilitate each volunteer first visit when assigned to a new Station client.
13. Participate in training for teachers or other Station staff conducted or sponsored by the Program to improve the delivery of services to Station clients and to improve the communication and the relationship between the parties concerned.
14. Assist in recruitment, orientation instruction and other project related activities to enhance services to Station clients.
15. Have the right to request the Program to reassign the volunteer at any time.
16. Provide donation/in-kind contribution(s) in support of the Program:

Volunteer Support            \$5,880/month (for 10 months) for K-12 Schools  
Volunteer Support            \$600/month (for 10 months) for Pre-K/HeadStart  
Share of cost support must be from a non-federal source.



17. Ensure that Foster Grandparents serve in a volunteer capacity and verify that they will not displace paid or contracted employees.
18. Maintain programs and activities to which Foster Grandparents are assigned are accessible to persons with disabilities, limited English proficiency, and provide reasonable accommodations to allow participation. The Volunteer Station will maintain the programs and activities to which Foster Grandparents volunteers are assigned accessible to persons with disabilities (including mobility, hearing, vision, mental, and cognitive impairments or addictions and diseases) and/or limited English language proficiency and provide reasonable accommodation to allow persons with disabilities to participate in programs and activities
19. The volunteer station will not discriminate against Foster Grandparents on the basis of race, color, national origin, limited English proficiency, sex, sexual orientation, age, political affiliation, religion, or disability or on the basis of disability, if the volunteer is a qualified individual with a disability.
20. The station verifies that it is a public agency, secular or faith-based private non-profit organization, or proprietary health care organization that accepts the responsibility for assignment and supervision of Foster Grandparents. Each volunteer station must be licensed or otherwise certified, when required, by the appropriate state or local government.
21. Volunteers are prohibited from engaging in political activities while on duty or resulting in identification or involvement of the volunteer project with the political activity. Prohibited political activities include: electoral activities, voter registration, voter transportation to polls, and efforts to influence legislation and labor or anti-labor organizations or related activities.
22. Volunteers may not give religious instruction, conduct worship services, or engage in any form of religious practice while on duty.
23. Elder Care Services and its employees, nor any volunteer station, may request or receive compensation from the beneficiaries of Senior Corps volunteers. No volunteer can receive a fee for service from the service recipients, their legal guardians, members of their families, or friends.

### **SECTION III**

#### **The Program and Station mutually agrees:**

1. Termination at will.

This Agreement may be terminated by either party upon no less than thirty (30) days written notice with or without cause.

2. It is understood that the volunteer assignments are not contingent upon a voluntary donation from the station or upon a prescribed amount of donation.



3. Re-negotiation or modification.

Modifications of provisions of this Agreement shall only be valid when they have been reduced to writing and duly signed. The parties agree to re-negotiate this Agreement if Federal and/or State revision of any applicable laws or regulations make changes in this agreement necessary.

If the number of volunteers stated in this contract remains inaccurate for four or more months, an addendum should be signed to adjust the amount of volunteers to a more consistent and mutually agreeable number.

4. Special Provisions: NONE

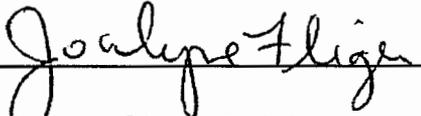
IN WITNESS THEREOF, the parties hereto have caused this Agreement to be executed by their undersigned officials as duly authorized.

**Elder Care Services, Inc.**  
**Senior Volunteer Programs**

**Station**

BY: Jocelyne Fliger

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

SIGNATURE: 

SIGNATURE: \_\_\_\_\_

TITLE: Director of Senior Vol. Programs

TITLE: \_\_\_\_\_

ADDRESS: 2518 W. Tennessee St.

ADDRESS: \_\_\_\_\_

Tallahassee, FL 32304

\_\_\_\_\_

DATE: 7-14-16

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

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7f

**DATE OF SCHOOL BOARD MEETING:** July 26, 2016

**TITLE OF AGENDA ITEM:** Memorandum of Understanding – United Way of the Big Bend and Liberty Community Health Care, Inc. and Gadsden County Schools

**DIVISION:**

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

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

Memorandum of Understanding to allow SMILE UNITED to provide dental services on school campuses – inclusive of Head Start, elementary, middle and high schools.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Reginald C. James

**POSITION:** Superintendent

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

## MEMORANDUM OF UNDERSTANDING

United Way of the Big Bend  
307 East 7<sup>th</sup> Avenue  
Tallahassee, FL 32303  
(850) 414-0844

Katrina Rolle, President/CEO

And

Liberty Community Health Care, Inc.  
P.O. Box 175  
Hosford, FL 32334  
(850) 379-5800

Peggy Howland, Executive Director

And

Gadsden County Schools  
35 Martin Luther King, Jr. Blvd.  
Quincy, FL 32351  
(850) 627-9651

Reginald James, Superintendant

Period Covered: August 2016 to July 2017

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This Memorandum of Understanding, hereinafter referred to as "the MOU," between the three above-captioned parties contains basic provisions, which will guide the working relationship between all parties concerning the SMILE UNITED program. This MOU is an expression of understanding to facilitate cooperation on matters relating to the execution of the SMILE UNITED program as outlined below.

### United Way of the Big Bend (UWBB) Responsibilities:

- Coordinate communication between the partners
- Recruit and coordinate with Gadsden County Schools to have schools participate in the program
- Coordinate with Liberty Community Health Care, Inc. to develop the schedule for each school
- Work with school principals to identify a site coordinator
- Ensure that site coordinators distribute and collect all required paperwork from families who wish to take advantage of the SMILE UNITED program within a prescribed time frame
- Work with site coordinator to secure a location in each school that meets Liberty Community Health Care, Inc.'s (LCHC) specific requirements
- Check in with the SMILE UNITED program at each school to make sure the program is running efficiently
- Create student charts to be given to LCHC for billing and record purposes
- Develop working relationship with each school site coordinator and administer designated stipend for their efforts.
- Purchase fully-equipped state-of-the-art portable dental chairs and accompanying supplies

### Liberty Community Health Care, Inc. Responsibilities:

- Coordinate with UWBB to develop the schedule for each school
- Coordinate with UWBB to gather permission forms for records and billing
- Perform necessary paperwork and prepare charts prior to going to a selected school

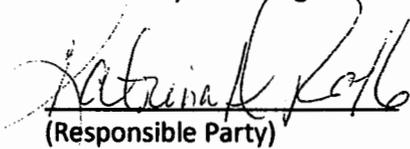
- Coordinate transportation of dental equipment to each scheduled site
- Set up all necessary equipment and materials at each school site in advance of services
- Provide coordinator and sufficient amount of dental hygienists each week to perform sealants
- Coordinate with site coordinator and other school employees to come up with a system of gathering the students
- Provide UWBB with data collected on the students as requested
- Provide each student with a dental assessment, cleaning, sealants( when applicable), fluoride varnish and dental education
- Bill Medicaid providers to ensure reimbursement
- House all dental equipment and supplies during holiday breaks and summer months

**Gadsden County Schools Responsibilities:**

- Allow SMILE UNITED to provide services on school campuses – inclusive of Head Start, elementary, middle and high Schools.
- Provide suitable and dedicated space (not portable unit due to fire hazard) at each school for the duration of the scheduled visit

The parties whose signatures appear below attest to having the authority to enter into this MOU and agree that this MOU will become effective on the aforementioned date.

United Way of the Big Bend



(Responsible Party)

Liberty Community Health Care, Inc.

\_\_\_\_\_  
(Responsible Party)

Gadsden County Schools

\_\_\_\_\_  
(Responsible Party)

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7g

**DATE OF SCHOOL BOARD MEETING:** July 26, 2016

**TITLE OF AGENDA ITEM:** Agreement Between The School Board of Gadsden County and Jones Diversified Marketing Group

**DIVISION:**

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

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

Agreement with Jones Diversified Marketing Group to identify and obtain additional revenue for the School Board of Gadsden County Florida to allow it to expand its resources, supplies and services to enhance its ability to provide for the education of its students. Jones Diversified Marketing Group will identify and acquire additional funding by soliciting grants and donations from fortune 500 corporations.

**FUND SOURCE:** N/A

**AMOUNT:** 12% finding fee for all funds procured and received

**PREPARED BY:** Reginald C. James

**POSITION:** Superintendent

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**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

**AGREEMENT**

**THIS AGREEMENT** is made and entered into as of this \_\_\_\_ day of \_\_\_\_\_, 2016, by and between

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**  
(Hereinafter referred to as "SBGC"),  
a body corporate and political subdivision of the State of Florida,  
whose principal place of business is  
35 Martin Luther King, Jr., Blvd., Quincy, Florida

and

**JONES DIVERSIFIED MARKETING GROUP**  
(hereinafter referred to as " Jones Diversified "),  
whose principal place of business is  
1100 Louie Jones Road, Columbia, Alabama.

The goal of this agreement is to identify and obtain additional revenue for the School Board of Gadsden, County Florida to allow it to expand it resources, supplies and services to enhance its ability to provide for the education of its students.

**WHEREAS:** the SBGC seeks to contract with Jones Diversified Marketing Group to identify and acquire additional funding by soliciting grants and donations from fortune 500 corporations, as set forth more fully below and

**WHEREAS:** Jones Diversified Marketing Group agrees to perform such services under the terms and conditions set forth below; therefore the parties agree as follows:

**ARTICLE 1 -SPECIAL CONDITIONS**

1.01 **Term of Agreement.** Unless terminated earlier pursuant to Section 2.04 of this Agreement, the term of this Agreement shall commence on \_\_\_\_\_ and conclude on \_\_\_\_\_, 20\_\_.

1.02 **Responsibilities of Jones Diversified:**

- A. Identify potential sources of funding.
- B. Provide information to and meet with the Superintendent, his designee or committee relating to the potential funding sources identified.
- C. Agree to attend Board meetings as required to provide information to the members of the Board relating to potential funding sources identified for consideration
- D. Prepare and submit all required applications or paperwork needed to procure the funding upon receiving notice of Board approval.

E. Agrees to procure additional revenue in the amount of \$500,000.00 during the term of this agreement. The funds will be procured in the amount of \$125,000.00 per quarter.

**1.03 Responsibilities of SBGC**

- A. Agrees to review in good faith potential funding sources presented for its consideration.
- B. To pay the funding fee in accordance with section 1.04 below
- C. To comply with all agreed upon conditions required by the funding entity in utilization of the funding awarded.
- D. Utilize the funding to enhance its ability to provide education

**1.04 Terms of Payment**

- A. SBGC agrees to pay Jones Diversified a 12% finding fee for all funds procured and received by it.
- B. Such payments shall be accumulated and paid once per month in the normal course of payment of SBGC vendors.
- C. Payment will not be due until the funds have been received by the SBGC.

**1.05 Background Screening:** Jones Diversified agrees to comply with all requirements of Sections 1012.32 and 1012.465, Florida Statutes, and all of its personnel who (1) are to be permitted access to school grounds when students are present, (2) will have direct contact with students, or (3) have access or control of school funds, will successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes. This background screening will be conducted by SBGC in advance of [REDACTED] or its personnel providing any services under the conditions described in the previous sentence. Jones Diversified shall bear the cost of acquiring the background screening required by Section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to Jones Diversified and its personnel. The Parties agree that the failure of Jones Diversified to perform any of the duties described in this section shall constitute a material breach of this Agreement entitling SBGC to terminate immediately with no further responsibilities or duties to perform under this Agreement. Jones Diversified agrees to indemnify and hold harmless SBGC, its officers and employees from any liability in the form of physical or mental injury, death or property damage resulting in Jones Diversified's failure to comply with the requirements of this Section or with Sections 1012.32 and 1012.465, Florida Statutes.

**1.06 Indemnification.**

A. by SBGC: SBGC agrees to be fully responsible up to the limits of Section 768.28, Florida Statutes, for its acts of negligence, or its agent's acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

B. By Jones Diversified: Jones Diversified agrees to indemnify, hold harmless and defend SBGC, its agents, servants and employees from any and all claims, judgments, costs, and expenses including, but not limited to, reasonable attorney's fees, reasonable investigative and discovery costs, court costs and all other sums which SBGC, its agents, servants and employees may pay or become obligated to pay on account of any, all and every claim or demand, or assertion of liability, or any claim or action founded thereon, arising or alleged to have arisen out of the products, goods or services furnished by Jones Diversified its agents, servants or employees; the equipment of Jones Diversified its agents, servants or employees while such equipment is on premises owned or controlled by SBGC; or the negligence of Jones Diversified or the negligence of Jones Diversified's agents when acting within the scope of their employment, whether such claims, judgments, costs and expenses be for damages, damage to property including SBGC's property, and injury or death of any person whether employed by Jones Diversified, SBGC or otherwise.

#### 1.07 **Independent Contractor**

It is mutually agreed and understood that the services provided by Jones Diversified to SBGC pursuant to this agreement are rendered by Jones Diversified to SBGC as an independent contractor, and nothing contained in this agreement shall be construed as creating an employer/employee, partnership, joint venture, or principal/agent relationship between SBGC and Jones Diversified. In this regard, neither Jones Diversified nor any of Jones Diversified's agents, representatives, employees or independent contractors shall be deemed to be employed by SBGC for purposes of any tax or contribution levied by, under or in accordance with any federal, state or local laws with respect to employment or compensation for employment or for any purposes whatsoever. In addition, neither Jones Diversified nor any of its employees, agents, representatives, or independent contractors shall be entitled to any fringe benefits, including participation in any health insurance, dental, retirement, or any other defined benefit or deferred compensation plans established or offered by SBGC to or for the benefit of any of the SBGC's employees. Jones Diversified agrees to maintain at its expense, workers compensation insurance and liability insurance, as required by law, to fully protect Jones Diversified and any individual employed by Jones Diversified in providing services under this contract.

### **ARTICLE 2 – GENERAL CONDITIONS**

2.01 **No Waiver of Sovereign Immunity.** Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or to subject such an agency or political subdivision to liability above the limits of Section 768.28, Florida Statutes.

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

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

2.04 **Termination.** This Agreement may be canceled with or without cause by SBGC during the term hereof upon thirty (30) days written notice to the other parties of its desire to terminate this Agreement.

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

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

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

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

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

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

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

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

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

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

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

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

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

To SBBC: Superintendent of Schools  
The School Board of Gadsden County, Florida  
35 Martin Luther King, Jr. Blvd.  
Quincy, Florida 32351

With a Copy to: [Redacted]  
Name of District Representative  
[Redacted]  
Address  
[Redacted]  
Address

To Jones Diversified

Carl Jones, Certified Financial Advisor  
Jones Diversified Marketing Group  
1100 Louie Jones Road  
Columbia, Alabama 36319

With a Copy to:

[Redacted]  
Name to be Provided by Other Party  
[Redacted]  
Address  
[Redacted]  
Address

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

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

2.20 **Excess Funds.** Any party receiving funds paid by SBGC under this Agreement agrees to promptly notify SBGC of any funds erroneously received from SBGC upon the discovery of such erroneous payment or overpayment. Any such excess funds shall be refunded to SBGC with interest calculated from the date of the erroneous payment or overpayment. Interest shall be calculated using the interest rate for judgments under Section 55.03, Florida Statutes, applicable at the time the erroneous payment or overpayment was made by SBGC.

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

**FOR SBBC**

(Corporate Seal)

THE SCHOOL BOARD OF GADSDEN  
COUNTY, FLORIDA

ATTEST:

By \_\_\_\_\_  
Roger Milton, Chair

\_\_\_\_\_  
Reginald C. James, Superintendent of  
Schools

Approved as to Form and Legal Content:

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

**FOR JONES DIVERSIFIED MARKETING GROUP**

(Corporate Seal)

\_\_\_\_\_  
Carl Jones, Certified Financial Advisor

ATTEST:

By \_\_\_\_\_

\_\_\_\_\_  
, Secretary

-or-

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Witness

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 7h

**DATE OF SCHOOL BOARD MEETING:** July 26, 2016

**TITLE OF AGENDA ITEM:** Career & Technical Education Career Pathways Articulation Agreement between Tallahassee Community College and Gadsden County Schools 2016-2017

**DIVISION:** Secondary Education

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

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

The purpose of this agenda item is to request board approval of the Career & Technical Education Career Pathways Articulation Agreement between the School Board of Gadsden County and Tallahassee Community College governing the enrollment of students for the 2016-2017 school term.

**FUND SOURCE:** FEFP

**AMOUNT:** Undetermined – based upon enrollment

**PREPARED BY:** Dionne Mathews-Nelloms DMN

**POSITION:** K-12 Supervisor of Curriculum & Instruction

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_4\_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered 8

CHAIRMAN’S SIGNATURE: page(s) numbered 8

**Career and Technical Education  
Tallahassee Community College & Gadsden County School Board  
Career Pathways Articulation Agreement  
2015-2016**

Articulation is a method of granting college level course credit for learning and skills accomplished as part of secondary school instruction. The secondary school and Tallahassee Community College (TCC) will maintain the integrity of their separate programs and enter into this agreement as cooperating educational institutions.

TCC will work with the high school to establish Career Pathways to serve Career and Technical Education (CTE) students. Agreements will be developed during the year, and this agreement will be amended as agreements are completed.

**Student Qualifications**

Students must meet all TCC admission requirements and present evidence of the following:

1. Successful completion of the articulated secondary technical program of study with a grade of 2.5 (on a 4.00 scale) or better.
2. Completion of Tallahassee Community College placement testing requirements.
3. Graduation from secondary school no more than 18 months prior to enrollment at Tallahassee Community College.
4. Enrollment in an A.S. or certificate program appropriate to the credit to be awarded for the specified exemption exam or industry certification. Completion of 9 credit hours in the A.S. or certificate program is required in order for the career pathway credit to be applied to the college transcript.

**Procedure**

1. The secondary school instructor provides evidence of completion to the district Career and Technical Education contact who forwards the information to the TCC's Career Pathways contact.
2. TCC's Career Pathway Specialist will issue a letter to students who have successfully completed the secondary Career Pathway program as reported by the district Career and Technical Education contact informing students of the Career Pathway articulation agreement opportunities.

### **Conditions of Agreement**

1. Gadsden County High School faculty and TCC faculty will review course textbooks, syllabi, and other institutional materials as needed in order to develop articulated programs of study.
2. Gadsden County High School and TCC will review the list of articulated programs of study annually. Changes will be made as necessary based on changes in program offerings and outcomes.
3. Gadsden County High School and TCC will cooperate in publicizing this program to secondary school students in order to ensure that they are aware of these opportunities.
4. TCC will not charge tuition for any courses for which a student receives articulated credit.

This agreement may be terminated at any time by either Gadsden County High Schools or Tallahassee Community College through providing thirty (30) days' notice. In the event of a termination, both schools agree that students who are currently in secondary courses and working toward fulfilling the competencies or who are in their first semester at TCC will be allowed to complete the articulated credit.

This agreement will remain in effect and will be reviewed annually by the articulation committee and incorporated into the dual enrollment articulation agreement. The articulation committee will be composed of the Vice President for Academic Affairs of Tallahassee Community College, Dean for Technology and Professional Programs of Tallahassee Community College, District Representative for Gadsden County and the TCC Career Pathways Specialist.

**GADSDEN COUNTY HIGH SCHOOLS CAREER PATHWAYS**

High School Career Pathway	TCC A.S. Degree or Certificate	Assessment	Articulated Credit
<p><b>Administrative Office Specialist - E/W Gadsden County HS</b></p> <ul style="list-style-type: none"> <li>- Administrative Office Technology I</li> <li>- Administrative Office Technology I</li> <li>- Business Software Applications I</li> </ul>	<p>Office Administration, A.S. And/or Office Management Certificate</p>	<p>Completion of the high school Administrative Office Specialist plus Microsoft Office Master MICRO017; MOS Certified Application Specialist Certificate(s)</p>	<p>State Pathway: Microsoft Office Master MICO017 - CGS2100 (3 credit hours)</p> <p>TCC Pathway: Up to 9 hours credit awarded with MOS Certifications including Word, PowerPoint, Access, Excel</p>
<p><b>Criminal Justice - E/W Gadsden County HS</b></p> <ul style="list-style-type: none"> <li>- Criminal Justice Operations II</li> <li>- Criminal Justice Operations II</li> <li>- Criminal Justice Operations III</li> <li>- Criminal Justice Operations</li> </ul>	<p>Criminal Justice Technology, A.S.</p>	<p>Completion of high school Criminal Justice program</p>	<p>TCC Pathway: 9 hours credit awarded as Program Courses</p>

<p><b>Digital Design - W Gadsden County HS</b></p> <ul style="list-style-type: none"> <li>- Intro to Information Technology</li> <li>- Digital Design I</li> <li>- Digital Design II</li> <li>- Digital Design III</li> </ul>	<p>Graphic and Web Design Technology, A.S.</p>	<p>Completion of the high school Digital Design program plus CIW Master Designer PROSO004, Adobe Certified Associate Certificate(s)</p>	<p>State Pathway: CIW Master Designer - Professional Elective (3 credit hours)</p> <p>TCC Pathway: Up to 9 hours CGS1060 Computer and Internet Literacy Exemption Exam Up to 6 credit hours applied to program courses depending on Adobe certification presented</p>
<p><b>Applied Information Technology - E/W Gadsden HS</b></p> <ul style="list-style-type: none"> <li>- IT Programming Database</li> <li>- IT Programming Database</li> <li>- IT Technical Support /Networking</li> <li>- IT Web - Digital Media</li> </ul>	<p>Web Technologies, A. S. And/or Web Technologies Certificate</p>	<p>Completion of the high school Applied Information Technology Program plus CIW Assoc. Design Specialist PROSO001, CIW Master Designer PROSO004, MOS Certified Application Specialist Certification(s)</p>	<p>State Pathway: Up to 12 credit hours 6 credit hours awarded as CGS1820 &amp; CGS1555 CIW Master Designer - COP2822 (3 credit hours) and Program Elective (3 credit hours)</p> <p>TCC Pathway: Up to 6 hours credit awarded with MOS Certifications including Word, PowerPoint, Access, Excel</p>
<p><b>Nursing Assisting - E Gadsden HS</b></p> <ul style="list-style-type: none"> <li>- Medical Skills/ Research</li> <li>- Health Sciences I</li> <li>- Health Sciences II</li> <li>- Nursing Assistant III</li> </ul>	<p>Emergency Medical Services, A.S. And/or Emergency Medical Technician Certificate</p>	<p>Completion of the high school Allied Health Assisting program Plus CPR, Emergency Medical Responder EMR NREMT003</p>	<p>TCC Pathway: HSC2531 Medical Terminology Exemption Exam (3 credit hours) EMS1059C First Responder Credential (3 credit hours)</p>

**2015 - 2016**  
**Career and Technical Education**  
**Career Pathways Articulation Agreement between**  
**Gadsden Technical Institute and Tallahassee Community College**

Articulation is a method of granting college-level course credit for learning and skills accomplished as part of vocational school instruction. Gadsden Technical Institute and Tallahassee Community College (TCC) will maintain the integrity of their separate programs and enter into this agreement as cooperating educational institutions.

Tallahassee Community College will work with Gadsden Technical Institute to establish Career Pathways to serve Career and Technical Education (CTE) students. Agreements will be developed during the year and this agreement will be amended as agreements are completed.

**Student Qualifications**

Students must meet all TCC admission requirements; select an A.S. or college- credit certificate and present evidence of the following:

1. Successful completion of the articulated technical program of study with a grade of 2.5 (on a 4.00 scale) or better.
2. Successful completion of all applicable developmental classes. Students not requiring developmental classes will earn credit upon acceptance to TCC.
3. At least a 2.00 overall GPA completed if college credit courses have been completed.
4. Completion of the Gadsden Technical Institute program no more than 18 months prior to enrollment at Tallahassee Community College.
4. Enrollment in an A.S. or certificate program appropriate to the credit to be awarded for the specified exemption exam or industry certification. Completion of 9 credit hours in the A.S. or certificate program is required in order for the career pathway credit to be applied to the college transcript

**Procedure**

1. The Gadsden Technical Institute Career and Technical Education Director will provide evidence of completion to the designated Tallahassee Community College Career Pathways Specialist.
2. Tallahassee Community College's designated Career Pathways Specialist will issue a letter to students who have successfully completed the Gadsden Technical Institute program as reported by the Career and Technical Education Director.

3. If the student desires to participate in the identified Career and Technical Education program, the student will request that an official transcript be forward to TCC. Students will receive block credit upon submission of the Gadsden Technical Institute transcript.

**Conditions of Agreement**

1. Gadsden Technical Institute and TCC's faculty will review course textbooks, syllabi and other institutional materials as needed in order to develop articulated programs of study.
2. Gadsden Technical Institute and TCC's will review the list of articulated programs of study annually. Changes will be made as necessary based on changes in program offerings and outcomes.
3. Gadsden Technical Institute and TCC will cooperate in publicizing Career Pathways in order to ensure that students are aware of the opportunities.
4. Tallahassee Community College will not charge tuition for any courses for which a student receives articulated credit.

This agreement will remain in effect and will be reviewed annually by the articulation committee. The articulation committee will be composed of the Principal of Gadsden Technical Institute, the Director of Secondary Schools, the Provost and Vice President of Academic Affairs and the Dean of Technology of Professional Programs.

**GASDEN TECHNICAL INSTITUTE CAREER PATHWAYS**

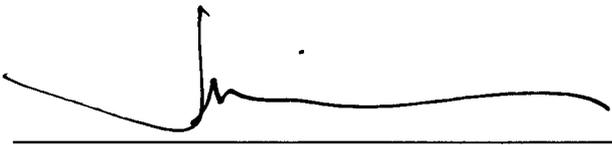
<p><b>Medical Administrative Specialist</b>  <b>PSAV 1050 Clock hours</b>          - Introduction to Information Technology          - Medical Office Tech II          - Medical Office Tech IV          - Medical Office Tech VIII</p>	<p>Office Administration A. S.</p>	<p>Completion of Technical Center          Medical Administrative Specialist          PSAV program (1050 hours)          plus          MOS Certified Application          Specialist Certification(s)</p>	<p>TCC Pathway: 12 credit hours          awarded as MNA2021, GEB1011,          MNA2130, Program Elective</p>
<p><b>Administrative Office Specialist</b>  <b>PSAV 1050 clock hours</b>          - BTE Core (150 hours)/ Front Desk          Specialist (300 hours)          - BTE Core (150 hours)/ Front Desk          Specialist (300 hours)          - Assistant Digital Production Designer (150          hours)          - Administrative Assistant (450 hours)</p>	<p>Office Administration A.S.</p>	<p>Completion of Technical Center          Administrative Office Specialist          program (1050 hours)</p>	<p>TCC Pathway: 12 credit hours          awarded as MNA2021, GEB1011,          PAD2002, MNA2130</p>

**IN WITNESS WHEREOF**, the School Board of Gadsden County, Florida and The District Board of Trustees, Tallahassee Community College, Florida have adopted this agreement and caused it to be executed by their respective chairs and chief executive officers.

6/20/16  
Date

  
\_\_\_\_\_  
Chair, The District Board of Trustees,  
Tallahassee Community College, Florida

6/20/16  
Date

  
\_\_\_\_\_  
President, Tallahassee Community College

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, Gadsden County School Board

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent, Gadsden County School District

6/29/14  
Date

  
\_\_\_\_\_  
Director, Gadsden Technical Institute

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 7i

**DATE OF SCHOOL BOARD MEETING:** July 26, 2016

**TITLE OF AGENDA ITEM:** Dual Enrollment Articulation Agreement between Tallahassee Community College and Gadsden County Schools 2016-2017

**DIVISION:** Secondary Education

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

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

The purpose of this agenda item is to request board approval of the Dual Enrollment Articulation Agreement between the School Board of Gadsden County and Tallahassee Community College governing the enrollment of students for the 2016-2017 school term.

**FUND SOURCE:** FEFP

**AMOUNT:** Undetermined – based upon enrollment

**PREPARED BY:** Dionne Mathews-Nelloms

**POSITION:** K-12 Supervisor of Curriculum & Instruction *DMN*

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

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# **2016 – 2017 Dual Enrollment Articulation Agreement**

## **Gadsden County Schools and Tallahassee Community College**

### **Introduction**

The Dual Enrollment Articulation Agreement, as required by Section 1007.271(21), Florida Statutes, is made by and between the District Board of Trustees of Tallahassee Community College, hereinafter referred to as TCC, and the District School Board of Gadsden County, hereinafter referred to as the School Board. The term of this agreement shall commence upon signing and shall end July 31, 2017.

The local Articulation Committee shall consist of the following: Committee members from the School Board will be appointed by the Superintendent of the School Board or designee. Committee members from TCC will be appointed by the President of TCC or designee.

Either party may cancel this Agreement upon thirty (30) days written notice should the other party fail substantially to perform in accord with its terms through no fault of the party initiating the termination. This Agreement may be amended only by written communication signed by the Superintendent of the District School Board of Gadsden County and the President of Tallahassee Community College.

### **I. A ratification or modification of all existing articulation agreements**

This agreement replaces any existing agreement with TCC and the School Board regarding the Dual Enrollment Articulation Agreement.

### **II. A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program**

It is the responsibility of the high schools in the district to inform students of the availability of the dual enrollment program requirements and currently offered courses through educational planning and guidance process. Each high school will advertise dual enrollment through a variety of methods. High school personnel will direct students to meet with their high school guidance counselors if they are interested in learning more about participation in dual enrollment. High school guidance counselors will review with the student criteria for participation in the dual enrollment program. Information will also be available to students and parents on TCC's Dual Enrollment website.

It is the responsibility of the high schools to notify parents about the option for their child to participate in dual enrollment courses through a variety of means.

### III. A delineation of courses and programs available to students eligible to participate in dual enrollment

Section 1007.271(1), Florida Statutes, establishes that “the dual enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree”. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. Physical education skills courses and college preparatory instruction are not eligible for dual enrollment.

Students enrolled as dual enrollment, early admission, or career dual enrollment shall be exempt from the payment of registration, tuition, and laboratory fees. Students enrolled as dual enrollment, early admission, and career dual enrollment, will be eligible to participate in both high school and college activities as appropriate including graduation and other extracurricular activities. Participation in all college activities must be approved by the Vice President for Student Affairs.

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses – High School Subject Area Equivalency List are eligible for dual enrollment. This list is available at <http://www.fldoe.org/articulation/pdf/DELlist.pdf>. Eligible courses may be taken in any format that TCC offers them unless otherwise specified in the Agreement.

College courses are offered on the main campus, high school campuses, and through distance learning.

#### **Early Admission Dual Enrollment**

Early Admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis (minimum of 12 credit hours and maximum of 15 credit hours) in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Early admitted students will be exempt from the payment of registration, tuition, and laboratory fees. Both the high school and TCC must approve Early Admission for a high school student each semester.

#### **Career Dual Enrollment**

Career dual enrollment is a curricular option of elective credits toward earning the high school diploma and completing a career-preparatory certificate program (PSAV). Career dual enrollment is not intended to enable students to take isolated courses unrelated to a program. The School Board will inform all students of the options available and the eligibility criteria. For 2016-2017, there are no options available for career dual enrollment through TCC.

**IV. A description of the process by which students and their parents exercise options to participate in the dual enrollment program**

**Application Process for New Students**

Step 1: Complete [TCC online application](#). [Click here to access application instructions](#).

Step 2: Meet with high school guidance counselor to discuss testing options.

Step 3: Complete the Permission to Register Form with your guidance counselor. Your guidance counselor will help you choose courses that will count towards your high school graduation requirements. Please make sure that your guidance counselor lists the courses on the permission to register form and signs the form. [Click here to access the form](#).

Step 4: Schedule a meeting with the TCC Dual Enrollment Advisor by emailing your request to [dualenrollment@tcc.fl.edu](mailto:dualenrollment@tcc.fl.edu).

Step 5: Submit the following documents prior to or during your meeting with the TCC Dual Enrollment Advisor. Documents can be emailed to [dualenrollment@tcc.fl.edu](mailto:dualenrollment@tcc.fl.edu) or you can bring them to your meeting:

- Copy of test scores
- Permission to register form
- High school transcript (please use the FASTER system)

Step 6: During your meeting with the TCC Dual Enrollment Advisor, you will be registered for your TCC courses that are listed on your Permission to Register Form. The TCC Dual Enrollment Advisor is the only person allowed to register you for your courses.

**Application Process for Early Admission Students**

Step 1: Complete [TCC online application](#). [Click here to access application instructions](#).

Step 2: Meet with high school guidance counselor to discuss testing options.

Step 3: Complete the Permission to Register Form with your guidance counselor. Your guidance counselor will help you choose courses that will count towards your high school graduation requirements. Please make sure that your guidance counselor lists the courses on the permission to register form and signs the form. [Click here to access the form](#).

Step 4: Complete the Permission for Early Admission Form with your guidance counselor. [Click here to access the form](#).

Step 5: Schedule a meeting with the TCC Dual Enrollment Advisor by emailing your request to [dualenrollment@tcc.fl.edu](mailto:dualenrollment@tcc.fl.edu)

Step 6: Submit the following documents prior to or during your meeting with the TCC Dual Enrollment Advisor. Documents can be emailed to [dualenrollment@tcc.fl.edu](mailto:dualenrollment@tcc.fl.edu) or you can bring them to your meeting:

- Copy of test scores
- Permission to register form
- Permission for early admission form
- High school transcript (please use the FASTER system)

Step 7: During your meeting with the TCC Dual Enrollment Advisor, you will be registered for your TCC courses that are listed on your Permission to Register Form. The TCC Dual Enrollment Advisor is the only person allowed to register you for your courses.

### **Withdrawing from classes and Schedule Changes**

Dual enrollment students must comply with the drop/add and withdrawal policies and deadlines published by TCC.

To withdraw, add, or drop from a course(s), students must provide a written request from the high school guidance counselor verifying that the student has permission to withdraw, add, or drop **before the withdrawal deadline**. The request must be submitted to TCC's Dual Enrollment Advisor before the withdrawal deadline. [Click here for the Dual Enrollment Withdrawal Form](#).

To change a student's schedule, the guidance counselor must submit a written request to TCC's Dual Enrollment Advisor before the deadline which is published on TCC's Dual Enrollment Website. [Click here for the Course Adjustment Form](#).

### **Summer Enrollment**

Students are allowed to enroll in summer courses during summer B session. Enrollment in sessions A and C are not allowed.

Graduating high school seniors will not be eligible to participate in dual enrollment during the summer. They will be categorized as degree seeking college students and will have to pay for summer courses.

### **Maximum Course Loads**

Dual enrolled students are allowed a maximum of 11 credit hours each semester. All college courses taken must count towards high school credit.

Early admission students are allowed a minimum of 12 credit hours and maximum of 15 credit hours each semester. All college courses taken must count towards high school credit. Special permission is required each semester for the early admission program.

### **Testing for Dual Enrollment Eligibility**

Students will use the P.E.R.T., SAT, ACT, and FCAT 2.0 Reading scores to test for dual enrollment eligibility.

<b>P.E.R.T.</b>		
Reading	106	ENC 1101
Writing	103	
Mathematics	114-122	MAT 1033
Mathematics	123	MAC 1105, STA 2023, MGF 1106, MGF 1107
<b>SAT-I, The College Board</b>		
Verbal	440	ENC 1101
Mathematics	440-549	MAT 1033
Mathematics	550	MAC 1105, STA 2023, MGF 1106, MGF 1107
<b>Enhanced ACT, American College Testing Program</b>		
Reading	19	ENC 1101
English	17	
Mathematics	19-20	MAT 1033
Mathematics	21	MAC 1105, STA 2023, MGF 1106, MGF 1107
<b>Grade 10 FCAT 2.0 Reading</b>		
Reading	262	ENC 1101

Students must provide official score reports to TCC for ACT, SAT, and/or FCAT 2.0 Reading before being registered for courses. Scores must be less than two years old.

High schools must provide P.E.R.T. official score reports and P.E.R.T. test history if students plan to use high school P.E.R.T. scores.

It is the high schools' responsibility to provide P.E.R.T. for dual enrollment eligibility. TCC will work with the high schools and assist with P.E.R.T. testing for special circumstances.

**V. A list of any additional initial student eligibility requirements for participation in the dual enrollment program**

The statutory eligibility requirements for academic dual enrollment include: 3.0 unweighted high school GPA and demonstrated readiness for college coursework through scores on a common placement test (as established in State Board of Education Rule 6A-10.0315).

TCC defines readiness for college-level coursework as placement into college-level Mathematics **and** English **and** Reading.

Students who wish to enroll in dual enrollment prior to completing the 10<sup>th</sup> grade FCAT or Florida State Standardized Assessment will be required to place into college-level Mathematics **and** English **and** Reading in order to be eligible for the dual enrollment program. There are no exceptions to this rule.

Students who wish to enroll in dual enrollment after taking the 10<sup>th</sup> grade FCAT or Florida State Standardized Assessment and have appropriate scores (see *Table 1*) on the English and Reading areas and do not have appropriate scores on the math portion of the college placement test will only be allowed to accumulate 12 college credit hours until the math portion of the test is passed. Students must be enrolled in the high school math college readiness course during the accumulation of the 12 college credit hours or have successfully completed the high school math college readiness course which will be verified through the high school transcript. There are no exceptions to this rule. Students must place into ENC 1101 with their test scores to be eligible to participate in the dual enrollment program.

Students who will graduate from high school prior to completion of the postsecondary course may not register for the course through dual enrollment.

Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process. Procedure is outlined in TCC's Student Handbook.

#### **Continued Enrollment for Academic Dual Enrollment**

Students must maintain a minimum 3.0 unweighted cumulative high school grade point average. Continued eligibility for college credit dual enrollment requires the maintenance of a 3.0 unweighted high school GPA.

Additionally, the TCC GPA will be reviewed each semester and students must maintain a 2.5 TCC GPA at the time of review as well as a successful completion rate of 75% (C or better). Students will be given a one semester grace period if the TCC GPA is below 2.5 or completion is below 75%. High school students are only allowed one grace period.

#### **Early Admission Eligibility**

Students who wish to participate in early admission must be a high school senior and have an unweighted high school GPA of 3.5 or higher. Additionally, students must have a TCC GPA of 3.0 or higher.

#### **Continued Enrollment for Early Admission**

Students must maintain a minimum 3.5 unweighted cumulative high school GPA and a TCC GPA of 3.0.

**VI. High School Credit Earned for the passage of Dual Enrollment Courses**

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses – High School Subject Area Equivalency List are eligible for dual enrollment. This list is available at <http://www.fldoe.org/articulation/pdf/DEList.pdf> . Eligible courses may be taken in any format that TCC offers them unless otherwise specified in the Agreement.

Other courses in the Statewide Course Numbering System, with the exception of remedial courses and physical education skills courses, can be used for dual enrollment credit and count toward high school graduation, including electives provided these courses are specified in this agreement.

**Courses Not Specified on the List – Courses that are not listed in the Dual Enrollment Course – High School Subject Area Equivalency List that are taken through dual enrollment must be identified in the Dual Enrollment Articulation Agreement along with the number of high school credits to be awarded either as an elective or subject area credit.**

**Courses not listed on the Dual Enrollment Course – High School Subject Area Equivalency List**

For 2016-2017, all courses are listed on the Dual Enrollment Course – High School Subject Area Equivalency List

**VII. A description of the process for informing students and their parents of college-level course expectations**

Dual enrollment courses meet the curricular expectations and are at the same depth and rigor of non-dual enrollment postsecondary instruction, including dual enrollment courses offered on the high school campus. Students should understand that dual enrollment courses are college courses and the amount of work necessary to succeed may be much greater than in high school courses. In addition, dual enrollment courses become a part of a student’s permanent college transcript and are calculated into the student’s permanent postsecondary GPA.

It is the responsibility of the high schools in the district to inform the students and parents about the college-level expectations. TCC will inform students and parents of college-level course expectations through a dual enrollment orientation. TCC will also inform students and parents of college-level course expectations through the use of the course syllabus which is given to each student in each college-level course at the beginning of each semester.

**VIII. The policies and procedures, if any, for determining exceptions to the required grade point averages on an individual student basis**

Section 1007.271(3), F.S., allows exceptions to the required GPA on an individual student basis if both parties agree.

Exceptions to High School Grade Point Averages Terms:  
 Upon recommendation by the principal or designee, a student with an unweighted GPA of 2.75-2.99 may enroll for a maximum of 6 hours of dual enrollment courses provided that the student has shown evidence of ability to do advanced level work through successful completion of Advanced Placement, Honors, or other advanced courses or supplemental work and provided that the student is in a high school college preparatory program in high school. Continuation of dual enrollment will require satisfactory progress in all college dual enrollment courses as defined in Section V of this agreement and successful completion of all high school courses with grades no lower than “B”. Documentation must be provided to TCC’s Dean for Curriculum.

Exceptions related to serious illness or other extenuating circumstances will be reviewed on a case by case basis and must be approved by both the principal and TCC’s Dean for Curriculum.

TCC will provide a form to the high school that must be completed, signed, and returned to TCC before the student will be allowed to continue in the program. A rationale for the exception must be stated on the form.

TCC will not make exceptions to the required TCC grade point average. Students will be given a one semester grace period during which a review will take place to determine continued eligibility. The grace period can only be used once during the student’s high school matriculation.

**IX. Registration Procedures for Dual Enrollment**

Students must complete their registration form with their high school guidance counselor. The form must be completed with all the required information about course reference numbers as well as 2<sup>nd</sup> options. The completed registration form will be given to TCC’s Dual Enrollment Advisor who will register the student for courses that are available at the time the form is received.

2016-2017 Deadlines for High Schools:

Due Date	Activity	Responsible Party
May 31, 2016	Last Day for students to submit all paperwork and test scores for	High school

	enrollment in Summer 2016 B session	
June 30, 2016	Deadline for TCC to receive transcripts for students registered for summer and fall courses. Transcripts not received by 06/30/2016 will result in students being dropped from classes. The students will <u>not</u> be added later.	High school
August 12, 2016	Last Day for students to submit all paperwork <u>and</u> test scores for enrollment in Fall 2016 semester. This includes registration for courses on the high school campus.	
August 22, 2016	TCC First Day of Class	
August 26, 2016	Last Day to Change Schedules or <u>drop</u> students (use course adjustment form)	High school
November 1, 2016	Last Day to Withdraw a student (use withdrawal form)	
November 14, 2016	Deadline to make changes to course offerings at the high school for Spring 2017. Deadline to identify instructors.	High school
December 2, 2016	TCC Last Day of Class	
December 9, 2016	Deadline for students to submit paperwork for Spring 2017 (applications, test scores, permission to register forms)	
December 12, 2016	Deadline to submit grades to TCC	High school
December 16, 2016	TCC Transcripts will be delivered to high schools	TCC
January 6, 2017	TCC First Day of Class	
January 9, 2017	Last Day to Change Schedules or <u>drop</u> students (use course adjustment form)	High school
January 31, 2017	Last Day to submit updated transcripts to TCC for currently enrolled students. Transcripts not received by 01/31/2017 will result in students being dropped from classes. The students will <u>not</u> be added later.	High school
March 3, 2017	Deadline to Submit "Course Request for Dual Enrollment" Form for 2017-2018.	High school
March 24, 2017	Last Day to Withdraw a student	High school

April 21, 2017	TCC Last Day of Class	
May 1, 2017	Deadline to submit grades to TCC	High school
May 8, 2017	TCC transcripts will be delivered to high schools	TCC

**X. Exceptions, if any, to Professional Rules and Guidelines for Instructors teaching Dual Enrollment Courses**

There are no exceptions.

**XI. Exceptions, if any, to Rules and Guidelines stated in the student handbook which Apply to Faculty Members.**

Dual enrollment courses are college courses both in content and outcomes. Dual enrollment instructors must meet the teaching credentials established by the Southern Association of Colleges and Schools (SACS). Section 1007.271(5)(a), F.S., governs dual enrollment faculty. These provisions were taken from the *Dual Enrollment Statement of Standards*, which was codified in State Board of Education Rule 6A 14.064, FAC.

Faculty who wish to teach college credit courses that are offered on the high school campuses must complete a TCC application and all other procedures required by TCC's Human Resources and Academic Divisions. Applicants must be recommended for hire by the appropriate Academic Dean/Director. Faculty must also adhere to the following guidelines (Florida Statutes, 1007.271 (5a):

Meet the qualifications required by TCC as identified in the TCC Faculty Credentials Manual. The qualifications apply to all faculty members regardless of the location of instruction. TCC requires compliance with these qualifications. [Click here to access TCC's Faculty Credentials Manual.](#)

1. Provide TCC with an official copy of the postsecondary transcript.
2. Provide a copy of the current syllabus for each course taught to the discipline chair or department chair of the postsecondary institution before the start of each term. The content of each syllabus must meet the same standards required for all college-level courses offered at TCC and must be approved by the appropriate TCC academic division.
3. Adhere to the professional rules, guidelines, and expectations stated in TCC's adjunct faculty handbook.

4. Adhere to the rules, guidelines, and expectations (which apply to faculty members) that are stated in TCC's student handbook.

Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the TCC campus. To ensure equivalent rigor with courses taught at TCC, the high school instructor will provide a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the appropriate Dean or designee. The completed and scored assessments must be returned to TCC and held for one year (Florida Statutes, 1007.271 (6a)).

It is the responsibility of the high school dual enrollment specialist to notify TCC's Dean for Curriculum of all courses that the high school is requesting to offer. Each high school must complete the appropriate form for each course that the high school plans to offer. Based on need and faculty availability, TCC will decide what courses can be offered on the high school campus.

It is the responsibility of each instructor to check their online class rosters every day to ensure that the appropriate students are sitting in the class. If a student is not on the roster, the instructor should immediately notify the high school dual enrollment contact person. The high school dual enrollment contact person should notify TCC's dual enrollment coordinator.

Advanced Placement (AP) students who do not take or pass the AP examination are not permitted to earn postsecondary credit for the AP course via dual enrollment. Per Section 1007.272, Florida Statutes, no student will be allowed duplicate credit based on enrollment in a joint AP/dual enrollment course. Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course, per Section 1007.271 (6d), Florida Statutes.

Dual enrolled students taking courses on the high school campus must submit the same documentation as the students taking courses on TCC's main campus.

## **XII. Responsibilities of the School Board Regarding Determination of Student Eligibility before Dual Enrollment Participation and Monitoring of Student Performance while Participating in Dual Enrollment**

The School Board is responsible for determining if the student is eligible to be tested for the dual enrollment program. Students who have a 3.0 unweighted high school grade point average and who have an interest in participating in dual enrollment should be referred to their high school guidance counselors to discuss the eligibility requirements for the program.

The high school is responsible for making sure that all students who plan to participate in dual enrollment have completed an online TCC application.

The high school is responsible for advising students relative to insuring that they meet the requirements for high school graduation. The high school is also responsible for advising students about Bright Futures.

It is TCC's responsibility to monitor student performance in TCC's dual enrollment courses. The School Board and TCC should exchange student transcripts in order to make sure that students are eligible to continue in the dual enrollment program.

TCC is responsible for assigning grades for dual enrollment courses. The School Board is prohibited from changing any grade (once assigned by the college) when posting it to the high school transcript.

**XIII. Responsibilities of the Florida College System Institution Regarding Transmission of Student Grades in Dual Enrollment Courses to the School Board**

TCC will transmit student transcripts to the district office at the end of each semester.

**XIV. Responsibilities for Funding that Delineates Costs Incurred by the School Board and TCC**

Dual enrollment students shall be exempt from paying registration, matriculation, and laboratory fees.

Textbook Costs & ADA Accommodation Costs

Textbooks will be provided to students by the School Board. Textbooks purchased by the School Board shall remain the property of the School Board as specified in Section 1007.271 (17), F.S. TCC will continue its efforts to reduce the cost of textbooks and materials to the School Board. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on TCC's campus will be covered by TCC. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on the high school campus will be covered by the School Board.

Standard Tuition Rate

According to the 1007.271, F.S., the School Board is required to pay the standard tuition rate per credit hour to TCC for instruction taking place on the college campus for dual enrolled students. The approved standard tuition for FY 2016-2017 is \$71.98. The rate will be charged for courses taking place on TCC's main campus, TCC's educational centers, and distance learning courses. The School Board is also required to pay the standard tuition rate per credit hour to TCC for dual enrolled home education students who are registered with the School Board.

TCC will not charge tuition to the School Board for Summer 2017 dual enrollment students. TCC also will not limit dual enrollment participation based upon capacity, F.S.

1007.271(4) in any term.

TCC will use the fees collected to enhance the dual enrollment program. TCC will promote dual enrollment participation, increase capacity, and enrich the quality of services associated with the dual enrollment program. The School Board's payment of tuition to TCC will increase the number of counselors available to the dual enrollment program in order to recruit more dual enrollment students and to help prepare students for transition to college, to counsel students in meta-majors and programs of study, and to track and provide feedback to students on their progress. TCC will also provide high school faculty and counselor training for dual enrollment.

#### Instructional Costs

It is the responsibility of the School Board to provide full instructional costs for dual enrollment occurring on the high school site. For instruction occurring on the high school sites by college faculty, the School Board must reimburse TCC for the costs associated with the proportion of salary and benefits.

TCC cannot guarantee the availability of instructors for dual enrollment classes offered at the high school. Schools can assist TCC by recommending qualified School Board instructors for consideration for teaching dual enrollment courses offered at the high school.

TCC regularly uses high school faculty to teach both dual enrollment and regular TCC courses and incorporates training, mentoring, and assessment of these faculty into its regular adjunct program. Therefore, TCC's costs associated with instruction occurring on the high school site by TCC approved high school faculty who are paid by the School Board will be considered a normal part of TCC's obligation to its faculty for training and mentoring; no costs will be assessed.

#### Invoicing for Financial Obligations

TCC will invoice the School Board for financial obligations within 10 business days of TCC's Census date which is normally the 5<sup>th</sup> day of class each semester.

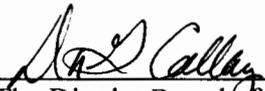
Before invoicing, each district will need to verify enrollment. Once verification has occurred, there will be no changes to the invoices.

### **XV. Responsibilities for Student Transportation**

It is the student's responsibility to provide his or her own transportation.

**IN WITNESS WHEREOF**, the School Board of Gadsden County, Florida and The District Board of Trustees, Tallahassee Community College, Florida have adopted this agreement and caused it to be executed by their respective chairs and chief executive officers, in accordance with Section 1007.271, F.S., Dual Enrollment Articulation Agreements.

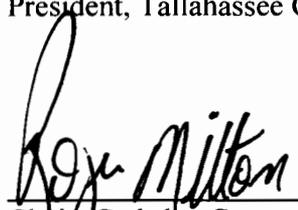
6/20/16  
Date

  
Chair, The District Board of Trustees,  
Tallahassee Community College, Florida

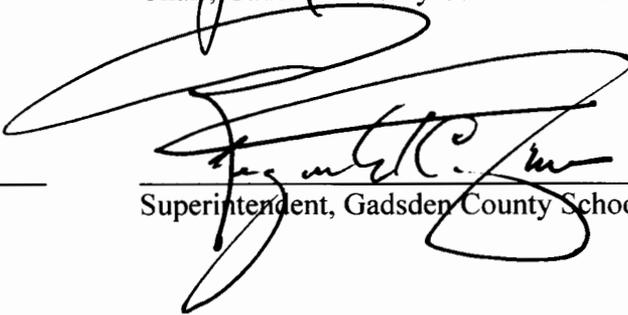
6/20/16  
Date

  
President, Tallahassee Community College

          
Date

  
Chair, Gadsden County School Board

6/28/16  
Date

  
Superintendent, Gadsden County School District

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 7j

**DATE OF SCHOOL BOARD MEETING:** July 26, 2016

**TITLE OF AGENDA ITEM:** Edgenuity 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 Edgenuity Virtual School 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:** Dionne Mathews-Nelloms *DMN*

**POSITION:** K-12 Supervisor of Curriculum & Instruction

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_\_\_Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

2016 JUN 29 PM 1:46  
GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
SUPERINTENDENT



**VIRTUAL INSTRUCTION  
ON PROVIDER AGREEMENT**

This Agreement for services ("Agreement") made and entered into by and between **Edgenuity, Inc.** (hereafter referred to as "VIRTUAL INSTRUCTION PROVIDER" or "Edgenuity") having principal offices at 8860 E. Chaparral Road, Suite 100, Scottsdale, AZ, 85250; and **Gadsden County Schools** (hereinafter referred to as "CLIENT"), having principal offices at 35 Martin Luther King Boulevard, Quincy, Florida 32351.

This Agreement supersedes and cancels any prior agreements and/or understandings between the parties concerning the subject matter. There are no provisions, representations, undertakings, agreements, or collateral agreements between the parties other than as set forth in this Agreement.

The parties by their authorized representatives have entered into this Agreement as of the 1st day of July, 2016 (the "Effective Date").

CLIENT and VIRTUAL INSTRUCTION PROVIDER agree to the Description of Work contained in Attachment A ("Description"); Attachment B (Payment Terms and Conditions); Attachment C (Detailed Curriculum Plan); and Attachment D ("Subscription Standard Terms and Conditions"), which can also be found at <http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf>, and all incorporated herein as part of the Agreement, as true and accurate.

This contract shall be effective upon the date upon which it is signed by both the CLIENT and the VIRTUAL INSTRUCTION PROVIDER, whichever is later.

**TERM**

This Agreement shall be effective on the Effective Date for a period of one (1) year and shall be terminable in accordance with the requirements herein, with the option of one year renewal after written acceptance and approval from both parties.

**Edgenuity, Inc.**

**Gadsden County Schools**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

By:   
Name: Yvonne C. [unclear]  
Title: Superintendent  
Date: 6/28/16

## ATTACHMENT A

### Description of Work

As more fully set forth in **Attachment B**, the VIRTUAL INSTRUCTION PROVIDER is to assist in the operation of a K – 12 virtual-school that provides a free-to-students, full-time 180-day online instructional program to eligible students during the 2016/17 school year. The VIRTUAL INSTRUCTION PROVIDER is to provide each student with all necessary online courseware and instructional support provided as set forth in **Attachment B**, and as further defined by the Virtual Instruction Provider’s Subscription Services Terms and Conditions, and through any subsequent changes established by joint written agreement between CLIENT and VIRTUAL INSTRUCTION PROVIDER. Any instructional staff provided by VIRTUAL INSTRUCTION PROVIDER must be highly qualified as identified by NCLB standards and hold valid Florida teaching certificates under provisions of Chapter 1012, Florida Statutes. The VIRTUAL INSTRUCTION PROVIDER will ensure all employees and contracted personnel undergo background screening as required by s. 1012.32, Florida Statutes, using state and national criminal history records and will provide a list of instructional employees to the CLIENT for verification of compliance according to the VIRTUAL INSTRUCTION PROVIDER’s **standard procedures**. If additional background checks are required by CLIENT, CLIENT will so state in writing to VIRTUAL INSTRUCTION PROVIDER. All curriculum and **course content must align to Florida’s Next Generation Sunshine State Standards**. The VIRTUAL INSTRUCTION PROVIDER agrees to comply with any student progression plan, student calendar and other standard policies to support a virtual program in compliance with applicable Florida Statutes except as described in the *Virtual Instruction Provider’s Subscription Services Terms and Conditions* incorporated herein and available at <http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf>. As required in s. 1002.45, a detailed curriculum plan is provided in **Attachment C** that illustrates how students will be provided services and be measured for attainment of proficiency in the Next Generation Sunshine State Standards for each grade level and subject. For districts who select the provision of a full-time virtual instruction program to students in grade 9-12, the VIRTUAL INSTRUCTION PROVIDER will report the successful completion of courses to the CLIENT and it is the CLIENT’s **responsibility to confirm that a student has satisfied the requirements for graduation** in s. 1003.428, s. 1003.429, or s. 1003.43. The VIRTUAL INSTRUCTION PROVIDER will establish a standard schedule for providing data for required state reporting that enables timely submission to the Department of Education.

### **Role of the CLIENT**

1. Assign virtual school students at school number 7001 under the appropriate provider by code and other actions required by the Florida Department of Education.
2. Verify the enrolled students are eligible to participate in the virtual school.
3. Provide testing locations for all students for any required testing and to administer any required testing; to provide readiness screening for students entering grade K.
4. **Provide any required services to support a student’s IEP consistent with the legal requirements for serving students with special needs in a virtual school.**
5. Provide an English Language Learner [ELL] certified teacher for students requiring ELL education that will meet all ELL eligibility requirements, unless otherwise agreed by both parties in writing. Provider may make recommendations for ELL accommodations within the Provider courses or offer other services and elective courses to meet this need.
6. Manage the student admissions process, consistent with school policies and applicable law. Such administration shall include the management of the student application and enrollment process and fielding all communications with students and their parents regarding the application and enrollment process.
7. Create and manage all marketing and promotional materials, collateral, advertisements or solicitations associated with recruiting, registering, and orienting students to the Virtual School.
8. Provide administrators and/or counselors to provide student and/or parent counseling/administrative support as needed.



9. Designate to the VIRTUAL INSTRUCTION PROVIDER, a CLIENT Liaison to act for the CLIENT in all matters pertaining to this contract and to accept and approve all deliverables and invoices.
10. Accept standard publications of the VIRTUAL INSTRUCTION PROVIDER for all compliance and documentation purposes (i.e., program guide for information and data about the curriculum, student handbook for school policies and procedures and hours of personnel availability, state reporting for certification status and physical location of personnel, monthly school report for student-teacher ratios, teacher load limits, state data submissions and state report cards for completion, promotion, and other accountability outcomes).
11. For payment, report to the state all students served under this Agreement as reported to the CLIENT by the VIRTUAL INSTRUCTION PROVIDER.
12. Pay the VIRTUAL INSTRUCTION PROVIDER in accordance with Attachment B.
13. Provide any required information to parents and students about their right to participate in CLIENT's virtual school.
14. Provide a diploma for graduating seniors.
15. Fulfill the requirements of a virtual school set forth in s. 1002.45, F.S., that are not specifically identified as responsibilities of the VIRTUAL INSTRUCTION PROVIDER under the terms of this Agreement.
16. Provide to the students any software or equipment necessary for students to view, perform or receive **Provider's content, including but not limited to laptop computers or personal computers.** Virtual Instruction Provider will, if requested by CLIENT, install local media devices at CLIENT's cost.



**ATTACHMENT B  
Payment Terms and Conditions**

<b>Edgenuity Curriculum and Instructional Services FLORIDA VIRTUAL INSTRUCTION PROVIDER Pricing</b>	
Edgenuity Instructional Services is a FLORIDA VIRTUAL INSTRUCTION PROVIDER approved provider and offers to schools and districts the flexibility to partner with Edgenuity to provide instructional teaching services and courseware to support their Florida VIRTUAL INSTRUCTION PROVIDER program needs. A comprehensive FL VIRTUAL INSTRUCTION PROVIDER course list is provided.	
<b>Instructional Services Program Options</b>	<b>Pricing</b>
<b>Course enrollment options - includes courseware and FL certified teacher</b>	
Teaching Services/Supplemental - per semester course enrollment* (Applicable cost of Edgenuity Content and SIS access within this offering is \$50.00)	<b>\$ 225.00</b>
Teaching Services - full-time enrollment (per semester*) (Applicable cost of Edgenuity Content and SIS access within this offering is \$300.00)	<b>\$ 1,800.00</b>
Edgenuity Content/SIS – per semester* course enrollment	<b>\$ 20.00</b>
Concept Coach only – per course enrollment fee [minimum required]	<b>\$ 25.00</b>
<b>VS Teaching Services - *per semester course enrollment</b>	
This service provides students with an Edgenuity semester course for a 5-month enrollment period and an academic support team comprised of highly qualified and state certified instructors and on demand concept coaching:	
<ul style="list-style-type: none"> <li>• Instructors augment course content via remediation, modification and enrichment through web meetings, virtual office hours, and email communication. Instructors also grade course assignments and projects.</li> <li>• Concept coaches perform on demand concept demonstration using interactive technology tools for core courses, ELA, Math, Social Studies, and Science.</li> <li>• The academic support team monitors student progress and proactively communicates with students, parents, and school staff.</li> </ul>	
<b>Teaching Services - full-time semester enrollment - per semester/monthly</b>	
<ul style="list-style-type: none"> <li>• This service provides full-time students with up to 6 Edgenuity semester courses for a 5-month enrollment period and an academic support team comprised of highly qualified and certified instructors, concept coaches, and success coaches.</li> <li>• Instructors augment course content via remediation, modification and enrichment through web meetings, virtual office hours, and email communication. Instructors also grade course assignments and projects.</li> <li>• Concept coaches perform on demand concept demonstration using interactive technology tools for core courses, ELA, Math, Social Studies, and Science</li> <li>• The academic support team monitors student progress and proactively communicates with students, parents, and school staff.</li> <li>• The full-time student will also receive a dedicated Success Coach. The Success Coach is a mentor who provides guidance for students enrolled full-time in online Edgenuity courses. They provide orientation services for students and parents, create individualized learning plans with students, monitor overall student progress and attendance, and partner with the entire academic support team and school to ensure students are on track and successful in their courses.</li> <li>• District must declare at the time of enrollment if a student is to be considered full-time. If a student is declared full-time, the student will receive the services described above. It is the district's responsibility to produce needed information for VIP's required state reporting on full-time students. If no declaration is made, the student will be considered part-time.</li> </ul>	



Attachment D - Subscription Services Terms and Conditions, also found at <http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf>, are incorporated by reference into Agreement.

**PAYMENT TERMS AND CONDITIONS FOR TEACHING SERVICES**

**Semester Billing:** Edgenuity will provide enrollment rosters at the end of each semester by or around December 16 and June 16, respectively. For December 16, Edgenuity will invoice for all active fall semester enrollments. For June 16, Edgenuity will invoice for the net of all successfully completed Spring semester enrollments less the number of non-successful completion from both the current Spring Semester and the prior Fall Semester and the term is net 30. Edgenuity will invoice the cost of the stated, applicable cost of the course if a student does not complete the Teaching Service Only Course but has completed at least 20% of the course or has been enrolled at least 28 days, whichever occurs first.

**CONTENT ONLY (COURSEWARE) FEES**

**Billable Enrollments:** Any student on Classroom Assigned or Active status in Student Information System

[SIS] for a minimum of 28 calendar days. If a student is Classroom Assigned or Active in SIS for 28 days, Edgenuity will bill the District for the student, regardless of the student's status upon receipt of invoice.

**Invoice Schedule:** District will be invoiced for each billable enrollment Classroom Assigned or Active in the SIS for 28 days (using the same schedule listed above for teaching services) \*Provider will bill the District for the student, regardless of the student's status upon receipt of invoice.

**AP (ADVANCED PLACEMENT) COURSES**

AP may have a non-refundable \$125 materials fee associated with the enrollment.

**\*any new course offerings not listed in the curriculum plan may be subject to their own pricing plans**

Attachment B – Continued

- I. VIRTUAL INSTRUCTION PROVIDER shall provide the Curriculum and Instructional Services identified in the **“Payment Terms and Conditions”** pricing table (the **“Deliverables”**).
- II. To the best of the VIRTUAL INSTRUCTION PROVIDER’s knowledge, the VIRTUAL INSTRUCTION PROVIDER further warrants that as to each Deliverable produced pursuant to this Contract, VIRTUAL INSTRUCTION PROVIDER’s production of the Deliverable and the CLIENT’s use of the Deliverable, will not infringe on the copyrights of any third party. This provision applies to each work of authorship in which copyrights subsist pursuant to 17 U.S.C. Section 102-105 and to each exclusive right established in 17 U.S.C. Section 106. To the best of the VIRTUAL INSTRUCTION PROVIDER’s knowledge, in furtherance of this provision, the VIRTUAL INSTRUCTION PROVIDER warrants that:
  - a. As to each work of software or other **“information technology”** as identified in s. 287.012(15), Florida Statutes, in which copyrights subsist, the VIRTUAL INSTRUCTION PROVIDER has acquired the rights by conveyance or license to any third party software or other information technology, which was used to produce the Deliverables.
  - b. As to each image and sound recording incorporated into a Deliverable, the VIRTUAL INSTRUCTION PROVIDER has acquired the necessary rights, releases and waivers from the person whose image or sound is included, or from the holder of the copyrights subsisting in the literary, musical, dramatic, pantomime, choreographic, pictorial, graphic, sculptural, motion pictures, audiovisual, work or sound recording from which the included image or sound was taken.
- III. If there is a modification to the rules and regulations approved by the Florida Board of Education in contradiction to the terms outlined in this contract, the Parties will amend the contract as necessary to bring the contract into accord with the rules and regulations so long as such change does not materially change the Deliverables as currently defined.
- IV. VIRTUAL INSTRUCTION PROVIDER will implement, maintain, and use appropriate administrative, technical, or physical security measures to the full extent required by Title 20, Section 1232g, United State Code, The Family Educational Right and Privacy Act (FERPA), in order to maintain the confidentiality of student/education records.
- V. VIRTUAL INSTRUCTION PROVIDER has filed for or is the owner of various trademarks and logos. The CLIENT will be granted the use of such logos and trademarks in connection with its virtual school offering but use of such trademark and logos shall be used only in connection with those services provided under this contract.
- VI. VIRTUAL INSTRUCTION PROVIDER will maintain and keep in force Worker’s Compensation, Liability and Property Damage Insurance to protect it from claims under worker’s compensation claims for personal injury, including death, and claims for damages to any property of the CLIENT, or of the public, which may arise from operations under this Agreement, whether such operations be by VIRTUAL INSTRUCTION PROVIDER, or by any subcontractor or anyone directly or indirectly employed by VIRTUAL INSTRUCTION PROVIDER.
- VII. In no event will the CLIENT, CLIENT members, CLIENT officers, employees, or agents be responsible or liable for the debts, acts or omissions of the VIRTUAL INSTRUCTION PROVIDER, its officers, employees, or agents. This does not excuse the CLIENT from paying any obligations incurred resulting from this contract, or from the payment of any debts incurred under this contract for lawful termination.

- VIII. Method for Conflict Resolution – Any dispute concerning performance of the contract shall be decided by the CLIENT’s designated contract manger, who shall reduce the decision to writing and serve a copy to the VIRTUAL INSTRUCTION PROVIDER. The decision shall be CLIENT’s final decision unless within ten (10) days from the date of receipt, the VIRTUAL INSTRUCTION PROVIDER files a petition with the CLIENT for administrative hearing pursuant to Chapter 120 of the Florida Statutes. Exhaustion of administrative remedies is an absolute condition precedent to the VIRTUAL INSTRUCTION PROVIDER’s ability to pursue any other form of dispute resolution; provided, however, that the parties may employ the alternative dispute resolution procedures outlined in Chapter 120.
- IX. After exhaustion of administrative remedies or for any claim not cognizable under Chapter 120, Florida Statutes, the exclusive venue of any legal or equitable action that arises out of or relates to the Agreement shall be the appropriate state or federal court with jurisdiction over Bay County, Florida; in any such action, Florida law shall apply and the parties waive any right to jury trial.
- X. Termination – This contract may only be terminated before its expiration as follows: a) both Parties agree in writing to the termination; or b) if either Party materially breaches the contract and fail to cure such breach within ninety (90) days following written notification of such breach from the other Party, the non-breaching Party may elect to terminate.
- XI. Debt Responsibility – As required by Florida Statute, the Virtual Instruction Program is responsible for all debts for CLIENT’s virtual instruction program that arise out of the VIRTUAL INSTRUCTION PROVIDER’s performance of this contract if the contract is not renewed or is terminated. This does not excuse the CLIENT from paying any obligations incurred resulting from this contract, or from the payment of any debts incurred under this contract for lawful termination.
- XII. **VIRTUAL INSTRUCTION PROVIDER is required to comply with all requirements of Section 1002.45, Florida Statutes** and will comply with disclosure requirements adopted in rule by the Florida Board of Education.
- XIII. Public Record – **Client agrees that all of Edgenuity’s Confidential Information, as defined below, is a trade secret, as defined in Section 812.081, Fla. Stat., and is therefore exempt from disclosure as public records under Chapter 119, Florida Statutes. Client agrees to take all commercially-reasonable steps necessary to prevent unauthorized disclosure of Edgenuity’s Confidential Information and Confidential Materials, as defined below. Such steps shall include without limitation, Client’s agreement to promptly notify Edgenuity of any public records request that, if fulfilled, would result in disclosure of any of Edgenuity’s Confidential Information. Client’s notification will occur before releasing such Confidential Information and in sufficient time to allow Edgenuity to assert any pertinent public records exemption before any necessary agency, court, forum, or tribunal. Edgenuity will be solely responsible for the legal defense and cost of asserting the exemption(s) in any proceeding in which the exemption(s) is contested. Client agrees that Edgenuity has taken all necessary measures to prevent disclosure to unauthorized persons of Edgenuity’s Confidential Information in Client’s possession and that no further warning or labeling is necessary.**

“Confidential Information” means any information relative to Edgenuity, its business, or its operations, that is clearly marked “confidential” or “proprietary”, or that ought to be treated as confidential under the circumstances surrounding the disclosure, provided that Confidential Information shall not include information that: (i) at the time of disclosure, or thereafter, becomes publicly known through means other than a party’s breach of this Agreement; (ii) was known to the CLIENT as of the time of its disclosure without any obligation of confidentiality, the proof of such knowledge to be the burden of the CLIENT; (iii) was independently developed by the CLIENT without the use of any of the Edgenuity’s Confidential Information; (iv) was subsequently learned from a third party not under a confidentiality obligation to



Edgenuity or any other party; or (v) is public record pursuant to applicable state law. “Confidential Materials” means all tangible materials containing Confidential Information, including written or printed documents and computer disks or tapes, whether machine or use readable. Edgenuity’s Confidential Information includes the contents of any Edgenuity Licensed Content, the Software, the Documentation, the Deliverables, Copyright Materials, and other Trade Secret Materials.

- XIV. Jessica Lunsford Act – Edgenuity and its employees are non-instructional contractors as defined in Sections 1012.467(1)(a), Fla. Stat., and 1012.468(1), Fla. Stat. Edgenuity and its employees will comply with Sections 1012.465, Fla. Stat., and 1012.467, Fla. Stat., and in accordance with Section 3. A. Compliance Warranty of the Subscription Services Standard Terms and Conditions
- XV. Sovereign Immunity – The parties acknowledge and agree that Client is an agency of the State of Florida for purposes of sovereign immunity and immune from suit except to the extent such immunity has been waived by the state.
- XVI. Equal Opportunity – Edgenuity shall comply with all federal and state laws prohibiting discrimination, including the Florida Civil Rights Act of 1992 and the Florida Educational Equity Act. Client acknowledges that Client and not Edgenuity decide which students are allowed use of Edgenuity’s Licensed Content.
- XVII. Florida Ethics Laws – Edgenuity will comply with all applicable provisions contained in Chapter 112, F.S. **None of Client’s employees or board members has a material interest (as defined in Section 112.312(15), Fla. Stat.) in Edgenuity.**
- XVIII. Sales Tax Exemption – Except to the extent Client provides Edgenuity with a valid Form DR-15, **Consumer’s Certificate of Exemption pursuant to Section 212.08, Fla. Stat., Edgenuity will invoice Client for, and Client agrees to promptly pay, sales tax levied by the State of Florida in connection with this Agreement.**
- XX. Firearms – **Edgenuity’s employees will not bring a firearm or prohibited weapon onto Client’s property.**

Attachment C  
Detailed Curriculum Plan

# Florida VIP Course List

Edgenuity has proudly met the high expectations required by the state of Florida to become a Virtual Instruction Program (VIP) provider for grades six through twelve. Edgenuity is approved through 2019.

Our engaging curriculum and powerful online tools enable Florida students to be self-directed learners and prepare for future college and career success.



Ask us about **Edgenuity MyPath™**  
An award-winning, personalized solution to help students catch up, keep up, and get ahead, with content for grades 3-12 skill levels.



**Edgenuity**  
where learning clicks

## Florida VIP Course List

### Core Courses - Middle School

#### English Language Arts

- ☐ 1001010 – M/J Language Arts 1
- ☐ 1001040 – M/J Language Arts 2
- ☐ 1001070 – M/J Language Arts 3
- ☐ 1008010 – M/J Reading 1
- ☐ 1000010 – M/J Intensive Reading

#### Mathematics

- ☐ 1205010 – M/J Mathematics 1
- ☐ 1205040 – M/J Mathematics 2
- ☐ 1205070 – M/J Pre-Algebra
- ☐ 1204000 – M/J Intensive Math

#### Science

- ☐ 2000010 – M/J Life Science
- ☐ 2001010 – M/J Earth/Space Science
- ☐ 2003010 – M/J Physical Science
- ☐ 2002040 – M/J Comprehensive Science 1
- ☐ 2002070 – M/J Comprehensive Science 2
- ☐ 2002100 – M/J Comprehensive Science 3

#### Social Studies

- ☐ 2109010 – M/J World History
- ☐ 2106010 – M/J Civics
- ☐ 2100010 – M/J United States History
- ☐ 2100015 – M/J United States History & Career Planning
- ☐ 2103010 – M/J World Geography

#### World Languages

- ☐ 0708000 – M/J Spanish, Beginning
- ☐ 0708010 – M/J Spanish, Intermediate

### Core Courses - Middle School

#### Electives

- ☐ 1508000 – M/J Fitness 6
- ☐ 1508600 – M/J Comprehensive 6/7
- ☐ 1508700 – M/J Comprehensive 7/8
- ☐ 1700060 – M/J Career Research and Decision Making\*
- ☐ 8000400 – Orientation to Career Clusters\*

### Core Courses - High School

#### English Language Arts

- ☐ 1001310 – English 1
- ☐ 1001315 – English 1 for Credit Recovery
- ☐ 1001320 – English Honors 1
- ☐ 1001340 – English 2
- ☐ 1001345 – English 2 for Credit Recovery
- ☐ 1001350 – English Honors 2
- ☐ 1001370 – English 3
- ☐ 1001375 – English 3 for Credit Recovery
- ☐ 1001380 – English Honors 3
- ☐ 1001400 – English 4
- ☐ 1001402 – English 4 for Credit Recovery
- ☐ 1001405 – English 4: Florida College Prep
- ☐ 1001410 – English Honors 4
- ☐ 1000410 – Intensive Reading
- ☐ 1008350 – Reading for College Success\*
- ☐ 1009300 – Writing 1\*
- ☐ 1009370 – Writing for College Success\*

## Core Courses - High School, cont.

### Mathematics

- ☐ 1200310 – Algebra 1
- ☐ 1200315 – Algebra 1 for Credit Recovery
- ☐ 1200320 – Algebra 1 Honors
- ☐ 1200370 – Algebra 1-A
- ☐ 1200375 – Algebra 1-A for Credit Recovery
- ☐ 1200380 – Algebra 1-B
- ☐ 1200385 – Algebra 1-B for Credit Recovery
- ☐ 1206300 – Informal Geometry
- ☐ 1206310 – Geometry
- ☐ 1206315 – Geometry for Credit Recovery
- ☐ 1206320 – Geometry Honors
- ☐ 1200330 – Algebra 2
- ☐ 1200335 – Algebra 2 for Credit Recovery
- ☐ 1200340 – Algebra 2 Honors
- ☐ 1202340 – Precalculus Honors
- ☐ 1200410 – Mathematics for College Success\*
- ☐ 1200700 – Mathematics for College Readiness
- ☐ 1207300 – Liberal Arts Mathematics 1
- ☐ 1207310 – Liberal Arts Mathematics 2
- ☐ 1200400 – Intensive Mathematics
- ☐ 1298310 – Advanced Topics in Mathematics

### Science

- ☐ 2000310 – Biology 1
- ☐ 2000315 – Biology 1 for Credit Recovery
- ☐ 2000320 – Biology 1 Honors
- ☐ 2001310 – Earth/Space Science
- ☐ 2001340 – Environmental Science
- ☐ 2000350 – Anatomy and Physiology
- ☐ 2002400 – Integrated Science 1
- ☐ 2002405 – Integrated Science 1 for Credit Recovery
- ☐ 2002420 – Integrated Science 2
- ☐ 2002425 – Integrated Science 2 for Credit Recovery
- ☐ 2002440 – Integrated Science 3
- ☐ 2002445 – Integrated Science 3 for Credit Recovery
- ☐ 2003310 – Physical Science
- ☐ 2003340 – Chemistry 1

### Science, continued

- ☐ 2003345 – Chemistry 1 for Credit Recovery
- ☐ 2003350 – Chemistry 1 Honors
- ☐ 2003380 – Physics 1
- ☐ 2003385 – Physics for Credit Recovery
- ☐ 2003390 – Physics 1 Honors

### Social Studies

- ☐ 2100310 – United States History
- ☐ 2100315 – United States History for Credit Recovery
- ☐ 2100320 – United States History Honors
- ☐ 2102310 – Economics\*
- ☐ 2102315 – Economics for Credit Recovery\*
- ☐ 2102335 – Economics with Financial Literacy\*
- ☐ 2102340 – Economics with Financial Literacy for Credit Recovery\*
- ☐ 2102345 – Economics with Financial Literacy Honors\*
- ☐ 2103300 – World Cultural Geography
- ☐ 2106310 – United States Government\*
- ☐ 2106315 – United States Government for Credit Recovery\*
- ☐ 2106320 – United States Government Honors\*
- ☐ 2107300 – Psychology 1\*
- ☐ 2107310 – Psychology 2\*
- ☐ 2108300 – Sociology\*
- ☐ 2109310 – World History
- ☐ 2109315 – World History for Credit Recovery
- ☐ 2109320 – World History Honors

### Advanced Placement®

- ☐ 0701380 – AP French Language & Culture
- ☐ 0708400 – AP Spanish Language & Culture
- ☐ 1001420 – AP English Language & Composition
- ☐ 1001430 – AP English Literature & Composition
- ☐ 2100330 – AP U.S. History
- ☐ 2103400 – AP Human Geography
- ☐ 2107350 – AP Psychology
- ☐ 2109420 – AP World History

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### Electives

- ☐ 0100310 – Introduction to Art History\*
- ☐ 0100320 – Art in World Cultures\*
- ☐ 0800300 – Health 1: Life Management Skills\*
- ☐ 0800310 – Health 2: Personal Health\*
- ☐ 0800320 – First Aid and Safety\*
- ☐ 0800330 – Personal, Social, and Family Relationships\*
  
- ☐ 1501300 – Personal Fitness\*
- ☐ 1501310 – Fitness for Lifestyle Design\*
- ☐ 1501340 – Weight Training 1\*
- ☐ 1501380 – Personal Fitness Trainer
- ☐ 1502410 – Individual and Dual Sports 1\*
- ☐ 1502470 – Recreational Activities – Individual Sports\*
- ☐ 1502470 – Recreational Activities – Walking Fitness\*
- ☐ 1502470 – Recreational Activities – Running\*
- ☐ 1502470 – Sports Officiating\*
- ☐ 1503350 – Team Sports 1\*
- ☐ 1700370 – Critical Thinking and Study Skills\*
- ☐ 1700380 – Career Research and Decision Making (9–12)\*
- ☐ 3026010 – HOPE – Core
- ☐ 8500120 – Personal and Family Finance\*

### National Core Courses - High School

#### World Languages

- ☐ 0708340 – Spanish 1
- ☐ 0708350 – Spanish 2
- ☐ 0708360 – Spanish 3 Honors
- ☐ 0701320 – French 1
- ☐ 0701330 – French 2
- ☐ 0701340 – French 3 Honors
- ☐ 0702320 – German 1
- ☐ 0702330 – German 2
- ☐ 0711300 – Chinese 1
- ☐ 0711310 – Chinese 2
- ☐ 0706300 – Latin 1
- ☐ 0706310 – Latin 2

\* One-semester course

#### Notes

AP<sup>®</sup> and Advanced Placement<sup>®</sup> are registered trademarks of the College Board.

World language courses provided by  powerspeak

#### For more information contact:

HEIDI GRIFFITH | heidi.griffith@edgenuity.com | 954.445.9877

GREG GUY | greg.guy@edgenuity.com | 850.445.5617

BLYTHE ADREON | blythe.adreon@edgenuity.com | 407.790.2271



877.7CLICKS | solutions@edgenuity.com



## STANDARD TERMS AND CONDITIONS

These terms and conditions (**Standard Terms**) apply to the subscription for the Edgenuity Learning Management Software Service (**Service**). The Agreement for the Service consists of these Standard Terms and the applicable Quote (which references the purchased services, term, pricing, and other terms of the order).

1. **LEARNING MANAGEMENT SOFTWARE SERVICE.** This Agreement provides Customer access to and usage of Edgenuity's internet-based learning management software service solely for internal education-related and training-related purposes of the Customer.
2. **USE OF SERVICE.**
  - a. **Customer Owned Data.** All data and materials uploaded or entered within the Service by Customer remains the property of Customer, as between Edgenuity and Customer (**Customer Data**). Customer grants Edgenuity the right to use the Customer Data solely for purposes of performing under this Agreement. During the term of this Agreement, Customer may export its Customer Data to the extent allowed by functionality within the Service. Customer warrants and represents that Customer has appropriate rights to any Customer Data added to the Service.
  - b. **Customer Responsibilities.** Customer (i) must keep its passwords secure and confidential; (ii) is solely responsible for Customer Data and all activity in its account in the Service; (iii) must use commercially reasonable efforts to prevent unauthorized access to its account and notify Edgenuity promptly of any such unauthorized access; and (iv) may use the **Service only under the Service's written technical guides and applicable law. Customer authorizes its integrators or other third party vendors and Edgenuity to conduct initial setup and continued access of the Service in compliance with the terms of this Agreement, so long as the access is for the sole benefit of Customer. Further, Customer will provide Edgenuity the name and contact information for all third parties authorized by Customer necessary for Customer to receive the Services during the Term of this Agreement. Customer is solely responsible for compliance under all federal, state and local privacy laws and regulations for all such Customer authorized integrators or other third party vendor(s) that Customer mandates Edgenuity access the Service for its benefit under this Agreement.**
  - c. **Licensed Material.** All audio, video and other content, curriculum, documentation and software (including without limitation applets and animations) provided by Edgenuity as part of the Service (Licensed Material) are licensed to Customer as follows: Edgenuity grants Customer a non-exclusive, non-transferable license during the term of each Quote to access and use such Licensed Material for internal educational and training purposes solely in connection with the Service. Notwithstanding anything in this Agreement, all Edgenuity third party web services are governed by Attachment A. These Standard Terms are updated from time-to-time by Edgenuity and the current version can be found at <http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf>
  - d. **Professional Development.** All implementation planning, program design, administrative and instructional training, consulting and coaching for education professionals will be provided by Edgenuity as described in the applicable Quote. Any professional development purchased will expire at the end of the term in the applicable Quote.
  - e. **Edgenuity Technical and Customer Support.** Edgenuity will provide technical and customer support for the Service under the terms of Edgenuity's support policies found at [www.edgenuity.com/support](http://www.edgenuity.com/support) including all updates, bug fixes, and enhancements when generally made available.
3. **WARRANTIES and DISCLAIMERS.**
  - a. **Compliance Warranty.** Each party will comply with, and will cause each of its employees, agents, and contractors to comply with, all laws applicable to its performance under this Agreement, including without limitation the Family Educational Rights and Privacy Act (**FERPA**) and Children's Online Privacy Protection Act (**COPPA**).
  - b. **Professional Development and Instructional Services Warranty.** Edgenuity warrants that it will provide Professional Development and Instructional Services in a professional, workmanlike manner consistent with the terms of this Agreement and under generally accepted industry standards.
  - c. **Edgenuity Service Warranty.** Edgenuity warrants that commercially reasonable efforts will be made to maintain the online **availability of the Service. CUSTOMER'S EXCLUSIVE REMEDY AND EDGENUITY'S ENTIRE LIABILITY UNDER THIS WARRANTY WILL BE FOR EDGENUITY TO REPAIR THE NON-CONFORMING SERVICE, OR IF EDGENUITY CANNOT MAKE SUCH REPAIR WITHIN A REASONABLE PERIOD OF TIME, THEN EDGENUITY MAY TERMINATE ACCESS TO THE SERVICE AND REFUND THE PORTION OF THE FEE ATTRIBUTABLE TO SUCH NON-CONFORMING SERVICE.**

- d. **DISCLAIMERS.** ALL LICENSED MATERIAL IS PROVIDED "AS IS" AND WITH ALL FAULTS. EXCEPT FOR THE ABOVE WARRANTIES, THE SERVICES INCLUDING PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL SERVICES ARE PROVIDED ON AN "AS-IS" AND "WHEN AVAILABLE" BASIS. ALL OTHER REPRESENTATIONS AND WARRANTIES CONCERNING THE LICENSED MATERIAL AND SERVICES ARE HEREBY EXPRESSLY DISCLAIMED TO THE EXTENT ALLOWED BY LAW, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. THERE IS NO WARRANTY THAT THE OPERATION OR CONNECTIVITY OF THE SERVICE WILL BE UNINTERRUPTED OR ERROR-FREE, OR THAT THE SERVICE WILL BE FREE OF ALL POSSIBLE METHODS OF UNAUTHORIZED ACCESS, ATTACK, OR INTRUSION.
4. **PAYMENT, INVOICING AND TAXES.**  
Unless otherwise provided in the Quote, Customer agrees to pay the amount of each invoice net 30 days after the invoice date. Except to the extent that Customer provides Edgenuity with a valid tax exemption certificate authorized by the appropriate taxing authority, Customer must pay any taxes, impositions, or other charges imposed or levied by any governmental authority, including any sales, use, value-added, or withholding taxes, in connection with the Quote, excluding Edgenuity income and payroll taxes.
5. **MUTUAL CONFIDENTIALITY.**
- a. **Definition of Confidential Information.** Confidential Information means all non-public information including Personally Identifiable Information (PII) as defined by applicable law, disclosed by a party (**Discloser**) to the other party (**Recipient**), whether orally or in writing, that is designated as confidential or that reasonably should be understood to be confidential given the nature of the information and the circumstances of disclosure (**Confidential Information**). Edgenuity's Confidential Information includes without limitation the Service, its user interface design and layout, pricing information, and the Licensed Material.
- b. **Protection of Confidential Information.** The Recipient must use the same degree of care that it uses to protect the confidentiality of its own confidential information (but in no event less than reasonable care) not to disclose or use any Confidential Information of the Discloser for any purpose outside the scope of this Agreement. The Recipient must make commercially reasonable efforts to limit access to Confidential Information of Discloser to those of its employees and contractors who need such access for purposes consistent with this Agreement and who have signed confidentiality agreements with Recipient no less restrictive than the confidentiality terms of this Agreement.
- c. **Exclusions.** Confidential Information excludes information that: (i) is or becomes generally known to the public without breach of any obligation owed to Discloser; (ii) was known to the Recipient before its disclosure by the Discloser without breach of any obligation owed to the Discloser; (iii) is received from a third party without breach of any obligation owed to Discloser; or (iv) was independently developed by the Recipient without use or access to the Confidential Information. The Recipient may disclose Confidential Information to the extent required by law or court order, but will provide Discloser with advance written notice to seek a protective order.
6. **EDGENUITY PROPERTY.**
- a. **Reservation of Rights.** The content, documentation, software, workflow processes, user interface, designs, know-how, Licensed Material, and other items provided by Edgenuity as part of the Service are the proprietary property of Edgenuity and its licensors, and all right, title and interest in and to such items, including all associated intellectual property rights, remain only with Edgenuity. Customer may not remove or modify any proprietary marking or restrictive legends in the Service or Licensed Material. Edgenuity reserves all rights unless expressly granted in this Agreement.
- b. **Restrictions.** Customer may not (i) sell, resell, rent or lease the Service or Licensed Material or use it in a service provider capacity; (ii) use the Service to store or transmit infringing, unsolicited marketing emails, libelous, or otherwise objectionable, unlawful or tortious material, or to store or transmit material in violation of third-party rights; (iii) interfere with or disrupt the integrity or performance of the Service or attempt to gain unauthorized access to the Service or their related systems or networks; (iv) use the Service or Licensed Material for other than internal Customer educational purposes; (v) reproduce, frame, mirror, modify, translate, enhance, decompile, disassemble, copy, download or reverse engineer the Service or the Licensed Material or modify, create derivative works based on the Service or any Licensed Material; or (vi) access the Service or use the Licensed Material to build a competitive service or product, or copy any feature, function or graphic for competitive purposes.
7. **TERM AND TERMINATION.**
- a. **Term.** This Agreement continues until all Quotes have expired, unless terminated by Edgenuity for material breach.
- b. **Funding-Out Clause.** Customer's payment obligation is conditioned upon the availability of funds that are appropriated or allocated by the applicable government agency. If funds are not allocated, Customer may terminate this Agreement at the end of the period for which funds are available. Customer must notify Edgenuity in writing within thirty (30) calendar days before termination. Upon termination, Edgenuity will be entitled to a pro-rata portion of the fees for Service performed up to the date of termination.

- c. **Non-payment of Fees.** Edgenuity may terminate the Agreement and access to the Service and the Licensed Material in a Quote within ten (10) days after Customer receipt of a notice of non-payment of amounts owed under that Quote.
  - d. **Mutual Termination for Material Breach.** Except for 7(c), if either party is in material breach of this Agreement, the non-breaching party may terminate this Agreement at the end of a written thirty (30) calendar day notice and cure period, if the breach has not been cured.
  - e. **Return of Customer Data.** Within sixty (60) days after termination, upon request, Edgenuity will make the Service available for Customer to export such data as provided in Section 2(a).
  - f. **Suspension for Violations of Law.** Edgenuity may temporarily suspend the Service or remove the applicable Customer Data, or both, if it in good faith believes that, as part of using the Service, Customer has violated a law. Edgenuity will attempt to contact Customer in advance.
  - g. **Return or Destroy Edgenuity Property Upon Termination.** Upon expiration or termination of this Agreement for any reason, Customer must pay Edgenuity for any amounts owed, and destroy or return all property of Edgenuity. Customer will confirm its compliance with this destruction or return requirement in writing upon request of Edgenuity.
8. **LIABILITY LIMIT.**
- a. **EXCLUSION OF INDIRECT DAMAGES.** EDGENUITY IS NOT LIABLE FOR ANY INDIRECT, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES ARISING OUT OF OR RELATED TO THIS AGREEMENT (INCLUDING, WITHOUT LIMITATION, COSTS OF DELAY; LOSS OF DATA, RECORDS OR INFORMATION; AND LOST PROFITS), EVEN IF IT KNOWS OF THE POSSIBILITY OF SUCH DAMAGE OR LOSS.
  - b. **TOTAL LIMIT ON LIABILITY.** EDGENUITY'S TOTAL LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT (WHETHER IN CONTRACT, TORT OR OTHERWISE) DOES NOT EXCEED THE AMOUNT PAID BY CUSTOMER WITHIN THE 12-MONTH PERIOD BEFORE THE EVENT THAT GAVE RISE TO THE LIABILITY.
9. **INDEMNITY.**
- a. Edgenuity will defend or settle any third party claim against Customer to the extent that such claim alleges that Edgenuity technology used to provide the Service violates a copyright, patent, trademark or other intellectual property right, if Customer, promptly notifies Edgenuity of the claim in writing, cooperates with Edgenuity in the defense, and allows Edgenuity to solely control the defense or settlement of the claim. Edgenuity will pay infringement claim defense costs, Edgenuity-negotiated settlement amounts, and court-awarded damages incurred as part of its obligations under this Agreement. If such a claim appears likely, then Edgenuity may modify the Service, procure the necessary rights, or replace the infringing part of the Service with a functional equivalent. If Edgenuity determines that none of these are reasonably available, then Edgenuity may terminate the Service and refund any prepaid and unused fees. Edgenuity has no obligation for any claim, in whole or in part, arising from information, items or technology not provided by Edgenuity or for any third party web services not owned by Edgenuity. THIS SECTION CONTAINS CUSTOMER'S EXCLUSIVE REMEDIES AND EDGENUITY'S SOLE LIABILITY FOR INTELLECTUAL PROPERTY INFRINGEMENT CLAIMS.
  - b. To the extent permitted under applicable law, Customer will defend, indemnify and hold harmless Edgenuity from and against any third party claims, losses, damages, settlements, penalties, fines, costs, or expenses (including reasonable attorneys' fees) that arise from or relate to (i) Customer's negligence, misconduct or breach of this Agreement; (ii) any Customer Data or third party content, products, services or systems, including their integration or their required third party integration with the Service; and (iii) any Customer violation of applicable law which results in third party claim against Edgenuity.
10. **OTHER TERMS.**
- a. **Governing Law.** This Agreement is governed by the laws of the state where the Customer resides, excluding any conflict of law principles. Nothing in this Agreement prevents either party from seeking injunctive relief in any court of competent jurisdiction.
  - b. **Entire Agreement and Changes.** This Agreement, Attachments "A", "B" and the Quote constitute the entire agreement between the parties and supersede any prior or contemporaneous negotiations or agreements, whether oral or written, related to this subject matter. Customer is not relying on any representation concerning this subject matter, oral or written, not included in this Agreement. No representation, promise or inducement not included in this Agreement is binding. No modification of this Agreement is effective unless signed by both parties, and no waiver is effective unless the party waiving the right signs a waiver in writing.
  - c. **No Assignment.** Neither party may assign or transfer this Agreement or a Quote to a third party, except that this Agreement with all Quotes may be assigned, without the consent of the other party, as part of a merger, or sale of substantially all the assets, of a party.
  - d. **Independent Contractors.** The parties are independent contractors with respect to each other.

- e. **Feedback.** By submitting ideas, suggestions or feedback to Edgenuity regarding the Service, Customer agrees that such items submitted do not contain confidential or proprietary information; and Customer grants Edgenuity an irrevocable, unlimited, royalty-free and fully-paid perpetual license to use such items for any business purpose.
- f. **Enforceability and Force Majeure.** If any term of this Agreement is invalid or unenforceable, the other terms remain in effect. Except for the payment of monies, neither party is liable for events beyond its reasonable control, including, without limitation force majeure events, failure of Internet services, any third party service and telecommunications services.
- g. **Money Damages Insufficient.** Any breach by a party of this Agreement or violation of the other party's intellectual property rights could cause irreparable injury or harm to the other party. The other party may seek a court order to stop any breach or avoid any future breach.
- h. **No Additional Terms and Order of Precedence.** Edgenuity rejects additional or conflicting terms of any Customer form-purchasing document. If there is an inconsistency between this Agreement and any Quote, the Quote will prevail only with respect to pricing, duration and service specific terms.
- i. **Survival of Terms.** Any terms that by their nature survive termination of this Agreement for a party to assert its rights and receive the protections of this Agreement, will survive.

**Attachment A**  
**Third Party Terms**

1. **DEFINITIONS.**

**Third Party Service** means a web based software service procured by Edgenuity from a third party for use by Edgenuity in connection with the Service or Hardware.

**Hardware** means any hardware marketed or supplied by Edgenuity and identified on a Quote.

2. **GENERAL.**

a. **Third Party Web Services.** Edgenuity is not the vendor of such Third Party Service however such Third Party Services are provided under the terms of the Agreement and any additional terms included within this Attachment A, except for the Middlebury Interactive Services, which is governed by their terms, as further detailed below.

b. **Hardware.** Edgenuity is not the manufacturer of Hardware and such Hardware is provided subject to the separate sale terms provided by the manufacturer (including without limitation, return and exchange terms), all of which Customer agrees to abide by. Edgenuity makes no warranties with respect to the Hardware and any pre-installed associated software. Customer hereby grants Edgenuity permission to provide remote technical support for setup and diagnostic purposes for new Hardware if required. Customer owns the Hardware and has a license to any pre-installed software, subject to the applicable license agreement. During the term of the Agreement, if Customer modifies Hardware in any way, it may void the manufacturer's warranty. Upon termination of the Agreement, Edgenuity will remotely remove any and all Edgenuity content and software from the Hardware.

3. **THIRD PARTY SERVICES.** Some but not all of Edgenuity's Third Party Services are listed below.

a. **ExploreLearning.** Without limiting any of the provisions of Section 2 above, access to and use of any ExploreLearning *Gizmos* (Gizmos) provided by Edgenuity are governed by the following additional terms:

- i. Neither Customer nor any of its users are authorized to access or use any Gizmos, except: (i) users who are students and who are authorized by Customer to access and use the Service that includes or incorporates the Gizmos; and (ii) users who are teachers of those same students, provided that such teachers may use the Gizmos only for the purposes of assigning and managing assignments for those students;
- ii. A Gizmo may only be used in connection with the Service with which that particular Gizmo has been provided, and may not be used in connection with any other class, program, application, or software.
- iii. Customer understands and agrees that any access to or use of any Gizmo provided by Edgenuity by Customer or any of its users in contravention of the foregoing terms constitutes a material breach of the Agreement, and that if Customer desires to use a Gizmo in a manner that is not authorized by the Agreement, it is solely the responsibility of Customer (and not of Edgenuity) to obtain authorization for such use from the appropriate third party.

b. **Middlebury Interactive Services (MIL).** Without limiting any of the provisions of Section 2 above, if the Agreement includes any Middlebury Interactive Services products, including but not limited to *Powerspeak*, Customer acknowledges that with the use of MIL's products, the Customer is subject to MIL's terms. For further information, please refer to MIL's terms which can be found online at: <http://middleburyinteractive.com/terms-use>. Customer understands and agrees that any access to or use of MIL products provided by Edgenuity to Customer or any of its users in contravention of the foregoing terms constitutes a material breach, and that if Customer desires to use a MIL Products in a manner that is not authorized, it is solely the responsibility of Customer (and not of Edgenuity) to obtain authorization for such use from the appropriate third party.

c. **Education Testing Services (ETS) e-rater® Scoring Service.**

- i. The score and/or feedback received from the e-rater® technology should be considered as one piece of evidence about a student's writing ability. When a score from the e-rater® engine is being used for an important decision about a student's performance, instructors should review and evaluate the score and/or feedback to ensure that the appropriate decision about placement or performance has been made.
- ii. The user understands and agrees that the Scoring Service may not be used for any other purpose, or provided to any other party, than as described herein. As permitted under state or federal law, user shall indemnify and hold Edgenuity and/or Educational Testing Service (ETS) harmless from any and all claims arising out of the use of the Scoring Service or use of the scores and/or feedback to determine placement of, or grades for students, or any other purpose.
- iii. THE E-RATER® SCORING SERVICE (SCORE AND GRAMMAR CHECKING FEATURE) PROVIDED BY ETS IS PROVIDED "AS-IS", WITHOUT WARRANTIES OF ANY KIND AND ETS DISCLAIMS ALL WARRANTIES WITH RESPECT TO THE E-RATER® SCORING SERVICE, INCLUDING, BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF NON-INFRINGEMENT, TITLE, MERCHANTABILITY, AND FITNESS FOR A PARTICULAR PURPOSE. IN NO EVENT WILL ETS BE LIABLE TO CLIENT OR ANY THIRD PARTY FOR ANY DIRECT, INDIRECT,

PUNITIVE, EXEMPLARY, INCIDENTAL, SPECIAL OR CONSEQUENTIAL DAMAGES ARISING OUT OF THE THIRD PARTY PRODUCTS, EVEN IF THEY HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR LOSSES.

iv. With regard to essays submitted to the site, you (Customer) hereby grant to ETS a non-exclusive, royalty-free, world-wide, irrevocable license to reproduce, transmit, display, disclose, archive and otherwise use any such files you submit to the site for the purposes of scoring and providing feedback. ETS will not retain any personally-identifiable information that may be associated with the essays. This license shall survive the termination of any license granted herein to ETS but in no event longer than 18 months. Any cessation of use of the site shall not result in the termination of any license you grant herein to ETS. Nothing herein shall preclude ETS from using information independently created by ETS.

d. **Sophia® Learning Inc.** If this Agreement includes any Sophia Learning Inc. courses for use, the following language applies to any such purchase or use: "Customer agrees that the use of any Sophia course is prohibited for all students under the age of 13 years."

4. **THIRD PARTY HARDWARE AND SERVICES WARRANTIES.**

a. **Hardware and Third Party Services Warranties.** ALL HARDWARE AND THIRD PARTY SERVICES ARE PROVIDED BY EDGENUITY "AS IS." EDGENUITY MAKES NO REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED.

i. Edgenuity transfers to Customer, to the extent transferable, transferrable warranties and indemnities Edgenuity receives from the manufacturer of the Hardware or Third Party Service. Edgenuity's sole obligation with respect to Hardware and Third Party Service will be to use reasonable commercial efforts to facilitate warranty and indemnification claims that Customer makes against the manufacturer of the Hardware or Third Party Service.

ii. Customer, recognizing that Edgenuity is not the manufacturer of Hardware or Third Party Service, expressly waives any claim that Customer may have against Edgenuity for product liability or infringement of any intellectual property right with respect to any Hardware or Third Party Service, as well as any right to indemnification from Edgenuity on account of any such claim made against Customer by a third party.

**Attachment B**  
**Instructional Services**

1. **DEFINITIONS.**

**Instructional Services** means services provided by Edgenuity including student access to teachers and coaches, the development and implementation of policies and procedures for purposes of student outcomes, and other services stated in a Quote.

**Virtual Program** means a program of instruction created through technology and provided by Edgenuity, in which the student and teacher are separated by time, space, or both.

2. **INSTRUCTIONAL SERVICES.**

- a. **Edgenuity Teachers.** If specified in the Quote, Edgenuity will provide students with virtual access to teachers or coaches (or both) who are hired, trained, supervised and paid by Edgenuity.
- i. Edgenuity teachers will be available during reasonable business hours.
  - ii. Edgenuity teachers will assist in the virtual delivery of the Licensed Material to students.
  - iii. Customer may make recommendations regarding the hiring, dismissal, discipline, and supervision of Edgenuity teachers, which recommendations Edgenuity may accept or reject in its sole discretion. No such recommendations are binding on Edgenuity, and as between Customer and Edgenuity. Edgenuity will have sole authority regarding such individuals.
- b. **Policies and Procedures.** Edgenuity may implement instructional policies and procedures for purposes of student outcomes that are in addition to or differ from existing Customer policies and procedures.
- i. Where conflicts exist between policies, Edgenuity policies and procedures will take precedence unless otherwise agreed to by both parties in writing.
  - ii. Edgenuity will interpret and follow applicable Customer instructional policies according to the actual policy language and under applicable law.
  - iii. If Customer is utilizing Edgenuity's NCAA compliant Instructional Services, Customer must abide by all policies and procedures specific to NCAA guidelines.
- c. **Virtual Program Liaison.** Customer must designate an individual to serve as its primary liaison to Edgenuity for all communications related to the provision of Instructional Services and the Virtual Programs throughout the Term (**Primary Liaison**).
- i. Customer may change the identity of the Primary Liaison from time to time upon reasonable written notice to Edgenuity.
  - ii. The Primary Liaison will serve as the primary point of contact for all communications with Edgenuity related to the Virtual Programs and for coordinating efforts necessary for the fulfillment of Customer's obligations as specified in this Agreement with respect to the Virtual Programs.
- d. **Administrative Services.** Customer shall be responsible for all day-to-day management of the Virtual Programs, subject in all cases to compliance with applicable law and Customer policies.
- e. **Exceptional Student Services.** If Customer is a public entity receiving federal funds, Customer is considered the "Local Educational Agency," and is responsible for the provision of special education.
- i. The following are not services provided by Edgenuity: providing special education, creating, implementing or providing Individualized Education Programs (IEP), providing reasonable accommodations or any services of any nature under the Individuals with Disabilities Education Act, the Americans with Disabilities Act, section 504 of the Rehabilitation Act, or any similar law, whether federal, state or local.
  - ii. Notwithstanding the foregoing, Edgenuity will discuss, formulate and make adjustments and accommodations in furtherance of student IEPs or reasonable accommodations established by Customer, but solely to the extent that Edgenuity may do so without incurring direct or indirect costs.
- f. **State Testing.** Customer is responsible for providing appropriate accommodations for the administration of any state-mandated standardized testing. Customer is also responsible for receiving, distributing, administering, proctoring and returning any and all state-mandated standardized tests under applicable and documented state laws, regulations and procedures.

3. **TERM AND TERMINATION.**

- a. **Term.** This Attachment B will continue for the duration specified in the Quote, unless earlier terminated under the terms of the Agreement (**Term**).
- b. **Non-Solicitation.** During the Term, and for a period of one (1) year thereafter, Customer may not, directly or indirectly, solicit or make offers of employment to hire, in any capacity, or accept any services or work, from any employees, or contractors of Edgenuity who are associated (either directly or indirectly) with the performance of Instructional Services.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 7k

**DATE OF SCHOOL BOARD MEETING:** July 26, 2016

**TITLE OF AGENDA ITEM:** K12 Virtual School (fueleducation) 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 K12 Virtual School (fueleducation) 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:** Dionne Mathews-Nelloms *DMN*

**POSITION:** K-12 Supervisor of Curriculum & Instruction

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 \_\_\_\_\_

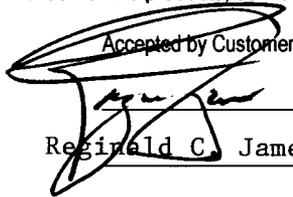
9/11/2016 10:16:16 AM  
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20160911 10:16:16 AM

# fuel<sup>TM</sup>education

the new power of learning

This Online Educational Products and Services Order (this "Order"), dated as of 7/1/2016 (the "Order Effective Date"), is between GADSDEN, 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 FuelEd Online Educational Products and Services Agreement Terms (the "Terms") that is published at <http://www.getfuelled.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) 6/28/16 (Date)

Reginald C. James (Print Name) Superintendent (Title)

Accepted by K12:

\_\_\_\_\_ (Signature) \_\_\_\_\_ (Date)

\_\_\_\_\_ (Print Name) \_\_\_\_\_ (Title)

1. **Period:** 7/1/2016 through 6/30/2017 and is not eligible for a renewal period.
2. **Territory:** Students served by GADSDEN, FL
3. For the Services and/or Products provided under this Order, Customer shall pay the following Fees:

Product	Product Description	Unit Price
K12 K-8 Online Course Enrollment License (Content, Hosting)	License for a single student in a K12 Standard K-8 year course. Includes content and hosting.	\$340.00
K12 K-8 Online Course Enrollment License (Content, Hosting, Instruction)	License for a single student in a K12 Standard K-8 year course. Includes content, hosting and instruction.	\$590.00
FTS Comprehensive 9-12 Student License (6 Courses, Instruction)	9-12 FTS Comprehensive Program with FuelEd teachers for 6 courses per student.	\$4,295.00
Student Desktop Computer	Desktop computers for students.	\$525.00
FTS Comprehensive K-8 Student License (6 Courses, Instruction)	K-8 FTS Comprehensive Program with FuelEd teachers for 6 courses per student.	\$4,295.00
K12 Physical Textbooks 9-12	K12 student course materials, physical textbooks	\$80.00

#### 4. Description of Educational Products.

**K12 Courses (Full-Time, Part-Time, and Individual):** K12 courses include the below components.

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

**Hosting Services:** A Learning Management System (LMS) or "FuelEd Hosting Services" for the delivery of FuelEd 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. A complete list of required materials may be accessed at <http://www.getfueled.com/required-materials>. FuelEd will reclaim durable Materials by informing Customer and/or its students which Materials need to be returned and providing pre-paid return shipping labels. FuelEd Materials are intended solely for the use of the teachers and the students enrolled in FuelEd courses to whom FuelEd provides the Materials. Customer shall not transfer or resell the Materials to any other person. If a replacement component is required or a durable Material is not returned, the Customer will be invoiced for the component or Materials (plus shipping, if applicable). Customer will provide FuelEd with reasonable assistance in obtaining durable Materials from students and their parents.

#### **5. Description of Services.**

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

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

#### **6. Billing Terms.**

**K12 Course Terms:** Special course material fee applies to lab sciences, advanced placement and technology courses. A complete list of required materials may be accessed at <http://www.getfueled.com/required-materials>.

**K12 Full-time School Comprehensive Program:** K12 will invoice Customer for the components of the program as follows: (a) courses and educational tools and services will be billed quarterly with invoices payable in accordance with the Terms; (b) materials will be invoiced upon shipment. For course enrollments, Customer will only be invoiced for students enrolled by Customer. 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.**

ATTACHMENT A

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

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

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

**Section 1: Florida VIP Program Requirements**

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

a) Contract Requirements

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

Requirement	Text	K12 Response	Statute Reference
Curriculum Plan	"Set forth a detailed curriculum plan that illustrates how students will be provided services and be measured for attainment of proficiency in the Next Generation Sunshine State Standards for each grade level and subject."	K12 has posted a detailed curriculum plan in compliance with this requirement at the following URL: <a href="http://www.k12.com/content/dam/k12/sites/default/files/pdf/K12-Florida-LLC-Disclosure-Requirements-092915.pdf">http://www.k12.com/content/dam/k12/sites/default/files/pdf/K12-Florida-LLC-Disclosure-Requirements-092915.pdf</a>  K12 agrees to implement this plan in accordance with the requirements of the Florida VIP program.	§ 1002.45 (4)(a) F. S.
Graduation Plan	"Provide a method for determining that a student has satisfied the requirements for graduation in s. 1002.3105(5), s. 1003.4281, or s. 1003.4282 if the contract is for the provision of a full-time virtual instruction program to students in grades 9 through 12."	K12 provides a percentage grade to the Customer and the customer can use these percentage grades within their own system. K12 does not assign letter grades. <b>Customer's school board can use such information to determine if a student has met such requirements, in accordance with Florida law and Customer's School Board's policies.</b>	§ 1002.45 (4)(b) F. S.
Conflict Resolution	"Specify a method for resolving conflicts among the parties."	<b>DISPUTE RESOLUTION:</b> The parties agree that they will use their best efforts to settle any and all disputes arising out of, under or in connection with this Agreement, including without limitation the validity, interpretation, performance and breach hereof, prior to initiating any legal proceeding, whether judicial or administrative in nature. The efforts shall be primarily between the Executive Vice President of Operations for K12 and the Superintendent of the Customer or their respective designees. The laws of the State of Florida, without regard to its conflict of laws provisions, will govern all disputes arising out of or related to this Agreement, including the validity, enforceability or construction thereof. Each party submits to the jurisdiction of the state and federal courts located in the State of Florida for purposes of any action, suit or proceeding arising out of or related to this Agreement and agrees not to plead or claim that any action, suit or proceeding arising out of or related to this Agreement that is brought in such courts has been brought in an inconvenient forum.	§ 1002.45 (4)(c) F. S.
Termination	"Specify authorized reasons for termination of the contract."	<b>NOTICE OF NON-RENEWAL:</b> The period of this Agreement is as specified in the Order ("Period"). Following the Subscription Period, this Agreement will automatically extend for successive additional Subscription Periods of one (1) year (each such period a "Renewal Period"), unless (a) either party provides the other with written notice of non-renewal at least six (6) months before the expiration of the then-current Subscription Period or Renewal Period (as applicable); (b) the Agreement is sooner	§ 1002.45 (4)(d) F. S.

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

b) Provider Requirements

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

Requirement	Text	K12 Response	Statute Reference
Non-Sectarian	"Is nonsectarian in its programs, admission policies, employment practices, and operations"	K12 represents and warrants that it adheres to a non-sectarian policy can be found here: <a href="http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-Nonsectarian-Policy-092915.pdf">http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-Nonsectarian-Policy-092915.pdf</a>	§ 1002.45 (2)(a)(1) F. S.
Anti-Discrimination	"Complies with the antidiscrimination provisions of § 1000.05"	K12 represents and warrants that it complies with the antidiscrimination provisions found in § 1000.05 of the Florida Statutes. K12's anti-discrimination policy can be found here: <a href="http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-Anti-Discrimination-Policy-092915.pdf">http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-Anti-Discrimination-Policy-092915.pdf</a>	§ 1002.45 (2)(a)(2) F. S.
Florida Offices,	"Locates an administrative	Administrative Offices – K12 has an office located at 9143 Phillips	§ 1002.45 (2)(a)(3) F. S.

Administrative Staff, and Teacher Background Checks	office or offices in this state, requires its administrative staff to be state residents, requires all instructional staff to be Florida-certified teachers under chapter 1012 and conducts background screenings for all employees or contracted personnel, as required by s.1012.32, using state and national criminal history records*	Hwy, Suite 590, Jacksonville, FL 32256  Administrative Staff – All K12 administrative staff located at its Florida office are Florida residents.  Teachers – Customer will be provided the services of Florida-certified teachers, compliant with Chapter 1012. Additionally, teachers providing such services shall comply with all Florida and national background screening requirements. Additional information can be found here: <a href="http://www.k12.com/Florida-DOE.html">http://www.k12.com/Florida-DOE.html</a>	
Teacher-Student Contact Information	Provides to parents and students specific information posted and accessible online that includes, but is not limited to, the following teacher-parent and teacher-student contact information for each course: a. How to contact the instructor via phone, e-mail, or online messaging tools. b. How to contact technical support via phone, e-mail, or online messaging tools. c. How to contact the administration office via phone, e-mail, or online messaging tools. d. Any requirement for regular contact with the instructor for the course and clear expectations for meeting the requirement.	K12 has detailed its Teacher-Student Contact Information and Policies here: <a href="http://www.k12.com/content/dam/k12/sites/default/files/pdf/Parent-and-Student-Contact-Information-Requirements-092915.pdf">http://www.k12.com/content/dam/k12/sites/default/files/pdf/Parent-and-Student-Contact-Information-Requirements-092915.pdf</a>	§ 1002.45 (2)(a)(4)(a) – (e) F. S.
Prior Experience	*Possesses prior, successful experience offering online courses to elementary, middle, or high school students as demonstrated by quantified student learning gains in each subject area and grade level provided for consideration as an instructional program option. However, for a provider without sufficient prior, successful experience offering online courses, the department may conditionally approve the provider to offer courses measured pursuant to subparagraph (8)(a)2. Conditional approval shall be valid for 1 school year only and, based on the provider's experience in offering the courses, the department shall determine whether to grant approval to offer a virtual instruction program"	As one of the original companies to provide online K-12 education, K12 has over 15 years of providing online courses to elementary, middle, and high school students. Additional information about K12's experience in the online educational space can be found here: <a href="http://www.k12.com/Florida-DOE.html">http://www.k12.com/Florida-DOE.html</a>	§ 1002.45 (2)(a)(5) F. S.
Accreditation	*Is accredited by a regional accrediting association as	In 2015, the FuelEd Instructional Services Team received a five year accreditation renewal from AdvancED to 2020. The original	§ 1002.45 (2)(a)(6) F. S.

	defined by State Board of Education rule"	accreditation was awarded in 2010. For additional information, please see: <a href="http://www.k12.com/content/dam/k12/sites/default/files/pdf/K12-Florida-LLC-Disclosure-Requirements-092915.pdf">http://www.k12.com/content/dam/k12/sites/default/files/pdf/K12-Florida-LLC-Disclosure-Requirements-092915.pdf</a>	
Curriculum Quality	"Ensures instructional and curricular quality through a detailed curriculum and student performance accountability plan that addresses every subject and grade level it intends to provide through contract with the school district, including: a. Courses and programs that meet the standards of the International Association for K-12 Online Learning and the Southern Regional Education Board. b. Instructional content and services that align with, and measure student attainment of, student proficiency in the Next Generation Sunshine State Standards. c. Mechanisms that determine and ensure that a student has satisfied requirements for grade level promotion and high school graduation with a standard diploma, as appropriate"	K12 represents and warrants that it complies with these requirements. Additional details may be found here: <a href="http://www.k12.com/Florida-DOE.html">http://www.k12.com/Florida-DOE.html</a>	§ 1002.45 (2)(a)(7) F. S.
Publication Requirements	"Publishes for the general public, in accordance with disclosure requirements adopted in rule by the State Board of Education, as part of its application as a provider and in all contracts negotiated pursuant to this section: a. Information and data about the curriculum of each full-time and part-time program. b. School policies and procedures. c. Certification status and physical location of all administrative and instructional personnel. d. Hours and times of availability of instructional personnel. e. Student-teacher ratios. f. Student completion and promotion rates. g. Student, educator, and school performance <b>accountability outcomes</b> "	K12 makes all information requiring disclosure available for public review. This information can be found here: <a href="http://www.k12.com/content/dam/k12/sites/default/files/pdf/K12-Florida-LLC-Disclosure-Requirements-092915.pdf">http://www.k12.com/content/dam/k12/sites/default/files/pdf/K12-Florida-LLC-Disclosure-Requirements-092915.pdf</a>	§ 1002.45 (2)(a)(8) F. S.
Independent Audit	"Performs an annual financial audit of its accounts and records conducted by an independent certified public	K12's parent company, K12 Inc., is publicly held and traded on the New York Stock Exchange. In accordance with applicable law governing public companies, an independent audit is performed annually. The results of K12 Inc.'s most recent audit, as well as all other required financial disclosures, can be found here:	§1002.45 (2)(a)(10) F. S.

	accountant which is in accordance with rules adopted by the Auditor." General, is conducted in compliance with generally accepted auditing standards, and includes a report on financial statements presented in accordance with generally accepted accounting principles."	investors.k12.com	
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c) Virtual Instruction Program Requirements

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

Requirement	Text	K12 Response	Statute Reference
Course Alignment	"Align virtual course curriculum and course content to the Sunshine State Standards under s.1003.41."	The curriculum K12 will use in the performance of its services as an Approved Provider is aligned to the Florida Sunshine State Standards. Additional details on K12 courses and curriculum can be found here: <a href="http://www.k12.com/content/dam/k12/sites/default/files/pdf/K12-Florida-LLC-Disclosure-Requirements-092915.pdf">http://www.k12.com/content/dam/k12/sites/default/files/pdf/K12-Florida-LLC-Disclosure-Requirements-092915.pdf</a>	§1002.45 (3)(a) F. S.
Student Proficiency	"Offer instruction that is designed to enable a student to gain proficiency in each virtually delivered course of study."	<b>K12's program is designed to enable a student to gain proficiency in each virtually delivered course of study.</b> Additional details can be found here: <a href="http://www.k12.com/content/dam/k12/sites/default/files/pdf/K12-Florida-LLC-Disclosure-Requirements-092915.pdf">http://www.k12.com/content/dam/k12/sites/default/files/pdf/K12-Florida-LLC-Disclosure-Requirements-092915.pdf</a>	§1002.45 (3)(b) F. S.
Instructional Materials	"Provide each student enrolled in the program with all the necessary instructional materials."	Each student will be provided with required course materials as further detailed in the Order above.	§1002.45 (3)(c) F. S.
Materials for Students Qualifying for National School Lunch Act	"Provide each full-time student enrolled in the program who qualifies for free or reduced-price school lunches under the National School Lunch Act, or who is on the direct certification list, and who does not have a computer or Internet access in his or her home with: 1. All equipment necessary for participants in the virtual instruction program, including, but not limited to, a computer, computer monitor, and printer, if a printer is necessary to participate in the program; and 2. Access to or reimbursement for all Internet services necessary for online delivery of instruction."	The provision of free materials to full-time students enrolled in <b>Customer's virtual instruction program is the duty of Customer School District.</b> K12 has no visibility into students that would qualify for the National School Lunch Act. K12 is happy to provision to Customer any required materials at the prices in the above Order.	§1002.45 (3)(d) F. S.
No Tuition or Registration Fees	"Not require tuition or student registration fees."	<b>K12 does not charge students enrolled in Customer's virtual instruction program any tuition or registration fees.</b> It charges the fees disclosed in the above Order directly to the School Board.	§1002.45 (3)(e) F. S.

Section 2: Florida VIP Payment Terms

- a) FLORIDA PRICE AND PAYMENT: The prices and billing terms for the products, services, and licenses will be as set forth in this Amendment. Invoices shall be submitted to Customer by K12 and full payment of such invoices shall be due by Customer no more than forty five (45) days from the date of an invoice. If full payment is not timely received, K12, in its sole discretion, may cease the provision of any or all products, services and licenses. Customer agrees to pay interest at one percent (1%) per month on any unpaid balance from 30 days after the due date in accordance with

the Local Governmental Prompt Payment Act, Fla. St. Chapter 218. If Customer wishes to dispute any charge invoiced to Customer by K12 or its Affiliates, Customer must submit a good faith claim regarding the Disputed Amount, in a format clearly delineated to coincide with the format of the disputed invoice and with documentation as may reasonably be required by K12 and its Affiliates to support the claim no later than ninety (90) days after the date of the invoice.. K12 will provide written notice of any price increase to Customer at least ninety (90) days' prior to the start of the Renewal Period (if any) for which it would be applicable. Customer may, in its sole discretion, terminate the Agreement within thirty (30) days of such notice. Such termination will be effective at the end of the then-current Period or Renewal Period (if any).

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

### **Section 3: Florida Public Records**

K12 agrees that it will:

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



# DRAFT

## PART I - FACE SHEET

<b>APPLICATION FOR FEDERAL ASSISTANCE</b>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction															
Revised Standard Form 424 (Rev. 02/07 to conform to the Corporation's eGrants System)																	
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):		3. DATE RECEIVED BY STATE: 24-MAY-16	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 16AC183289		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 15AFHFL0010001														
<b>5. APPLICATION INFORMATION</b>																	
LEGAL NAME: The School Board of Gadsden County DUNS NUMBER: 152811279		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Bea Hopkins															
ADDRESS (give street address, city, state, zip code and county): 35 Martin Luther King Jr. Blvd. Quincy FL 32351 - 4411 County: Gadsden		TELEPHONE NUMBER: FAX NUMBER: INTERNET E-MAIL ADDRESS:															
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 596000615		7. TYPE OF APPLICANT: 7a. Local Government - Municipal 7b. Local Education Agency															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> A. AUGMENTATION        B. BUDGET REVISION C. NO COST EXTENSION    D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: <b>Corporation for National and Community Service</b>															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State		11. a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: AmeriCorps Gadsden Reads 11. b. CNCS PROGRAM INITIATIVE (IF ANY):															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Chattahoochee, Greensboro, Gretna, Havana, Midway, and Quincy.																	
13. PROPOSED PROJECT: START DATE: 08/15/16      END DATE: 07/31/17		14. CONGRESSIONAL DISTRICT OF:    a.Applicant <input type="checkbox"/> FL 02      b.Program <input type="checkbox"/> FL 02															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAMPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>a. FEDERAL</td><td style="text-align: right;">\$ 315,094.00</td></tr> <tr><td>b. APPLICANT</td><td style="text-align: right;">\$ 326,968.00</td></tr> <tr><td>c. STATE</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>d. LOCAL</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>e. OTHER</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>f. PROGRAM INCOME</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>g. TOTAL</td><td style="text-align: right;">\$ 642,062.00</td></tr> </table>		a. FEDERAL	\$ 315,094.00	b. APPLICANT	\$ 326,968.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 642,062.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 315,094.00																
b. APPLICANT	\$ 326,968.00																
c. STATE	\$ 0.00																
d. LOCAL	\$ 0.00																
e. OTHER	\$ 0.00																
f. PROGRAM INCOME	\$ 0.00																
g. TOTAL	\$ 642,062.00																
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAMPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																	
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Bea B. Hopkins		b. TITLE: <i>Program Director</i>	c. TELEPHONE NUMBER: (850) 627-9409														
SIGNATURE OF AUTHORIZED REPRESENTATIVE:			e. DATE SIGNED: 05/24/16														

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## AmeriCorps Gadsden Reads The School Board of Gadsden County

Location ID: 16AC183289

Budget Dates:

	Total Amt	CNCS Share	Grantee Share	
<b>Section I. Program Operating Costs</b>				
A. Personnel Expenses	58,431	6,855	51,576	
B. Personnel Fringe Benefits	13,861	1,744	12,117	
C. Travel				
Staff Travel	1,518	1,518	0	
Travel to CNCS-Sponsored Meetings	0	0	0	0
Member Travel	2,276	2,276	0	
Total	\$3,794	\$3,794	\$0	
D. Equipment				
E. Supplies	4,255	4,255	0	
F. Contractual and Consultant Services				
G. Training				
Staff Training	1,700	200	1,500	
Member Training	3,170	1,170	2,000	
Total	\$4,870	\$1,370	\$3,500	
H. Evaluation				
I. Other Program Operating Costs	219,181	2,400	216,781	
<b>Section I. Subtotal</b>	<b>\$304,392</b>	<b>\$20,418</b>	<b>\$283,974</b>	
<b>Section I Percentage</b>		<b>7%</b>	<b>93%</b>	
<b>Section II. Member Costs</b>				
A. Living Allowance				
Full Time (1700 hrs)	263,130	263,130	0	
1-Year Half Time (900 hours)	19,218	10,570	8,648	
Reduced Half Time (675 hrs)	0	0	0	
Quarter Time (450 hrs)	1,808	0	1,808	
Minimum Time (300 hrs)	0	0	0	
2-Year Half Time (2nd Year)	0	0	0	
2-Year Half Time (1st Year)	0	0	0	
Total	\$284,156	\$273,700	\$10,456	
B. Member Support Costs				
FICA for Members	21,738	0	21,738	
Worker's Compensation	1,364	1,364	0	
Health Care	14,400	3,600	10,800	
Total	\$37,502	\$4,964	\$32,538	
<b>Section II. Subtotal</b>	<b>\$321,658</b>	<b>\$278,664</b>	<b>\$42,994</b>	
<b>Section II. Percentages</b>		<b>87%</b>	<b>13%</b>	
<b>Section III. Administrative/Indirect Costs</b>				
A. Corporation Fixed Percentage				
Corporation Fixed Amount	9,607	9,607	0	
Commission Fixed Amount	6,405	6,405	0	
Total	\$16,012	\$16,012	\$0	
B. Federally Approved Indirect Cost Rate				
<b>Section III. Subtotal</b>	<b>\$16,012</b>	<b>\$16,012</b>	<b>\$0</b>	
<b>Section III Percentage</b>		<b>100%</b>	<b>0%</b>	
<b>Section I + III. Funding Percentages</b>		<b>11%</b>	<b>89%</b>	
<b>Budget Totals</b>	<b>\$642,062</b>	<b>\$315,094</b>	<b>\$326,968</b>	
<b>Budget Total Percentage</b>		<b>49%</b>	<b>51%</b>	
<b>Required Match</b>		<b>50%</b>		
<b>* -# years Receiving CNCS Funds</b>		<b>14</b>		

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

<b>Total MSYs</b>		<b>23.03</b>	
<b>Cost/MSY</b>		<b>\$13,682</b>	
<b>Budget Totals</b>	<b>Total Amt</b>	<b>CNCS Share</b>	<b>Grantee Share</b>
	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Budget Total Percentage</b>		<b>0%</b>	<b>0%</b>
<b>Required Match</b>		<b>50%</b>	
<b># of years Receiving CNCS Funds</b>		<b>14</b>	
<b>Total MSYs</b>		<b>23.03</b>	

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

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Program Director: - 1 person(s) at 48003 each x 100 % usage	6,855	41,148	48,003
Site Supervisor: - 1 person(s) at 10428 each x 100 % usage	0	10,428	10,428
<b>CATEGORY Totals</b>	<b>6,855</b>	<b>51,576</b>	<b>58,431</b>

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Staff Benefits: 7.65% FICA, 6.95% Retirement, Workman Comp 48% (2FTE), Health/Life (1FTE 420.78 x12 and x (1FTE). Dental 12x12.74 Total salaries (58,431)	1,744	12,117	13,861
<b>CATEGORY Totals</b>	<b>1,744</b>	<b>12,117</b>	<b>13,861</b>

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings:	0	0	0
Volunteer Florida Trainings/Meetings: 1 airfare @400, rental 1x\$35x3 days, gas \$80x 1 trip RT, per diem 2x3daysx\$36, and toll fee 1 trip x \$8 RT.	809	0	809
Staff travel to volunteer Florida, school sites, and trainings.: .445x 1592 miles. Chattahoochee 38x.445x10, Greensboro 21x.445x10, Gretna 11x.445x10, Havana 24 x.445x10, and St. John 10x.445x12,and VF 46 x12 x .445x12. Travel is for 12 months round trip.	709	0	709
<b>CATEGORY Totals</b>	<b>1,518</b>	<b>0</b>	<b>1,518</b>

##### Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Members travel to member meetings and team buildings events,; 3120 miles x .445 Chatt, 3x38 mi x.445x10 mo, Gres:3x21 mi x.445x10 mo, Gret: 3x11 mi x.445x10 mo, x.445x10 mo, Hav M 3x24 mi x .445 x 10 mo, St John, 3x10 mi x.445x10 mo.	1,389	0	1,389
Summer school travel: Chatt: 38 mi x 4 days x 6 wk x.445. Greensboro: 21 mi x 4 days x 6 wk x .445. Havana: 24 mi x 4 days x6 wk x.445. Members travel for June and July summer school.	887	0	887

<b>CATEGORY Totals</b>	2,276	0	2,276
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## D. Equipment

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

## E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Consumable supplies for staff and members.: Basic office supplies ink, folders, pens, staples, notebooks, labels, ink, and printing paper. (12x278.72). The cost per member is 10.72 x26 members per month for 12 months.	3,345	0	3,345
Member Gears: 2@12.00 Shirts, 3.00 pins, 5.00 hats, 3.00 bags for 26 members 26*35	910	0	910
<b>CATEGORY Totals</b>	4,255	0	4,255

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>CATEGORY Totals</b>	0	0	0

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Staff Trainings: Staff Development, Common ,and Administrator/Technology Training @ 500. (3x 500). 2 registration fee 2 VF trainings for 2 staff. 2 x \$50 x 2.- Daily Rate of 500	200	1,500	1,700
<b>CATEGORY Totals</b>	200	1,500	1,700

### Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Member Training: CPR for 26 members @ \$45 per member. 4 trainings @ 500: IReady, Common Core, Diversity, Disaster Preparedness.- Daily Rate of 45	1,170	2,000	3,170
<b>CATEGORY Totals</b>	1,170	2,000	3,170

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>CATEGORY Totals</b>	0	0	0

### I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Phone bill: Phone bill expense estimated at \$100 per month x 12 months based on historical average	1,200	0	1,200
52 Classroom Spaces: 962 sq. ft. @ 1.15 per sq.ft. 1106.30 x 52 based on historical averages.	0	57,528	57,528
Copier Lease cost based on historical average.: \$100 per month for 12 months	1,200	0	1,200
In Kind - Teachers salaries and benefits: Teachers salaries and benefits @5% 95,271.16 and 21,912.37=117,184.	0	117,184	117,184
In-Kind Principles salaries: Salaries :535,811 x.05=26,790.55	0	26,791	26,791
Staff office space: 962 sq. ft. @1.15 per sq. ft. x12 months.	0	13,276	13,276
26 Background Checks for members.: 26 x 77	0	2,002	2,002
<b>CATEGORY Totals</b>	2,400	216,781	219,181
<b>SECTION Totals</b>	20,418	283,974	304,392
<b>PERCENTAGE</b>	7%	93%	

### Section II. Member Costs

#### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): 21 Member(s) at a rate of 12530 each Members W/O allowance 0	263,130	0	263,130
1-Year Half Time (900 hours): 3 Member(s) at a rate of 6406 each Members W/O allowance 0	10,570	8,648	19,218
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): 2 Member(s) at a rate of 904 each Members W/O allowance 0	0	1,808	1,808
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0

<b>CATEGORY Totals</b>	273,700	10,456	284,156
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**B. Member Support Costs**

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: 7.65% x \$284,156	0	21,738	21,738
Worker's Compensation: .48% x \$284,156	1,364	0	1,364
Health Care: 10x120x12 CNCS 25% and Grantee 75%	3,600	10,800	14,400
<b>CATEGORY Totals</b>	4,964	32,538	37,502
<b>SECTION Totals</b>	278,664	42,994	321,658
<b>PERCENTAGE</b>	87%	13%	

**Section III. Administrative/Indirect Costs**

**A. Corporation Fixed Percentage**

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount: 20,418+283,974x.0526x.60	9,607	0	9,607
Commission Fixed Amount: 20,418+283,974x.0526x.40	6,405	0	6,405
<b>CATEGORY Totals</b>	16,012	0	16,012

**B. Federally Approved Indirect Cost Rate**

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
<b>CATEGORY Totals</b>	0	0	0
<b>SECTION Totals</b>	16,012	0	16,012
<b>PERCENTAGE</b>	100%	0%	

<b>BUDGET Totals</b>	315,094	326,968	642,062
<b>PERCENTAGE</b>	49%	51%	
<b>Total MSYs</b>	23.03		
<b>Cost/MSY</b>	13,682		

**Source of Funds**

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Section	Match Description	Amount	Type	Source
Source of Funds	The Gadsden county School Board provides cash for staff salaries, benefits and members stipend and benefits.	106,687	Cash	Federal
Total Source of Funds		106,687		

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7m

DATE OF SCHOOL BOARD MEETING: July 26, 2016

TITLE OF AGENDA ITEM: Gadsden County School Board Head Start 2016-2017

Refunding Application and Program Improvement Plan

DIVISION: **Head Start/Pre-k**

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

PURPOSE AND SUMMARY OF ITEM:

**Gadsden County School Board's Head Start Program 2016-2017 Refunding Application and Program Improvement Plan**

FUND SOURCE: **Head Start**

AMOUNT: **\$2,585,789**

PREPARED BY: **Carolyn Harden** 

POSITION: **Head Start/Prekindergarten Program Director**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

REVIEWED BY: Patricia Popoca

**GADSDEN COUNTY SCHOOL BOARD HEAD START/PREKINDERGARTEN PROGRAM**

**Head Start Refunding Application and Program Improvement Plan**

**School Board Approval**

**2016-2017**

**The Gadsden County School Board met and approved the 2016-2017 Head Start Refunding Application and Program Improvement Plan on the \_\_\_\_\_ day of July, 2016.**

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**Roger Milton, Board Chairperson**

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**Date**

**GADSDEN COUNTY SCHOOL BOARD HEAD START/PREKINDERGARTEN PROGRAM**

**Head Start Refunding Application and Program Improvement Plan**

**Policy Council Approval**

**2016-2017**

**The Gadsden County School Board Head Start/Prekindergarten Policy Council met and approved the 2016-2017 Head Start Refunding Application and Program Improvement Plan on the \_\_\_\_\_ day of July, 2016.**

\_\_\_\_\_  
**Synovia Jones, Policy Council Chairperson**

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

**Gadsden County School District (04CH4687)**  
**Head Start Program**  
**2016-2017 Employee Compensation Cap Assurance Statement**

“We have reviewed the requirement of the new Head Start Act, Section 653, that limits the compensation of Head Start staff. We certify that Head Start funds will not be used to pay any part of the compensation of any individual employed by a Head Start agency if that individual’s compensation exceeds the rate payable for Level II of the Executive Schedule (currently \$181,500). Furthermore, our agency does not employ any individuals whose pay exceeds the aforementioned salary cap.”

**SIGNATURE:** \_\_\_\_\_

**TITLE:**            **Board Chairperson**

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

# 2016-2017 Indirect Cost Rates

## Approved FY 2016-17

### Agency Numbers

### School Districts

### Unrestricted Rates

### Restricted Rates

### Restricted Plan Type

010

Alachua

20.40%

4.61%

Plan B

020

Baker

23.45%

8.41%

Plan B

030

Bay

15.54%

3.60%

Plan B

040

Bradford

19.52%

5.20%

Plan B

050

Brevard

16.91%

Franklin  
15.90%  
4.84%  
Plan B

200  
Gadsden  
21.89%  
4.17%  
Plan A

210  
Gilchrist  
20.62%  
4.92%  
Plan A

220  
Glades  
15.86%  
3.56%  
Plan B

230  
Gulf  
18.82%  
3.19%  
Plan B

240  
Hamilton  
25.47%  
5.31%  
Plan B

250  
Hardee  
20.07%  
5.22%  
Plan B

# **GADSDEN COUNTY HEAD START**

## **2016-17 REFUNDING APPLICATION**

### **Section I. Program Design and Approach to Service Delivery**

#### ***(Sub-Section A)***

#### **Long Range Goals, Objectives and Program Impacts**

Gadsden County is located in the Big Bend region of northwest Florida, approximately 25 miles from Tallahassee, Florida, the state Capitol. It is a sparsely populated rural area. According to the Florida Legislature's Office of Economic and Demographic Research, Gadsden County's population consists of approximately 45,124 residents. Gadsden County is mostly agricultural in nature, and its population is centered around six communities, with the largest being the county seat of Quincy. The other communities include Greensboro, Chattahoochee, Gretna, Havana, and Midway. Many of Gadsden County's residents live in remote areas where services are either inaccessible or hard to reach, due to location and transportation barriers.

Gadsden County remains the only county in Florida where the majority of its residents are African American. The Hispanic population, however, is one of the fastest growing populations in Florida. During the 2010 census, the Hispanic population exceeded the percentage of African Americans in the state of Florida. The Hispanic population in Gadsden County is growing, due to a reliance on migrant workers to harvest crops in the area. For the past several years, the Greensboro community has had the largest population of Hispanics in the Gadsden County area, but many Hispanics have moved into the larger city of Quincy.

Poverty is one of the most important correlates to poor (maternal and child) health and educational outcomes. Gadsden County's poverty rate is 27.5%, compared to 17% statewide. The calculated number of children birth to five living in households in the county at or below the Federal Poverty level was 31.1%. Other statistics gathered from the most recent Community Assessment indicate the following:

- 27.5% of Gadsden County residents live in poverty.
- Gadsden County has a population of 5,420 children between ages birth to five.
- Over 46% of the children ages birth to five are receiving Medicaid.
- In 2014, the unemployment rate in Gadsden County was 7.2%, exceeding both the state and national average.
- The High School graduation rate continues to improve in Gadsden County. During the 2015-2016 school year, over 90% of seniors completed high school

The findings of the Community Assessment were used to aid in determining the program's philosophy, short-range, and long-range program objectives. The following Mission Statement and Goals are descriptive of the philosophy and short-range and long-range objectives for the Gadsden County Head Start Program. Staff, parents, and Policy Council members cooperatively developed the statements.

### **Mission Statement**

The mission of the Gadsden County Head Start/Pre-k Program is to ensure that all children participating in the Gadsden County Head Start/Pre-k Program enter school emotionally, physically, socially, and intellectually ready to learn; fully recognizing the crucial role of the parents as the child's primary teacher.

### **Overall Goal**

As educators, our goal is to support and assist parents in their role as their child's primary teacher by providing a safe and supportive environment, with ongoing opportunities for active learning through which children may develop self-confidence, initiative, curiosity, and resourcefulness that will serve them well in school and later in life. This goal helps to improve school readiness and promote long term success (as outlined in the Head Start Roadmap to Excellence).

The goals of the Gadsden County Head Start/Pre-K Program are developed through a process of Self-Assessment and review of the Community Assessment. This process included parents, staff, Board Members, and Policy Council members. Objectives for achieving these goals are incorporated into the Program Plans.

### **A. Program Goals, Approach, and Action Steps:**

#### **\*Additions/Revisions to Long Range Goals, Short Term Objectives, and Expected Outcomes:**

#### (1) Child Development

Goal A: *(Working towards Attainment)*

By the end of the 2017-18 school term, 95% or more of the Head Start/Pre-K students will demonstrate at least one year's growth on all objectives of the LAP-3 (Replacing Teaching Strategies GOLD) Assessment. Schools will annually demonstrate progress towards meeting this goal.

**Goal B: (Working towards Attainment)**

By the end of the 2017-18 school term, 90% or more of the students assessed will demonstrate proficiency on all areas of the Kindergarten Readiness Assessment. Schools will annually demonstrate progress towards meeting this goal.

**Action Steps for Goals A and B:**

**Reading:**

- Use the Developmental Learning Measures (DLM) curriculum aimed at increasing children's oral language development, alphabet knowledge, print awareness and phonological awareness.
- Use a variety of assessments (LAP-3 (Replacing Teaching Strategies GOLD), VPK Assessment, Individual Student Assessment) to guide instruction and measure student progress.
- Use a wide range of reading materials (ex. ABCMouse.com, Reading EGGS), representing diverse cultures, genres, ability levels, and interests.
- Use re-telling of story events, prediction, and connection to real life to encourage comprehensive skills.
- Increase phonemic awareness activities and introduce kindergarten site words.

**Mathematics:**

- Ensure that the curriculum encourages touching, manipulating and examining objects children find around them and then moving them from the concrete experiences to representing knowledge symbolically using mathematical language.
- Modify instruction to accommodate individual student needs/learning styles.
- Provide training, support, and monitoring of teachers to ensure that all student data are analyzed and individualized instruction is provided.

- Integrate mathematics instruction and mathematical language of instruction into other areas of the curriculum.
- Implement materials from Go Math Curriculum.

Science:

- Provide training to teachers to ensure that the objectives and goals set forth in the science curriculum are met.
- Use an approach to science that gives children many opportunities for systematic observation and hands-on investigation of both the living and material world, and takes them from describing and explaining to making predictions based on observations.
- Choose science activities and topics that relate to student interest, experience, and culture.
- Integrate science instruction and science language of instruction into other areas of the curriculum.
- Provide materials and resources to encourage scientific exploration and observation.

Writing:

- Provide activities that enhance both hand/eye coordination and small muscle control of the hand and fingers.
- Teach writing techniques, which include the proper way to hold a writing instrument and the designs and strokes that will eventually be used to form letters.
- Focus on the relationship between oral language and print.
- Encourage children's purposeful writing in all aspects of the curriculum-for example, language experiences, stories, journal writing/dictation, encouraging writing during dramatic play, etc.
- Analyze student writing to diagnose strengths and weaknesses and adjust instruction accordingly, using individualized instruction, small groups, etc.

**Results (Goals A, B):**

**\*2015-16 Teaching Strategies GOLD Results reflect progress over time**

**Domains**

**\*Percentages represent number of students on or above skill level**

**Social-Emotional**

Fall 2015-16 School Term: 51%

Winter 2015-16 School Term: 84%

Spring 2015-16 School Term: 94%

*Physical-Gross Motor Development:*

Fall 2015-16 School Term: 49%  
Winter 2015-16 School Term: 82%  
Spring 2015-16 School Term: 94%

*Physical-Fine Motor Development:*

Fall 2015-16 School Term: 74%  
Winter 2015-16 School Term: 85%  
Spring 2015-16 School Term: 98%

*Language Development:*

Fall 2015-16 School Term: 39%  
Winter 2015-16 School Term: 71%  
Spring 2015-16 School Term: 86%

*Spanish Language Development:*

0 Children

*Cognitive Development:*

Fall 2015-16 School Term: 34%  
Winter 2015-16 School Term: 74%  
Spring 2015-16 School Term: 80%

*Literacy:*

Fall 2015-16 School Term: 24%  
Winter 2015-16 School Term: 69%  
Spring 2015-16 School Term: 92%

*Spanish Literacy:*

0 Children

*Mathematics:*

Fall 2015-16 School Term: 32%  
Winter 2015-16 School Term: 62%  
Spring 2015-16 School Term: 91%

English Language Acquisition:

0 Children

(2) Family and Community Engagement

Goal A: (*WORKING TOWARDS ATTAINMENT*)

By the end of the 2015-16 school term, at least 90% of Head Start/Pre-K parents will be actively involved with, and participate in activities related to their child's everyday learning (at home, school, and in their communities).

Goal B: (*ATTAINED*)

By the end of the 2014-15 school term, 100% of Head Start/Pre-K parents will receive information and education on family preservation issues, including domestic violence, money management, stress management, child abuse, and HIV/AIDS awareness.

Action Steps for Goals A and B:

- Develop partnerships and collaborate with local agencies (Refuge House, Extension Office, Health Department and local Mental Health Agency)
- Recruit and encourage participation of fathers and other significant males in the child's life.
- Expand family education opportunities through family literacy, ESOL, and GED programs.
- Provide frequent, ongoing communication in English and other appropriate languages through school and home.
- Provide parent support at the school level through the Parent Involvement Coordinator.
- Involve parents in meaningful decision-making designed to improve students' learning (e.g., Center Committee, Policy Council, School Advisory Council)
- Support parent advocacy activities (e.g., lobbying, public relations, parenting programs).
- Conduct a minimum of two home visits per year.
- Collaborate with local health department to ensure that adequate information is provided to parents on HIV and sexually transmitted diseases.
- Serve on local boards (e.g., Whole Child Project, Early Head Start Policy Council).
- Provide training on family preservation issues such as domestic violence, HIV/AIDS awareness, stress management, and money management.
- Provide parents with educational materials such as resource flyers, Parent Orientation Handbook and Community Resource Directory.

- Communicate with school site administrators on a regular basis.

### **Results (Goals A, B):**

Based on training records, agendas, parent surveys, community partner collaborations, and home visits, the goals outlined under Family and Community Engagement are being attained.

### **Additions/Revisions to Family and Community Engagement Goals:**

#### **Goal A:**

By the end of the 2017-18 school term, at least 90% of Head Start/Pre-K parents will be actively involved with, and participate in activities related to their child's everyday learning (at home, school, and in their communities).

#### **Goal B:**

By the end of the 2017-18 school term, at least 85% of family goals will be attained, based on ChildPlus Family Outcomes Data.

### **Action Steps for Goals A and B:**

- Develop partnership with Workforce Development Agency
- Train Family Services Staff on data collecting and reporting
- Train staff on how to assist families in ensuring growth on Family Outcomes
- Recruit and encourage participation of fathers and other significant males in the child's life.
- Expand family education opportunities through family literacy, ESOL, and GED programs.
- Provide frequent, ongoing communication in English and other appropriate languages through school and home.
- Provide parent support at the school level through the Parent Involvement Coordinator.
- Involve parents in meaningful decision-making designed to improve students' learning (e.g., Center Committee, Policy Council, School Advisory Council)
- Support parent advocacy activities (e.g., lobbying, public relations, parenting programs).
- Conduct a minimum of two home visits per year.
- Collaborate with local health department to ensure that adequate information is provided to parents on HIV and sexually transmitted diseases.
- Serve on local boards (e.g., Whole Child Project, Early Head Start Policy Council).
- Provide training on family preservation issues such as domestic violence, HIV/AIDS awareness, stress management, and money management.

- Provide parents with educational materials such as resource flyers, Parent Orientation Handbook and Community Resource Directory.
- Communicate with school site administrators on a regular basis.
- Develop partnerships and collaborate with local agencies (Refuge House, Extension Office, Health Department and local Mental Health Agency)

### (3) Succession Planning (*WORKING TOWARDS ATTAINMENT*)

#### Goal A:

By the end of the 2017-18 school term, the Head Start Program will have a seamless system in place to ensure that the Program continues to operate effectively when critical positions are vacated.

#### Action Steps for Goal A:

- Succession Planning Committee is working towards development and annual review of a Succession Plan.
- Identify critical positions within the Head Start Program.
- Understand the skills of every employee, and evaluate employee performance vs. employee potential.
- Recruit/train employees to fill each key role within the organization.
- Ensure that staff are on board who are ready to immediately step into positions with a virtually seamless transition.
- Reassess and revise the Succession Plan annually.

#### Results (Goal A):

A Succession Planning Committee is currently working to ensure that an effective Succession Plan is in place. Critical positions within the Head Start Program have been identified, and employees are currently being recruited and trained to fill key positions.

## **B. Benefits (of Goals)**

1. Increased emphasis on child development, LAP-3 objectives, and the educational level of Head Start children will ensure that all students, before entering Kindergarten, master the knowledge and skills needed to be successful at the Kindergarten level, and ultimately, will ensure that they have the skills necessary to successfully progress to upper grades.
2. Emphasis on family and community engagement will ensure that parents play an active role in the decisions that are made regarding their children, and participate in the decision-making process in their community. It will also ensure that community partners are actively working with the Head Start/Pre-K program to enhance services and meet the needs of the children and families in the Head Start/Pre-K program, thereby leading to success later in life. Emphasis on family and community engagement will also ensure that parents' educational opportunities are expanded to allow them to actively advocate for their children, and to grow as individuals, becoming more productive in their communities and more successful in life.
3. Increased emphasis on Succession Planning will ensure that the Head Start Program continues to operate effectively and seamlessly when individuals occupying critical positions depart. It will also ensure that employees are recruited and/or trained to fill each key role within the organization.

### **Progress in achieving intended Family/Health Services**

Parent/family services are an integral part of the Gadsden County Head Start Program, as well as the overall Gadsden County School system. The Family Services Coordinator works closely with families by encouraging participation on the Policy Council, Center Committees, urging parents to attend workshops, and urging them to become active in local government by attending city and county commission meetings, as well as local school board meetings.

The Family Services Coordinator also provides regular trainings and information to parents in such areas as nutrition, child behavior, transition, budgeting, along with any others trainings that parents have expressed an interest in.

The Family Services Coordinator also encourages active participation of fathers in the Head Start Program. Men Assuring Children's Success (MACS) is a Male Involvement Component within the parent services program that solicits and encourages the participation of significant father figures in the lives of children enrolled in the program. MACS provides trainings for father

figures, organizes father-child activities, and provides other services aimed at getting fathers involved. Parent services staff are also employed with the School Board to encourage all parents to participate in the activities related to the overall school system.

The Head Start Family Services Coordinator, and the Family Services Staff also work with families by working with them to develop and implement Family Partnership Agreements which outline goals, timetables, and strategies for achieving the goals that the families might have. Family Services Staff are assigned to each school so that all parents have access to these services. Family Services Staff also work with local community agencies in an effort to access all available services that a family might need, as well as to collaborate in an effort to increase/improve resources for the benefit of the entire community. Partnership Agreements are also made between these agencies and the Head Start Program. These agreements further identify the role that each plays in assuring that needed resources and services are accessed.

In addition to working with community agencies, the Head Start Program provides each parent with a training handbook which includes educational information in the areas of child development, nutrition, health, safety, mental health, budgeting, school attendance, well-child care, etc. It also contains a listing of local community resources.

The Head Start Health Services Coordinator and Family Services staff work closely with area providers to access health services, and to address the needs of the families in the Head Start program. Comprehensive health services are provided to all Head Start children, and are closely monitored to ensure that there are no gaps in the provision of these services. Health services include health screenings and follow-up, mental health services, dental exams and treatment, linkage to healthcare providers, monitoring, parent contacts, parent and staff education and trainings, and collaboration with agency providers ( ex: Gadsden County Health Department, Gadsden WIC Program, local dental providers, local physicians, Gadsden Extension Office, mental health providers).

### **Program Strengths for the Gadsden County Schools Head Start Program**

- The Triennial Program Review, held in December 2011, found all service areas in compliance in carrying out the Head Start requirements
- There were no audit findings from the Fiscal/ERSEA Monitoring Event
- The Environmental Health and Safety Monitoring Event found all areas in compliance in carrying out the Head Start requirements
- School Board Grantee and Board Members meet qualifications established in the Head Start Act
- Strong support from School Board Superintendent and Board Members
- School System Support (ESE services for children with disabilities, Maintenance Department, Transportation Department, and Food Services Department)
- Re-opening of the local hospital in Gadsden County
- Continued Implementation of curriculum (DLM and Imagine It)

- Participation in the State Department of Education's Fresh Fruit and Vegetables Program (which provides snacks to children)
- Child Plus Database being utilized by all staff (Record-keeping, Program Monitoring, Reports)
- Transportation system traveling from Quincy to Tallahassee (Gadsden Express)
- Head Start is very visible in the community, with the main office located in the center of Gadsden County
- Active Policy Council and Male Involvement participation (monthly meetings, parent representatives from all centers, family engagement activities, trainings, etc)
- Head Start Staff continuing to pursue educational goals
- Conversational Spanish Classes offered on an as-need basis
- School Health Clinics located at school sites
- CLASS system used to monitor Education Component
- Reliable CLASS observers on staff
- Certified CLASS trainer on staff
- Head Start Fiscal Liaison located in School Board Finance Office
- Resource teachers serve as mentor teachers in the classroom
- Participation in county-wide monthly Transition Meetings
- Three major universities in neighboring county
- Relationship with the Early Learning Coalition of the Big Bend
- Bilingual Staff
- Head Start children participate in State Voluntary Prekindergarten Program
- Strong communication between staff and families (home visits, parent conferences, training opportunities)
- Director works closely with District Comptroller and Fiscal staff

***(Sub-Section B)***  
**Service Delivery**

**Local Services to Children Birth to Five**

The Gadsden County School Board continues to be the Grantee for the Gadsden County Head Start Program. The program continues to be funded to serve 259 children, and has 7 school sites across the county, as well as two community-based sites. Most of the children enrolled in the Head Start Program receive a 6 ½ hour/day program for 180 days/year. The Gadsden County School Board also serves Pre-k children in the Title 1 Program, the State Voluntary Pre-kindergarten Program, and the Exceptional Student Education Program (ESE Program). There are no changes to the detailed plan to provide child development services for Head Start eligible children and families. Children and families will continue to receive comprehensive services in the areas of health, nutrition, mental health, disability services, education, and parent involvement services. Transportation continues to be provided for the school-based programs,

and parents must still provide transportation for children receiving services in the full day program.

The Florida State University (FSU) Center for Prevention and Early Intervention Program continues to provide Early Head Start services for Gadsden County.

Each year, both the Early Head Start and Head Start programs enroll and provide services to children with special needs. In 2015-16, 27 children in Head Start (over 10%) were children with special needs. The Head Start Program works closely with the Exceptional Student Education Department to assure the most appropriate placement for children with disabilities.

Gadsden County's state-funded Voluntary Pre-Kindergarten Program (VPK) continues to make Pre-kindergarten services available to all age eligible four-year-old children. The VPK program will enable Head Start to serve 18 additional children during the 2016-17 school term.

Other local integral and critical services continue to be provided by such agencies as the Gadsden County Early Learning Coalition, the Early Steps Early Intervention Program, Healthy Start, Healthy Families Gadsden, Child Find, and the local TCC House.

### *Service and Recruitment Area*

There are no changes to the service and recruitment areas for the 2016-17 school term. The recruitment area of the Gadsden County Head Start Program continues to encompass all of Gadsden County, Florida. The Community Assessment reveals poverty areas throughout the entire county. Therefore, recruitment efforts are essentially the same throughout the county. Open registration is held in all areas of the county.

The Gadsden County School District continues to provide preschool services through four different funding sources: Head Start, Title 1, Exceptional Student Education, and the state's Voluntary Prekindergarten Program. There are no changes to the Head Start/Pre-k eligibility priority criteria checklist.

### *Funded enrollment levels*

There are no proposed changes to the funded enrollment levels for the Head Start Program. The program continues to be funded to serve 259 children, and has 7 school sites across the county, as well as two community-based sites. Most of the children enrolled in the Head Start Program receive a 6 ½ hour/day program for 180 days/year.

### *Program Options*

The Gadsden County Head Start Program continues to be a center-based option serving three and four-year-old children. The program operates at five elementary schools, one Magnet School

(Pre-k-8<sup>th</sup> grade), and two community sites (Midway and Quincy). There are no proposed changes to program options.

### *Location of Facilities*

School locations are: George W. Munroe, Stewart Street, Gretna, St. John, Chattahoochee, and Havana Magnet School (Pre-k-8<sup>th</sup> grade), as well as Midway and Quincy full day sites.

### *Updates on Barriers to Parent Participation*

Transportation continues to be a factor impacting parents as it relates to attending meetings, volunteering, etc. The Head Start Program continues to work with parents on overcoming this barrier. Parent meetings are held, whenever possible, nearby, at the child's home school, and staff work with parents on assuring that they have a reliable means of transportation to and from these events. Due to limited transportation, parents are often unaware in advance of local events and activities impacting their child's educational experience. As a result, "Parent Link" has been implemented as an immediate means of communicating with all Head Start parents. This is a secure communication tool that sends mass messages to parents via phone calls or text messages. The Head Start Program coordinates Parent Link services through the Gadsden County School Board. This tool enables staff to inform and remind parents well in advance of meetings, school activities, upcoming educational events, etc., thereby improving parent participation.

In addition to transportation issues, parent participation is impacted by a lack of fathers in the home. The Head Start Program continues to have a strong Male Involvement Program, which encourages the participation of significant male figures in the family's home (fathers, uncles, grandfathers, etc). Through planned activities such as T-ball games, Donuts for Dads, Male Involvement Meetings, and other coordinated events, the Head Start Program is impacting the lives of children by recruiting father figures to become Male Involvement members and active participants at school and in the classroom.

### *Progress in Addressing Delivery of Health Services*

The Head Start Health Services Coordinator and Head Start Staff continue to work closely with area providers to address the needs of the children and families in the Head Start program. Health services include health screenings and follow-up, mental health services, linkage to healthcare providers, monitoring, parent contacts, parent and staff education and trainings, and collaboration with agency providers (school clinics, dental providers, mental health providers, etc). There continues to be many health challenges in Gadsden County, which makes continuous collaboration efforts between the Head Start Program and area providers critical. Gadsden County has been designated as a medically under-served area by the federal government, with health-care shortages in primary care, dental care, and mental health care. Although private medical providers in the area work closely with the Head Start Program, The Gadsden County

Health Department plays a very integral role in service delivery. It works with Head Start to provide such comprehensive services as prenatal care, Medicaid EPSDT, health education, WIC, school physicals, immunizations, and well child check-ups. As a result of service limitations in the county, critical health screenings (such as lead testing and hemoglobin testing) would not be possible without the additional collaboration of various community agencies, such as Healthy Start, the WIC Program, Early Head Start, the Cooperative Extension Agency, etc. In order to assure continued collaboration, many of these agency providers continue to give direction and guidance through their service on the Health Services Advisory Committee.

Through collaborative efforts within the community, the Jessie Furlow Medical Center in Quincy, and the Neighborhood Health Services Center in Havana are available to provide much needed dental services in the area.

Gadsden County's local hospital continues to allow local families access to urgent medical care and hospitalization within their county.

Obesity still presents significant health risks in Gadsden County, however the rate of obesity among Pre-k children has declined. This may be due in part to collaborative efforts between Head Start and other agencies within the county which work together to combat obesity. Head Start works closely with the WIC office, the Health Department, and the Gadsden County Cooperative Extension Office in an effort to assure that families receive nutrition education and monitoring.

Immunization rates for Gadsden County are high, which indicate a strong working relationship between the Head Start program, families, and community health providers. 2015-16 data indicated that 100% of children were up-to-date on immunizations. For Gadsden County's public and private schools, 98% were immunized at kindergarten entry. These were among the highest immunization rates in the state of Florida.

### *Transition Plan Updates/Coordination*

The Gadsden County Head Start's Transition Plan is reviewed and updated annually to assure that transition needs of the families it serves are met. Steps are taken to assure that there is a smooth transition into and out of the Head Start Program. Prior to transitioning into the program, Head Start coordinates with Early Head Start to assure placement of Early Head Start children into the program. Head Start also recruits children/families by using flyers, newspaper ads, agency collaboration, etc. Head Start provides parents with information explaining the Head Start/Pre-k Program, its services, benefits, and the many ways parents can become involved in their child's educational experience. Parents are assisted throughout the registration process by working with them to secure all documents needed for enrollment. As children prepare for outgoing transition into Kindergarten or other educational programs, Head Start conducts parent meetings to discuss transition issues. School representatives are invited to attend and talk with parents about what to expect in their child's new environment. Opportunities are provided for

parents and children to visit their child's new classroom, and to meet their child's new teacher. All pertinent school records are also forwarded to receiving schools/teachers, and Head Start and Kindergarten teachers are allowed opportunities to spend time together to share information on children being transitioned into Kindergarten.

These procedures are routinely reviewed with the Health Advisory Committee and program staff to assure that transitions are seamless, and that the needs of the families are met.

### *Special Needs Services Updates*

It is the goal of the Gadsden County Head Start Program to assure that provisions are made to meet the diverse needs of children with disabilities (both educationally and socially). The Head Start Disability Plan is reviewed and updated annually to assure that this goal is maintained. An outreach and recruitment process is maintained to ensure a minimum enrollment of 10% diagnosed children with disabilities. Training is provided to staff, parents, and volunteers on disability services and available resources. In addition to the services that are currently being provided, the Head Start Program will be providing additional training to teaching teams on the use of appropriate teaching strategies for children with special needs. This will aid in assuring that the diverse needs of children are met.

The Head Start Program continues to work with all children and families with special needs, including those who are homeless, dual language learners, and families who are involved in all aspects of the child welfare system. The Head Start Program has strengthened its partnership with the Gadsden County School's Homeless Coalition, whose mission is to ensure that homeless children have full and equal opportunities to succeed at receiving a quality education, and that families are provided opportunities that will enable them to find safe and permanent housing. In addition to partnering with the Coalition, the Head Start Program works closely with all parents to access available resources, and receive training and education necessary to improve the lives of themselves and their children. This includes assuring the availability of interpreters for dual language learners, providing Spanish classes to Head Start Staff, and assuring that Spanish speaking staff are available to work with the growing Hispanic population in the community.

#### ***(Sub-Section C)***

#### **Approach to School Readiness**

**\*SCHOOL READINESS PLAN (Attached)**

The Gadsden County School District's Head Start Program chose to adopt the following five developmental domains on which to base its School Readiness Plan:

Physical Development

Approaches to Learning

Social and Emotional Development

Language, Communication, and Emergent Literacy

Cognitive Development and General Knowledge (Mathematics Dev. and Scientific Reasoning)

The Teaching Strategies GOLD Assessment and the VPK Assessment were used during the 2015-16 school term.

The CLASS (Classroom Assessment Scoring System) was also used.

This is an observational protocol based on years of educational and developmental research demonstrating that daily interactions between teachers and student are central to students' academic and social development. It provides a reliable and valid assessment of three broad domains of effective teacher-student interactions. The CLASS scoring is completed at the dimensional level using a 7-point scale, with the low range being a score of 1-2, the middle range being 3-5, and the high range being 6-7.

**\*2015-16 Teaching Strategies GOLD Results reflect progress over time**

### **Domains**

**\*Percentages represent number of students on or above skill level**

#### **Social-Emotional**

Fall 2015-16 School Term: 51%

Winter 2015-16 School Term: 84%

Spring 2015-16 School Term: 94%

#### **Physical-Gross Motor Development:**

Fall 2015-16 School Term: 49%

Winter 2015-16 School Term: 82%

Spring 2015-16 School Term: 94%

Physical-Fine Motor Development:

Fall 2015-16 School Term: 74%

Winter 2015-16 School Term: 85%

Spring 2015-16 School Term: 98%

Language Development:

Fall 2015-16 School Term: 39%

Winter 2015-16 School Term: 71%

Spring 2015-16 School Term: 86%

Spanish Language Development:

0 Children

Cognitive Development:

Fall 2015-16 School Term: 34%

Winter 2015-16 School Term: 74%

Spring 2015-16 School Term: 80%

Literacy:

Fall 2015-16 School Term: 24%

Winter 2015-16 School Term: 69%

Spring 2015-16 School Term: 92%

Spanish Literacy:

0 Children

Mathematics:

Fall 2015-16 School Term: 32%

Winter 2015-16 School Term: 62%

Spring 2015-16 School Term: 91%

English Language Acquisition:

0 Children

## **CLASS Observation Results (Averages)**

*\* The CLASS scoring is completed at the dimensional level using a 7-point scale, with the low range being a score of 1-2, the middle range being 3-5, and the high range being 6-7.*

### Emotional Support:

Gadsden District (2015-16)---6.70  
*National Average (2014)---6.10*  
*National Average (2015)---6.03*

### Classroom Observation:

Gadsden District (2015-16)---6.56  
*National Average (2014)---5.83*  
*National Average (2015)---5.80*

### Instructional Support:

Gadsden District (2015-16)---4.33  
*National Average (2014)---2.9*  
*National Average (2015)---2.88*

The results of the CLASS Assessments led to the development of Action Plans with classroom teachers. The Action Plans are monitored weekly to assure that the recommendations resulting from the CLASS Assessments are being implemented. Training/instructional support is also being provided to address these issues. Additional training is being provided through the Department of Children and Families (DCF) website, and the Panhandle Educational Area Consortium (PEAC). MMCI Training (Making the Most of Classroom Interactions) will also be provided to teachers. The Head Start Program has also collaborated with the Early Learning Coalition, which provided CLASS Assessments during the 2015-16 school term. The 2016-17 Program Improvement Plan and Training Plan also reflect additional trainings/strategies which will be implemented to assure school readiness growth. These include individualized teacher trainings, Teaching Strategies GOLD and VPK Assessment trainings, DLM Curriculum training, as well as trainings in these areas with District Staff and the Governing Board.

***(Sub-Section D)***

**Parent, Family and Community Engagement (PFCE)**

The Gadsden County Head Start Program continues to work with, and build relationship with families in order to support family well-being and ongoing learning and development for both parents and children. Many of the goals outlined in the Family Engagement Framework focus on ensuring that staff members have the tools necessary to meet the needs of the families that they serve. This includes assuring that they have appropriate training, supervision, and manageable caseloads. The 2016-17 T/TA Plan outlines trainings that staff members will receive in the areas of data collection and reporting, as well as training geared towards how to assist families in ensuring growth with family outcomes, as outlined in the Family Engagement Plan.

Other goals that are being met within the Family Engagement Plan focus on effective and seamless transition from Head Start to other educational programs. Head Start has strengthened the transition process by working closer with Kindergarten teachers, school Principals, and others involved in the child's transition process. This collaborative effort has provided all families of transitioning children with information, training, and connections to future early care and educational setting, thereby helping facilitate the transition process for parents and children.

The Family Engagement Plan also focuses on working with parents to support their parenting, careers, and life goals. This is being addressed by encouraging parents to attend Head Start conferences and workshops, linking them with local educational providers and career counselors, and maintaining connections through Parent Link, a phone network designed to keep parents informed of relevant educational opportunities. Parents are also being provided detailed information related to their child's educational program by meeting with them and reviewing the goals outlined in the School Readiness Plan at the beginning of each school term. These meetings, along with numerous meetings throughout the school term address goals outlined in the Framework as they relate to families as lifelong educators.

**Current Data on Family Progress that Supports Individual Children's School Readiness**

Goal A: By the end of the 2015-16 school term, at least 80% of Head Start/Pre-K parents *were* actively involved with, and participated in activities related to their child's everyday learning (at home, school, and in their communities).

\*Family Outcomes ChildPlus reports were used to analyze gains between Mid-year and end-of-year data.

Goal B:

By the end of the 2015-16 school term, 100% of Head Start/Pre-K parents *received* information and education on family preservation issues, including domestic violence, money management, stress management, child abuse, and HIV/AIDS awareness.

Action Steps for Goals A and B:

- Develop partnerships and collaborate with local agencies (Refuge House, Extension Office, Health Department and local Mental Health Agency)
- Recruit and encourage participation of fathers and other significant males in the child's life.
- Expand family education opportunities through family literacy, ESOL, and GED programs.
- Provide frequent, ongoing communication in English and other appropriate languages through school and home.
- Provide parent support at the school level through the Parent Involvement Coordinator.
- Involve parents in meaningful decision-making designed to improve students' learning (e.g., Center Committee, Policy Council, School Advisory Council)
- Support parent advocacy activities (e.g., lobbying, public relations, parenting programs).
- Conduct a minimum of two home visits per year.
- Collaborate with local health department to ensure that adequate information is provided to parents on HIV and sexually transmitted diseases.
- Serve on local boards (e.g., Whole Child Project, Early Head Start Policy Council).
- Provide training on family preservation issues such as domestic violence, HIV/AIDS awareness, stress management, and money management.
- Provide parents with educational materials such as resource flyers, Parent Orientation Handbook and Community Resource Directory.
- Communicate with school site administrators on a regular basis.

***(Sub-Section E)***

**Governance, Organizational and Management Structures, and Ongoing Oversight**

There are currently no changes to the roles and responsibilities of the School Board or Policy Council.

\*Organizational Chart (Attached)

\*Staff Qualifications Updates (N/A)

\*Self-Assessment (Attached)

\*Program Improvement Plan (Attached)

\*Training and Technical Assistance Plan (Attached)

**GADSDEN COUNTY SCHOOL DISTRICT'S  
HEAD START / PREKINDERGARTEN PROGRAM  
SCHOOL READINESS PLAN  
2016-2017**

**MISSION AND GOAL OF THE GADSDEN COUNTY SCHOOL DISTRICT'S  
HEAD START / PREKINDERGARTEN PROGRAM:**

Our mission is to ensure that all children participating in the Gadsden County Head Start / Prekindergarten Program enter school emotionally, physically, socially, and intellectually ready to learn; fully recognizing the crucial role of the parents as their child's primary teacher.

As educators, our goal is to support and assist parents as their child's primary teacher by providing a safe and supportive environment, with ongoing opportunities for active learning through which children may develop self-confidence, initiative, curiosity and resourcefulness that will serve them well in school and later in life.

**SCHOOL READINESS:**

School Readiness is a term that can be broadly defined as the knowledge, skills, and experiences that a child possesses upon entering school, which form the foundation for successful and meaningful learning experiences. As the definition implies, there are many factors which determine a child's readiness for school. A child's environment, family, culture, and individual experiences play an important role.

As educators we know that each child goes through the same developmental sequences, but the rate and way he/she develops is unique. Each child comes to us with individual experiences that affect his/her acquisition of skills. It is important that we look at each child to insure that we offer an environment where all areas of growth and development are promoted.

The Gadsden County School District's Head Start / Prekindergarten Program has chosen to adopt the following five developmental domains on which to base its school readiness plan:

- Physical Development
- Approaches to Learning
- Social and Emotional Development
- Language, Communication, and Emergent Literacy
- Cognitive Development and General Knowledge

## **THE IMPORTANCE OF SCHOOL READINESS:**

Brain research indicates that young children are born ready to learn. The ages from birth to five are critical years in a young child's development. During these years, early childhood programs have the opportunity to play a vital role in children's lives. It is our task to make sure that children are given the opportunities necessary to be successful learners. In order to encourage positive results, a multi-dimensional approach that helps children reach developmental milestones must be implemented. This, along with a rich learning environment, positive experiences and early intervention, should help to enhance a child's development thus making them ready to learn.

## **SCHOOL READINESS GOALS:**

These are age-appropriate goals for readiness. The Gadsden County School District's Head Start Program understands that because children develop at varying rates, all children can not be expected to achieve all of these goals by kindergarten entry.

### **Physical Wellbeing and Motor Development:**

Children will perform locomotor and nonlocomotor skills.

Children will demonstrate an increasing ability to use hands and fingers to perform tasks.

Children will engage independently in a number of self-help skills.

Children will begin to independently make choices that promote a healthy lifestyle.

### **Approaches to Learning**

Children will show eagerness and curiosity as a learner.

Children will focus attention on a task over a period of time.

Children will choose both new and familiar classroom activities.

### **Social and Emotional Development**

Children will show an understanding of social skills essential to interacting with others.

Children will demonstrate the ability to understand and follow rules.

Children will show an increasing ability to self regulate by expressing feelings, needs and desires in an appropriate way.

Children will demonstrate an age-appropriate ability to manage transitions and adapt to change.

**Language and Literacy**

Children will display the ability to use grammar with an increasingly complex vocabulary.

Children will demonstrate an increasing knowledge of letters, sounds, and phonological awareness.

Children will demonstrate age-appropriate uses of shapes, symbols, letters and words to convey meaning.

Children will show an increasing interest in and knowledge about books and reading.

Children will show progress in listening to, understanding and speaking English (for non- English speaking students).

**Cognitive and General Knowledge**

Children will demonstrate an understanding of mathematics by recognizing numerals, rote counting, counting objects and solving mathematical problems.

Children will distinguish between similarities and differences and classify using a specific criterion.

Children will exhibit curiosity about the world by asking questions, making predictions and using tools and instruments to gather information.

Children will show an understanding of positional words physically and verbally.

## **SCHOOL READINESS OBJECTIVES:**

Gadsden County School District's Head Start / Prekindergarten Program will continue to prepare children for a successful school experience by:

- Maintaining classrooms that promote social skills education and guidance
  - Each child will advance at least one year in the Personal / Social domain of the LAP-3 assessment by the end of the school year
- Maintaining classrooms that promote independent daily living skills
  - Each child will advance at least one year in the Self-Help domain of the LAP-3 assessment by the end of the school year
- Maintaining classrooms that support how children learn
  - *Ongoing Monitoring Checklists* will be completed on a monthly basis on each classroom
  - *Classroom Environment Checklists* will be completed 1-2 times per year
  - CLASS observations will be completed annually with each classroom achieving 5 or above in the Emotional Support Domain
- Maintaining classrooms that promote physical development
  - Each child will advance at least one year in the Gross and Fine Motor domains of the LAP-3 assessment by the end of the school year
- Maintaining classrooms that support literacy and language development
  - Each child will advance at least one year in the Prewriting, Cognitive and Language domains of the LAP-3 assessment by the end of the school year
  - Each DLL will show progress in English acquisition as documented in the LAP-3 Observation Checklist for Preschool Dual Language Learners after each assessment
  - Each 4-year-old child will achieve a score of 70% or higher and each 3-year-old child will achieve a score of 50% or higher, on the Individual Student Assessment by the end of the school year
  - Each 4-year old child will show progress in each section of the VPK assessment by the 3<sup>rd</sup> administration
  - Each classroom will score an average in the mid-range level of the Instructional Support Domain of the CLASS observation

## **DATA COLLECTION PLAN:**

### **Transition**

- Transition Partners' Meetings (January – June)
- Quarterly Interagency Transition Meetings
- Collaboration with Early Head Start and Early Steps
- IEP meetings for children transitioning from Pre-K ESE to Head Start
- Home Visits\*
- Transition Bags\*

### **Physical Environment**

- Environment Checklists (semi-annually)
- Health and Safety Checks (semi-annually)
- Ongoing Monitoring Checklists (monthly)
- Playground Checks (daily)

### **Learning Environment**

- Lesson Plan objectives aligned with Head Start Framework
- Florida School Readiness Standards aligned with Head Start Framework
- Ongoing Monitoring Checklists (monthly)
- CLASS Observations and training (annually)

### **Individualization**

- Developmental Screening (Early Screening Profile)\*
- Parent Observation Checklist
- Ongoing Assessment – LAP-3 (Learning Accomplishment Profile)\*
- Individual Student Assessment
- Florida Voluntary Prekindergarten Assessment
- Individualized Education Plan (IEP)
- Portfolios
- Family Conference Form\*

### **Health**

- Hearing and Vision Screenings
- Dental Screenings and Exams
- Height and Weight (2 times per year)
- Up-to-date Immunizations
- Yearly Physicals
- Special Diet Plans
- Special Health Plans
- School Health Clinics
- Daily Outside Activities

### **Mental Health**

- Contracted Consultant
- Monthly Staff Newsletters
- Quarterly Parent Newsletters

**Nutrition**

- Meals (Breakfast and Lunch)
- Healthy Snacks
- Classroom Nutrition Activities
- Monthly Health and Nutrition Newsletters
- Monthly USDA Reports to Policy Council and Board

**Staff Development**

- Individual Professional Development Plans
- Program Training Plan
- School District Inservice Days
- Individualized Staff Training
- Grade Group Meetings
- Mentor Teachers
- Online Course Offerings (PAEC, DCF, DOE, FLDRS)
- Professional Development Articles and Information
- State and Regional Training Opportunities

**Family Engagement**

- A HEAD START ON PARENTING -- A Training Guide for Parents\*
- Policy Council Meetings
- Parent Orientation\*
- Annual Parent Training\*
- Center Committee Meetings
- Male Involvement Activities
- Monthly Parent Activity Calendars\*
- Monthly "Getting Ready for Kindergarten" Transition Guides\*
- DLM Parent Letters\*
- Parent Transition Training\*
- Male Involvement Literacy Bags\*
- Transition Bags (Including Parent Pamphlets, School Supplies, Book)\*
- Parent/Staff Home Visits
- Parent Conferences\*
- Field Trip Volunteers
- Classroom Volunteers

**Program Governance**

- Education Consultant available to Board / Policy Council and Program Staff
- Policy Council and Board Training on roles and responsibilities
- Review and approve Self-Assessment Process
- Review and approve Program Improvement Plan
- Receive monthly Program Information Summaries

**Fiscal**

- Education Budget (Classroom supplies, field trips, etc.)
- Staff Training and Consulting

## State Funded Voluntary Prekindergarten Program (VPK)

\* Translators are available for parents and children. Information is available in English and Spanish.

### **SUMMARY:**

The goal of the Gadsden County School District's Head Start / Prekindergarten Program is to have all children who leave our program ready for the next level of school. Providing children with a caring and developmentally appropriate classroom experience is very important, but there are other factors that are also considered. We know that children are products of their environment so we are mindful of the important role parents play in determining their children's readiness for school. Every component in our program works toward providing support for our families. From providing information on health, mental health and nutrition; encouraging classroom participation; providing training; securing needed community resources; to helping the parents meet their educational goals, we strive to assist as much as possible. We realize that it takes commitment and teamwork by the stakeholders, program staff, parents, and communities; to make sure all children leave our Head Start Program ready to learn.

**HEAD START REFUNDING APPLICATION  
2016-2017  
BUDGET NARRATIVE PA-22**

A. Personnel

Children Health and Developmental Services

*Program Management*

<b>Position</b>	<b>Annual Salary</b>	<b>Salary ACF Share</b>	<b>% Time Worked ACF Grant</b>	<b># of Days Worked</b>
<b>(1) Health/Nutrition Mental Health</b>	<b>\$42,370</b>	<b>\$42,370</b>	<b>100%</b>	<b>214 days</b>
<b>(1) Education/Disability Coordinator</b>	<b>\$47,040</b>	<b>\$0</b>	<b>85%</b>	<b>214 days</b>
<b>(3) Resource Teachers</b>	<b>\$107,212</b>	<b>\$91,130</b>	<b>85%</b>	<b>196 Days</b>

*Classroom Staff*

<b>(15) Teachers</b>	<b>\$508,466</b>	<b>\$443,080</b>	<b>100%</b>	<b>196 days</b>
<b>(16) Teacher Assistants</b>	<b>\$287,257</b>	<b>\$248,747</b>	<b>100%</b>	<b>196 days</b>

*Other Staff*

<b>(1) Program Assistant</b>	<b>\$25,058</b>	<b>\$25,058</b>	<b>100%</b>	<b>196 days</b>
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Family and Community Partnerships

*Program Management*

<b>(1) Family Services Coordinator</b>	<b>\$49,697</b>	<b>\$42,242</b>	<b>100%</b>	<b>(1) 219 days</b>
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*Other Staff*

<b>(5) Program Assistants</b>	<b>\$139,053</b>	<b>\$139,053</b>	<b>100%</b>	<b>(1) @ 214 days (1) @ 240 days (3) @ 196 days</b>
<b>Visiting Teacher</b>	<b>\$42,370</b>	<b>\$42,370</b>	<b>100%</b>	<b>(1) @ 214 days</b>

Program Design and Management

*Head Start Director*

<b>Head Start Director</b>	<b>\$64,977</b>	<b>\$32,489</b>	<b>100%</b>	<b>240 days</b>
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*Clerical Staff*

<b>(1) Administrative Assistant (1) Receptionist</b>	<b>\$52,550</b>	<b>\$44,668</b>	<b>85%</b>	<b>240 days</b>
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*Other Personnel*

<b>3 Bus Monitor</b>	<b>\$21,836</b>	<b>\$21,836</b>	<b>100%</b>	<b>180 days</b>
<b>Maintenance</b>	<b>\$18,608</b>	<b>\$18,608</b>	<b>100%</b>	<b>196 days</b>

TOTAL PERSONNEL: \$1,191,651

B. Fringe Benefits

<b>Item</b>	<b>Amount</b>
<b>.0765 Social Security</b>	<b>\$91,161</b>
<b>.0737 Retirement</b>	<b>\$87,825</b>
<b>Health/Dental/Life</b>	<b>\$143,629</b>

TOTAL FRINGE BENEFITS: \$322,615

TOTAL= SALARIES & FRINGE = \$1,514,266

C. Travel

<b>No. of Trips</b>	<b>Destination</b>	<b>Length of Stay</b>	<b>Purpose</b>	<b>Staff Positions</b>	<b>Cost</b>
<b>1</b>	<b>Orlando</b>	<b>4 days</b>	<b>Florida Head Start Annual Conference</b>	<b>All Staff Hotel - \$2,100 Per Diem - \$650 Car Rental - \$200</b>	<b>\$2,950</b>
<b>1</b>	<b>Orlando</b>	<b>3 days</b>	<b>Florida Association of Young Children</b>	<b>6 Staff Hotel Costs: \$2,240.00 Per Diem: \$450.00 Car Rental: \$150.00</b>	<b>\$2,840</b>
<b>1</b>	<b>Atlanta, GA</b>	<b>5 days</b>	<b>Region IV Head Start Annual Conference</b>	<b>Management Team Policy Council Hotel Costs: \$2,700.00 Per Diem: \$600.00 Car Rental: \$250.00</b>	<b>\$3,550</b>
<b>1</b>	<b>Atlanta, GA</b>	<b>5 days</b>	<b>Region IV Head Start Leadership Conference</b>	<b>Director Management Team and Fiscal Staff Hotel - \$2,700.00 Per Diem - \$900.00 Car Rental: \$250.00</b>	<b>\$3,850</b>
<b>1</b>	<b>Tampa, FL</b>	<b>4 days</b>	<b>One Goal Summer Conference</b>	<b>2 - Staff Male Involvement/Policy Council Hotel Costs: \$1,500.00 Per Diem: \$450.00 Car Rental: \$200.00</b>	<b>\$2,150</b>
<b>1</b>	<b>TBA</b>	<b>4 days</b>	<b>Region IV Parent Conf.</b>	<b>Staff Parents Hotel Costs: \$2,100.00 Per Diem: \$450.00 Car Rental: \$200.00</b>	<b>\$2,750</b>

TOTAL TRAVEL: \$18,090

D. Supplies

Type	Cost
<b>Office Supplies (Paper, Pens, Pencils, Copier Maintenance)</b>	<b>\$24,000</b>
<b>Classroom Supplies (books, software, cleaning supplies and curriculum)</b>	<b>\$32,000</b>
<b>Food Service Supplies</b>	<b>\$9,500</b>

TOTAL SUPPLIES: \$65,500

E. Contractual

Name of Organization	Purpose/Scope of Work	Period	Cost
<b>Dentists</b>	<b>Dental Services</b>	<b>12/01/16 – 11/30/17</b>	<b>\$2,000</b>
<b>Speech Pathologist</b>	<b>Speech Therapy</b>	<b>12/01/16– 11/30/17</b>	<b>\$4,500</b>
<b>Food Service</b>	<b>Adult Meals, Snacks Registered Dietician</b>	<b>12/01/16-11/30/17</b>	<b>\$10,550</b>
<b>Contractor</b>	<b>Classroom/Playground Maintenance, Food Delivery</b>	<b>12/01/16-11/30/17</b>	<b>\$52,000</b>
<b>TBD</b>	<b>Technology (Installation and Updates, Staff and Parent Information</b>	<b>12/01/16-11/30/17</b>	<b>\$21,000</b>
<b>TBD</b>	<b>Interpretation Services</b>	<b>12/01/16-11/30/17</b>	<b>\$15,000</b>
<b>Florida Head Start Association</b>	<b>Agency Dues</b>	<b>12/01/16-11/30/17</b>	<b>\$1,295</b>
<b>TBD</b>	<b>Consultant: Program Compliance</b>	<b>12/01/16-11/30/17</b>	<b>\$35,000</b>
<b>Bryant Landscaping</b>	<b>Lawn Maintenance for Midway, QA3, Stewart Street, Gretna and Havana</b>	<b>12/01/16-11/30/17</b>	<b>\$9,800</b>

TOTAL CONTRACTUAL: \$151,145

F. Other Expenses

<u>Gas/Diesel</u>	<u>Building Maintenance Repairs</u>	<u>Phone</u>	<u>Local Travel (home visits, local meetings and events, travel to centers)</u>	<u>Substitutes</u>	<u>Parent Services – Supplies, (including food) Travel and Training (center Committees, policy Council and male involvement</u>	<u>Printing (activity calendars, parent handbook, resource flyers, program brochures and program forms (Registration Ads)</u>	<u>Other (Field Trips for the children)</u>	<u>Training and Staff Development Tuition, books, fees and supplies</u>
\$12,336	\$50,500	\$4,200	\$26,000	\$22,250	\$18,000	\$15,440	\$17,400	\$28,000
Utilities	Garbage							
\$9,500	\$3,200							

TOTAL OTHER EXPENSES: \$206,826

H. Indirect Cost

2,068,631 x 4.17

TOTAL INDIRECT COST - \$86,262

TOTAL ALL CHARGES PA 22 (PROGRAM OPERATION) - \$2,042,089

TOTAL PA 20 (TRAINING/TECHNICAL ASSISTANCE) - \$26,542

TOTAL BUDGET - \$2,068,631

**Non-Federal Share**  
**In-Kind Matching Funds 2016-2017**

**In-Kind Provided by the Gadsden County School Board**

**Personnel:**

**Program Design and Management:**

**Salaries/Benefits**

School Site Administrators	\$64,271.00
School Site Data Entry	\$9,114.00
School Site Clerical Support	\$11,771.00
School Site Custodial Services	\$10,967.00
<b>Total Personnel:</b>	<b>\$96,123.00</b>

**Contractual:**

**Travel**

Children's Transportation	\$76,531
<b>Total Travel</b>	<b>\$76,531</b>

**Other Expenses:**

**Volunteers**

2000 hours @ \$8.50 per hour	\$17,000
<b>Total Other Expenses</b>	<b>\$17,000</b>



**Gadsden County School Board**

**2016-17**

**Head Start/Pre-K  
Program Improvement Plan**

# **Head Start/Pre-K Program Improvement Plan 2016-17**

## **Children Services (Child Health, Safety, Nutrition & Mental Health Services)**

### **Strengths:**

- Fresh Fruit and Vegetable Snack Program implemented at all Head Start sites
- New Dental Provider has partnered with Head Start
- Playground area and equipment well maintained
- School Nursing staff available to all school sites
- Head Start and Early Head Start Health Coordinators work closely together
- Strong Community Partnerships and collaboration (i.e. WIC, School Health Personnel, Health Department)
- New innovative vision screening tool being utilized by Head Start Program
- Strong, active Health Advisory Committee
- Mental Health Provider is very accessible to parents and staff
- Local Medical Providers are sensitive to the needs of the Head Start children and families

### **Areas Needing Improvement:**

- Parents' understanding of mental health issues affecting children and adults
- Formal Mental Health Referral form needed
- Parents' awareness of, and implementation of strategies to combat childhood obesity
- Parents' and teachers' ability to effectively manage challenging behaviors

### **Areas Needing Immediate Improvement:**

- N/A

**Corrective Actions:**

- Educate parents on various mental health issues affecting children and adults.

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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- Develop formal Mental Health Referral form for teachers/staff to provide to Consultant.

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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- Continue working with parents on healthy food choices for themselves and their family.

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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- ✓ • Educate parents on effective ways to manage challenging behaviors in the home.

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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**Persons Responsible:**

- Health Coordinator
- Head Start Director

## **Children Services (Education and Disability Services)**

### **Strengths:**

- Classroom materials and equipment to support curriculum
- Curriculum supports differentiated instruction with ideas for enrichment, additional support, children with special needs and DLLS
- Majority of Resource Teachers are CLASS certified and in classrooms on a weekly basis
- One Resource Teacher is a certified CLASS trainer
- ELC conducts CLASS Observations at least once per year
- Training availability and accessibility
- Child Assessment Instrument (LAP-3) with Red-e-Learner database and Florida VPK Assessment with Bright Beginnings database
- Services for children with disabilities provided through school district
- Cooperation between different component areas

### **Areas Needing Improvement:**

- Parent and staff awareness of the goals included in the Program's School Readiness Plan
- Parent involvement
- Knowledge of parents and staff as to the importance of social skills training
- Effective teacher interaction and use of appropriate instructional strategies to meet the needs of all children
- Training and support for teachers new to Head Start/Pre-K
- Knowledge by District staff as to the importance of CLASS in Head Start Classrooms
- Understanding the importance of a balance of child-initiated and adult-directed activities
- Importance of physical activities, along with legal safety aspect of adult supervision

### **Areas Needing Immediate Improvement:**

N/A

### **Corrective Actions:**

- Distribute and explain School Readiness Plan at Parent Orientation and Pre-Service Training (English and Spanish)

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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- Use Parent Link to inform parents of events/trainings

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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- Train parents and staff on the importance of social skills education

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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- Provide individualized teacher training based on the results of CLASS observations and data from LAP-3 and VPK assessments

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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- Train staff on the use of appropriate teaching strategies for children with special needs and also on different learning styles of children

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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- Train new teaching staff on the DLM Curriculum, the LAP-3 assessment and the CLASS Observation tool

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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- Train staff on the importance of physical activity in early education; individual and small group experiences both indoors and outdoors

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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- Distribute CLASS scores by schools (for comparison) to District Administrators and Principals

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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**Persons Responsible:**

- Education Coordinator
- Resource Teachers
- Head Start Director
- Family Services Coordinator
- Health Coordinator

**Family and Community Engagement  
(ERSEA, Family Engagement, and Community Engagement)**

**Strengths:**

- Positive relationship with community partners
- Funded enrollment maintained throughout school year
- Family Services staff maintain a good rapport with parents
- Head Start has a strong presence in the community
- Strong partnership with Early Head Start and ESE Program
- Documentation of family income is maintained on each enrolled child along with signed income statement
- Strong Policy Council/Parent Committee Groups
- Mental Health Consultant available to assist teaching staff and parents
- Background checks completed on all parents/guardians volunteering with the program

**Areas Needing Improvement:**

- More parent involvement at the school/classroom level
- Additional training for Family Services staff in family outcomes/data reporting

**Areas Needing Immediate Improvement:**

- N/A

**Corrective Actions:**

- Teachers will invite parents to participate in daily classroom activities.

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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- Attend Head Start sponsored trainings/conferences where goal setting/recordkeeping is offered.

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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**Persons Responsible:**

- Family Services Coordinator
- Family Services Staff
- Head Start Director

## **Program Design & Management (Financial Management, Planning and Operations, Governance, Human Resources)**

### **Strengths:**

- School Board Grantee and Board Members meet qualifications established in the Head Start Act
- Director has direct access to new Fiscal Monitoring System.
- Director works closely with Assistant Comptroller and Assistant Superintendent of Business and Finance to monitor Head Start budget
- No audit findings from Office of Head Start Triennial Review (December 2011)
- No audit findings from Environmental Health and Safety Monitoring Event
- No audit findings from annual audit conducted by Auditor General's office
- No audit findings from Fiscal/ERSEA monitoring event
- Computerized record-keeping system
- Staff Qualifications
- Team approach used to ensure Program Standards are followed
- Accurate and timely financial reports to Regional Office
- Bilingual staff members
- Community Assessment, Self-Assessment, School Readiness Plan, and Family Engagement Plan are used for program planning
- Monthly Management Team Meetings
- Monthly Staff Meetings
- Monthly District Leadership Team Meetings

### **Areas Needing Improvement:**

- Integration of Systems
- On-going Monitoring
- Succession Planning
- Analyzing and using data to support program goals to include School Readiness and Family Outcomes
- Training for Director and Fiscal Staff on new Fiscal Monitoring System
- Training for Board, Policy Council, Staff, and other stakeholders on new Head Start Performance Standards

### **Areas Needing Immediate Improvement:**

N/A

**Corrective Actions:**

- Head Start Director and Program Staff will continue working on Succession Planning.
- Hire qualified staff to fill vacant positions.
- New employees in management positions will receive on-going training and professional development.

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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- Governing Board, Policy Council, and Staff will be trained on how to understand the difference between CLASS and School Readiness.
- Governing Board, Director, and Fiscal Staff will be trained on new Fiscal Monitoring System.
- Director will have direct access to Fiscal Reports.

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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- Governing Board, Policy Council, and Staff will be trained on new Performance Standards.

**Time Line:**

Dec. 2016	Jan. 2017	Feb. 2017	Mar. 2017	Apr. 2017	May 2017	June 2017	July 2017	Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017
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## **Gadsden County School Board Head Start Program**

**Grant # 04CH4687**

**Funding Year: 2016-17**

### **T/TA Plan Narrative**

In accordance with the expressed expectations of the Region IV Office of the Administration for Children and Families, we certify that by submitting the attached T/TA Plan, we have engaged the services of our assigned Program Specialist, and our T/TA Specialist. We have given our Program Specialist access to all appropriate documents necessary to undergo both a systems thinking and systems approach to the design and delivery of T/TA services that will enhance services to children and families as we continue to move our program progressively forward.

#### ***Preparation***

The initial process leading up to the development of the 2016-17 Training and Technical Assistance Plan began in the Spring of 2016. The Gadsden County Head Start Program's T/TA Plan was developed with the assistance of the Head Start Management Team, the Head Start/Pre-K Program Director, and the Policy Council. In order to assist in the development of this plan, several program documents were identified and reviewed. Extensive timelines were set to allow adequate time to meet and accomplish this goal. The Head Start Program Director and Managers reviewed all documents, and each Manager compiled an in-depth list of needs identified in their specific component areas. These documents included, (but were not limited to) a review of the Self-Assessment, Community Assessment, Program Improvement Plan, Classroom Assessment Scoring System (CLASS), Family Engagement Plan, PIR data, Auditor General's Report, Strategic Plan and the School Readiness Plan.

After reviewing such documents as the Community Assessment, Self-Assessment, Program Improvement Plan, Child Outcome Data, Family Engagement Plan, and School Readiness Plan, the team identified program strengths, areas of need in the Head Start Program and within the community, and prioritized goals. This came as a result of completing the Initial Program Profile, prioritizing needs, and completing the Appreciative Inquiry. For example, the poverty level and educational level in Gadsden County were identified as critical areas of concern in the Community Assessment. These were also identified as areas of concern when reviewing the PIR data and when conducting the Self-Assessment. As a result, the need to work closely with families in the areas of goal attainment and family outcomes was identified and addressed in the Program Improvement Plan. The Training Plan also addressed the need to assist staff in working more effectively with parents and other agencies in order to ensure growth in

these areas. Last year's T/TA Plan was also reviewed to address any unmet or ongoing training needs, and to identify any trainings that needed to be incorporated into the current Plan. Upon doing this, it was noted that continuous parent training is needed in order to adequately address the behavior mental health concerns within the Head Start Program. This ongoing need was identified during the Self-Assessment process. Although this issue was addressed in the 2015-16 Training Plan, a continuation of training and education in this area is still needed. Therefore, it was subsequently included in the 2016-17 Program Improvement Plan and Training Plan.

The Head Start Roadmap to Excellence and the Head Start Early Learning Outcomes Framework were also reviewed to identify educational goals and training needs. This assisted in promoting a seamless high quality system to assure that children in the Head Start program are both successful in school and prepared for kindergarten.

Based on the documentation used to determine the training needs of the program, the Management Team and the Head Start/Pre-K Director prioritized goals. These identified goals, outcomes, and strategies will impact such systems as communication, record-keeping, monitoring, program governance, ERSEA, finance, etc., and will thereby enhance overall services to children and families. The total estimated cost for the Training Plan is \$26,542.

### ***Shared Governance***

The Program Improvement Plan was provided to all Policy Council members for review at the June 23, 2016 meeting. At this meeting, the Council members were informed of the steps leading to the development of the Program Improvement Plan. They were informed that the Plan was developed using the Self-Assessment, Community Assessment, School Readiness Plan, Parent/Staff surveys, PIR, and the Auditor General's Report. After reviewing the Plan, it was approved and noted that any training needs would be addressed in the Training Plan, which would also include all required Head Start and State Trainings.

The final Refunding Application, including the Training Plan was approved by the Policy Council on July 28, 2016. The Board's approval was given on July 26, 2016.

***Participants***

**Title**

**Name**

***Executive Director (if applicable)***  
***Head Start Director***  
***Fiscal Manager***  
***Education Manager/Coordinator***  
***Health Manager/Coordinator***  
***Disabilities Manager/Coordinator***  
***Family & Community Partnerships***  
***Policy Council Chairperson***  
***Head Start Parent***  
***Head Start Parent***  
***Head Start Community Rep.***

***N/A***  
***Carolyn Harden***  
***Thomas Kauffman***  
***Sharon Gainous***  
***Linda Turrall***  
***Sharon Gainous***  
***Mary Williams***  
***Sylnovia Jones***  
***Angela Holloman***  
***Marshonda Clemons***  
***Nicole Reyes***

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2016-17**

**Part 1: Identified T/TA Goals**

**T/TA Goal: (From IPP and AI process): Improve Overall Child Health/Mental Health**

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
<p>Parents and staff will gain a better awareness of the factors impacting the overall child health/mental health and well-being, as well as gain awareness of ways to impact positive outcomes.</p>	<p>Parent implementation of healthier eating habits.            BMI results within normal range.            Appropriate child behaviors in the home and at school.            Knowledge of resources/information available to address mental health issues in children and adults.</p>	<p>Child Plus Data Reports (Health/Mental Health)            Child Health Records(Growth Charts/Mental Health Records)            Home Visit Reports            Workshop Agendas/Sign-In Sheets            PIR Reports            Classroom Observation Reports</p>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<p><i>List each strategy, event, or activity</i>  <b>Training Strategies:</b></p> <p>a. Train parents on making healthy food choices for their families (newsletters, handouts, trainings, etc.)</p> <p>b. Train parents on appropriate ways to manage challenging behaviors in the home.</p> <p>c. Train parents on various mental health issues affecting both children and adults.</p> <p>d. Train staff on the importance of physical activity in early education (individual and small group experiences)</p>	<p>a. Health Coord./ Consultant</p> <p>b. Health Coord./ Consultant</p> <p>c. Health Coord./ Consultant</p> <p>d. Health Coord./Ed. Coord.</p>	<p>a. Parents</p> <p>b. Parents</p> <p>c. Parents</p> <p>d. Staff</p>	<p>a. Health Coord.</p> <p>b. Health Coord.</p> <p>c. Health Coord./</p> <p>d. Health Coord./ Ed. Coord.</p>	<p>a. Dec.'16- June'17&amp; Aug'17- Nov'17</p> <p>b. . Dec.'16- June'17&amp; Aug'17- Nov'17</p> <p>c. Dec'16</p> <p>d. Dec.'16- June'17&amp; Aug'17- Nov'17</p>	<p>a.\$650</p> <p>b. \$1250</p> <p>c.\$650</p> <p>d.-0-</p>

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2016-17**

**Part 1: Identified T/TA Goals**

**T/TA Goal: (From IPP and AI process): Ensure Student Success in the Classroom**

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Teachers will be equipped with the skills/techniques needed to ensure student success in the classroom.	<b>Attainment of School Readiness goals.</b> <b>Appropriate classroom behavioral/educational techniques.</b> <b>Appropriate implementation of Curriculum.</b> <b>Accurate administration of assessment tools.</b> <b>Classroom safety measures.</b>	<b>Classroom Observation Reports</b> <b>Monitoring Reports</b> <b>Assessment Data</b> <b>Staff meeting agendas/minutes</b> <b>Training agendas</b> <b>Teacher Reports</b> <b>Individualized training reports</b>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i> <b>a. Train new teachers on Developmental Learning Measures (DLM) Curriculum, the LAP-3 assessment, and the CLASS Observation Tool.</b> <b>b. Train parents and staff on goals outlined in the School Readiness Plan (Parent Orientation and Pre-service Training)</b> <b>c. Provide individualized teacher training based on results of CLASS observations, and data from LAP-3 and VPK Assessment</b> <b>d. Train parents and staff on importance of social skills education</b> <b>e. Train staff on the use of appropriate teaching strategies for children with special needs and also on different learning styles in children</b>	<b>a. Ed. Coord./ Resource Teachers/ Consultant</b> <b>b. Ed. Coord/</b> <b>c. Ed. Coord/ Res.Teachers/ Consultant</b> <b>d.Fsvc. Coord. Ed. Coord./ Consultant</b> <b>e. Ed. Coord/ Res.Teachers/ Consultant</b>	<b>a. New Teaching Teams</b> <b>b. Parents/Teaching Teams</b> <b>c. Teaching Teams</b> <b>d. Parents/Staff</b> <b>e. Staff</b>	<b>a. Ed. Coord.</b> <b>b. Ed. Coord./ FSvcs Coord</b> <b>c. Ed. Coord. Res. Teachers</b> <b>d. Ed. Coord. Fsvc. Coord</b> <b>e. Ed. Coord.</b>	<b>a. Dec.'16- May'17&amp; Aug'17- Nov'17</b> <b>b. Aug' 17</b> <b>c. Dec.'16- June'17&amp; Aug'17- Nov'17</b> <b>d. July'17- Aug'17</b> <b>e. Dec.'16- June'17&amp; Aug'17- Nov'17</b>	<b>a.\$300.00</b> <b>b. -0-</b> <b>c. \$2000.00</b> <b>d. -0-</b> <b>e.\$3500</b>

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2016-17**

**Part 1: Identified T/TA Goals**

**T/TA Goal: (From IPP and AI process): Improve Parent and Family Engagement**

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
<p><b>Family Services Staff will have the techniques necessary to assist parents in attaining their goals, and improving the lives of themselves and their children.</b></p>	<p><b>Parent attainment of FPA Goals</b></p> <p><b>Accurate Recordkeeping</b></p> <p><b>Enrollment in higher education courses</b></p> <p><b>Positive Parent Outcomes</b></p> <p><b>Attainment of Family Engagement Plan Goals</b></p>	<p><b>Child Plus Reports</b></p> <p><b>Home visit Records</b></p> <p><b>Family Services Monitoring Reports</b></p> <p><b>Workshop agendas/sign-in sheets</b></p> <p><b>Parent Involvement Reports</b></p> <p><b>Classroom Volunteer Reports</b></p> <p><b>PIR Reports</b></p> <p><b>Family Services meetings/agendas</b></p>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<p><i>List each strategy, event, or activity</i></p> <p><b>a. Train teachers on how to engage parent participation in daily classroom activities.</b></p> <p><b>b. Train staff on goal setting and recordkeeping.</b></p>	<p><b>a. Family Svcs Coord./ Consultant</b></p> <p><b>b. Family Svcs Coord./ Consultant</b></p>	<p><b>a. Teachers</b></p> <p><b>b. Family Svcs. Staff</b></p>	<p><b>a. Family Svc Coord.</b></p> <p><b>b. Family Svc Coord.</b></p>	<p><b>a. Dec.'16- May'17 &amp; Sept'17- Nov'17</b></p> <p><b>b Dec.'16- May'17 &amp; Aug'17- Nov'17</b></p>	<p><b>a.-0-</b></p> <p><b>b.\$3700</b></p>

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2016-17**

**Part 1: Identified T/TA Goals**

**T/TA Goal: (From IPP and AI process): Improve Head Start Compliance with Required State and Federal Regulations**

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
<b>Governing Board, Policy Council, and Head Start Staff will have a greater awareness of new and existing Head Start mandates.</b>	<b>Increased awareness of data as it relates to School Readiness Goals.            Increased collaboration between Head Start, Governing Board, and Policy Council.            Compliance with Super Circular Requirements.            Accurate Fiscal Reports.            Head Start Program compliance with mandates and standards.</b>	<b>School Board Minutes/Agendas            Training Agendas/Sign-in Sheets            Fiscal Reports            Head Start Monitoring Reports            Policy Council Minutes            Head Start Director Reports</b>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>					
<b>a. Train Governing Board, Policy Council, and Head Start staff on new Performance Standards</b>	<b>a. H.S. Director/ Consultant</b>	<b>a. G. Board /Policy Council/ H.S. Staff</b>	<b>a. H.S. Director</b>	<b>a. Dec.'16- Nov'17</b>	<b>a. \$750.00</b>
<b>b. Train Governing Board, Policy Council, and Head Start staff on how to understand difference between CLASS and School Readiness</b>	<b>b.H.S. Director/ Consultant</b>	<b>b. G. Board /Policy Council/ H.S. Staff</b>	<b>b. H.S. Director</b>	<b>b. Dec.'16- Nov'17</b>	<b>b. \$500.00</b>
<b>c. Governing Board, Director, and Fiscal Staff will be trained on new Fiscal Monitoring System</b>	<b>c. Consultant</b>	<b>c.G.Board/Director/ Fiscal Staff</b>	<b>c.H.S. Director</b>	<b>c. Dec.'16- Nov'17</b>	<b>c.\$300.00</b>
<b>d. Train Governing Board, Policy Council, and Staff on how to minimize risk management by using ongoing monitoring tools</b>	<b>d.H.S. Director/ Consultant</b>	<b>d. G. Board /Policy Council/ H.S. Staff</b>	<b>d.H.S. Director</b>	<b>d. Dec.'16- June'17</b>	<b>d.\$300.00</b>

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2016-17**

**Part 2: Required HS Training**

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<b>Head Start Act Section 640(a)(3)(B)(ii)</b> Developing skills in working with children with non-English language background and children with disabilities, as appropriate	ESOL Coordinator/ Education Coordinator Teachers	Teachers Parapro- fessionals	Teaching staff will provide appropriate experiences for children with non-English language backgrounds and children with disabilities	Education Coordinator	Dec'16- Nov.'17	\$1,200
<b>N-30-356-1-30(B)(2) 45 CFR 1304.52(k)(3)(i)</b> Identification and reporting of child abuse and neglect including methods for identifying and reporting child abuse and neglect that comply with applicable State and local laws using, so far as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers	Consultant/ Family Services Coordinator	All Staff	Cases of child abuse and/or neglect will be identified and reported	Family Services Coordinator	Aug '17	-0-
<b>45 CFR 1304.41(c)(1)(iv)</b> <b>45 CFR 1304.52(k)(3)(ii)</b> Transition training for Early Head Start or Head Start staff and school or other child development staff	Education Coordinator, Consultant	Director, Manage- ment Staff, Teaching Teams	Children and families will successfully transition into and out of the Head Start program	Transition Coordinator	April '17	\$500.00
<b>45 CF1304.52(k)(1)</b> Orientation for new staff, consultants and volunteers	Director, Education Coordinator, Resource Teachers, Consultant	New Staff	All new staff, consultants, and volunteers will receive an orientation which includes the goals and underlying philosophy of Early Head Start and/or Head Start and the ways in which they are implemented by the program	Director	Dec'16- Nov.'17	-0-

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2016-17**

<p><b>45 CFR 1306.23(a)</b> Pre and in-service training opportunities designed to improve the ability of staff and volunteers to deliver services required by Head Start regulations and policies</p>	<p>Director, Management Staff, Resource Teachers/ Consultant</p>	<p>All Staff</p>	<p>Program staff and volunteers will acquire or increase the knowledge and skills they need to fulfill their job responsibilities. This training will be directed toward improving the ability of staff and volunteers to deliver services required by Head Start regulations and policies</p>	<p>Director</p>	<p>Aug. '17</p>	<p>\$6700.00</p>
<p><b>45 CFR 1306.23(b)</b> Training about the underlying goals of Head Start and the program options being implemented</p>	<p>Director, Management Staff, Resource Teachers</p>	<p>All Staff Parents</p>	<p>Staff and volunteers will increase knowledge about the underlying goals of Head Start and the program options being implemented</p>	<p>Director</p>	<p>Aug. '17</p>	<p>-0-</p>
<p><b>45 CFR 1310.17(b)(1)</b> Operate the vehicle in a safe and efficient manner</p>	<p>Transportation Director</p>	<p>Bus Drivers, Monitors, Program Assistants</p>	<p>Transportation services provided to children will be completed safely and efficiently, without incidents of injury to persons or damage to property</p>	<p>Transportation Director</p>	<p>Aug. '17</p>	<p>\$250.00</p>
<p><b>45 CFR 1310.17 (b)(2)</b> Safely run a fixed route and perform specialized driving maneuvers</p>	<p>Transportation Director</p>	<p>Bus Drivers</p>	<p>Drivers will complete assigned routes and driving maneuvers safely , without incidents of injury to persons or damage to property.</p>	<p>Transportation Director</p>	<p>Aug. '17</p>	<p>-0-</p>
<p><b>45 CFR 1310.17(b)(3)</b> Administer basic first aid</p>	<p>Transportation Director</p>	<p>Bus Drivers, Monitors, Program Assistants</p>	<p>Staff and volunteers will obtain knowledge and skill in administering first aid to injured students and staff.</p>	<p>Transportation Director</p>	<p>Aug. '17</p>	<p>-0-</p>
<p><b>45 CFR 1310.17(b)(4)</b> Handle emergency situations</p>	<p>Transportation Director</p>	<p>Bus Drivers, Monitors</p>	<p>Staff and volunteers will obtain knowledge and skill in following appropriate procedures to handle emergency situations.</p>	<p>Transportation Director</p>	<p>Aug. '17</p>	<p>-0-</p>

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2016-17**

<b>45 CFR 1310.17(b)(5)</b> Operate special equipment	Transportation Director	Bus Drivers/ Monitors	Staff and volunteers will obtain knowledge and skill in operating special equipment.	Transportation Director	Aug. '17	-0-
<b>45 CFR 1310.17(b)(6)</b> Conduct maintenance and safety checks	Transportation Director	Bus Drivers/ Monitors	Staff and volunteers will obtain knowledge and skill in conducting maintenance and safety checks to ensure a safe environment.	Transportation Director	Aug. '17	-0-
<b>45 CFR 1310.17(d)</b> Meet applicable driver training requirements of the state in which they operate	Transportation Director	Bus Drivers	Drivers will obtain knowledge and skills related to requirements for state licensure in which they operate.	Transportation Director	Aug. '17	-0-
<b>45 CFR 1304.21</b> (Parent) How to be the primary teacher for their children and full partners in the education of their children	Teacher/ Resource Teacher/ Family Svc. Coordinator	Parents	Parents will obtain knowledge and skills in guiding their child's education.	Family Svc. Coordinator	April '17	-0-
<b>45 CFR 1304.22(a)(5)</b> (Parent) Orientation on the need to prevent abuse and neglect	Teachers/ Family Services Coord./ Consultant	Parents	Parents will obtain knowledge and skills needed to prevent abuse and neglect.	Family Svc. Coordinator	Dec. '16	-0-
<b>45 CFR 1304.52(k)(3)(ii)</b> Preparation for parents to exercise their rights and responsibilities concerning the education of their children in the school setting	Teacher/ Family Svc.Coord. /Consultant	Parents	Parents will obtain knowledge of their rights and responsibilities concerning the education of their children in the school setting. Parents will develop skill in exercising their rights as parents in the school setting.	Family Svc. Coordinator /Transition Coordinator	April '17	\$450.00

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2016-17**

<p><b>45 CFR 1310.21(a)</b>          If the agency provides transportation, training that includes vehicle and pedestrian safety</p>	<p>Community Organizations</p>	<p>Parents</p>	<p>Parents and children will demonstrate knowledge and skill in vehicular safety methods and pedestrian safety methods.</p>	<p>Family Svc. Coordinator</p>	<p>Aug. '17</p>	<p>-0-</p>
<p><b>45 CFR 1304.23</b>          Family assistance with nutrition</p>	<p>Teachers/          Family Svcs          /Nutrition          Coordinator</p>	<p>Parents</p>	<p>Families will receive information on resources to assist with nutrition needs. Families will receive instruction on proper nutrition and meal planning.</p>	<p>Family Svc          Coord./          Nutrition          Coordinator</p>	<p>Aug. '17</p>	<p>-0-</p>
<p><b>45 CFR 1304.40(e)(3)</b>          Opportunities to enhance parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children</p>	<p>Teachers,          Family          Svcs./          Education          Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge in proper methods of parenting; develop an understanding of their child's educational and developmental needs; and develop skill in selecting appropriate educational and developmental activities for their children.</p>	<p>Education          Coordinator</p>	<p>Aug.'17</p>	<p>-0-</p>
<p>45 CFR 1304.24(a)          Parent education of mental health issues</p>	<p>Consultant/          Mental          Health          Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge of mental health issues in children, including characteristics/signs to watch for.</p>	<p>Mental          Health          Coordinator</p>	<p>Dec. '16</p>	<p>\$400.00</p>

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2016-17**

**Part 3: Required State Training**

<b>Required Training (including size &amp; scope)</b>	<b>T/TA Resource</b>	<b>Target Audience</b>	<b>Expected Outcomes</b>	<b>Responsible Manager</b>	<b>Timeline</b>	<b>Estimated Cost</b>
<i>List of Required trainings from state regulations</i>						
CDA Training/60 Hrs. College Credits	Tallahassee Community College	Paraprofessional	Paraprofessionals will gain knowledge and skills in the area of child development and children behaviors.	Education Coordinator	Aug. '17 Sept. '17	\$2802.00
Bus Driver/Monitor Training	Transportation Director	Family Services Staff/Monitors	Safe and dependable transportation for Head Start children, staff and parents.	Director	Aug. '17	\$340.00
Blood Borne Pathogen	Health Department	All Staff	To minimize the risk of transmission of HIV, Hepatitis B, and other blood borne pathogens to staff, volunteers, and children.	Health Coordinator	Aug. '17	-0-

## Head Start Center Information for 2016-2017

<b>Name of Centers</b>	<b>Current License</b>	<b>Accreditation</b>	<b>Condition</b>	<b>Meets ADA Regulations</b>
Chattahoochee Elementary	N/A	SACS Accredited	Good	Yes
Gretna Elementary	N/A	SACS Accredited	Good	Yes
George W. Munroe Elementary	N/A	SACS Accredited	Good	Yes
Stewart Street Elementary	N/A	SACS Accredited	Good	Yes
St. John Elementary	N/A	SACS Accredited	Good	Yes
Havana Magnet	N/A	SACS Accredited	Good	Yes
Midway Head Start Center	N/A	SACS Accredited	Good	Yes
Quincy Area 3's Center	N/A	SACS Accredited	Good	Yes

**Hours of Operation:**

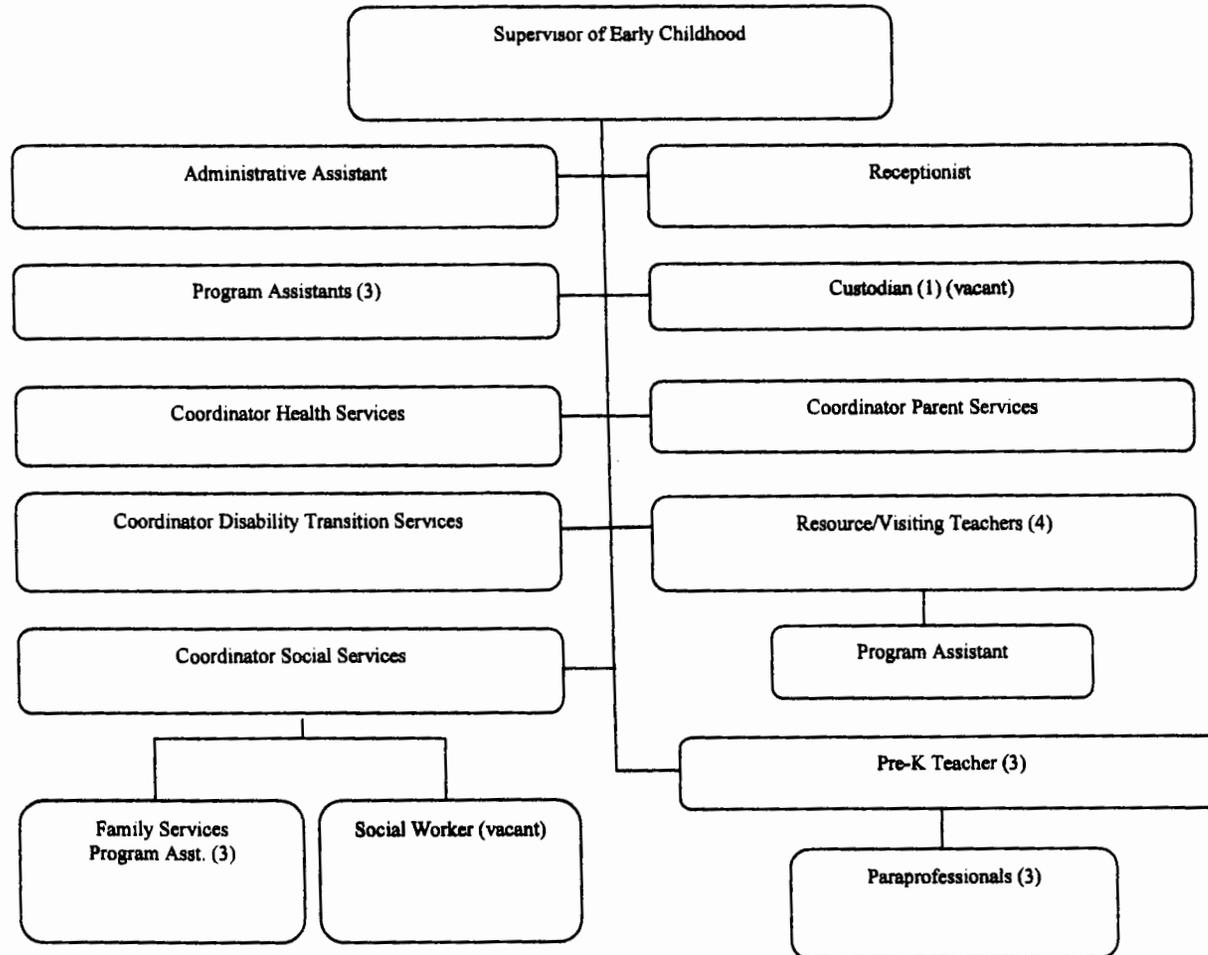
School Sites: 8:30 a.m. – 3:00 p.m.

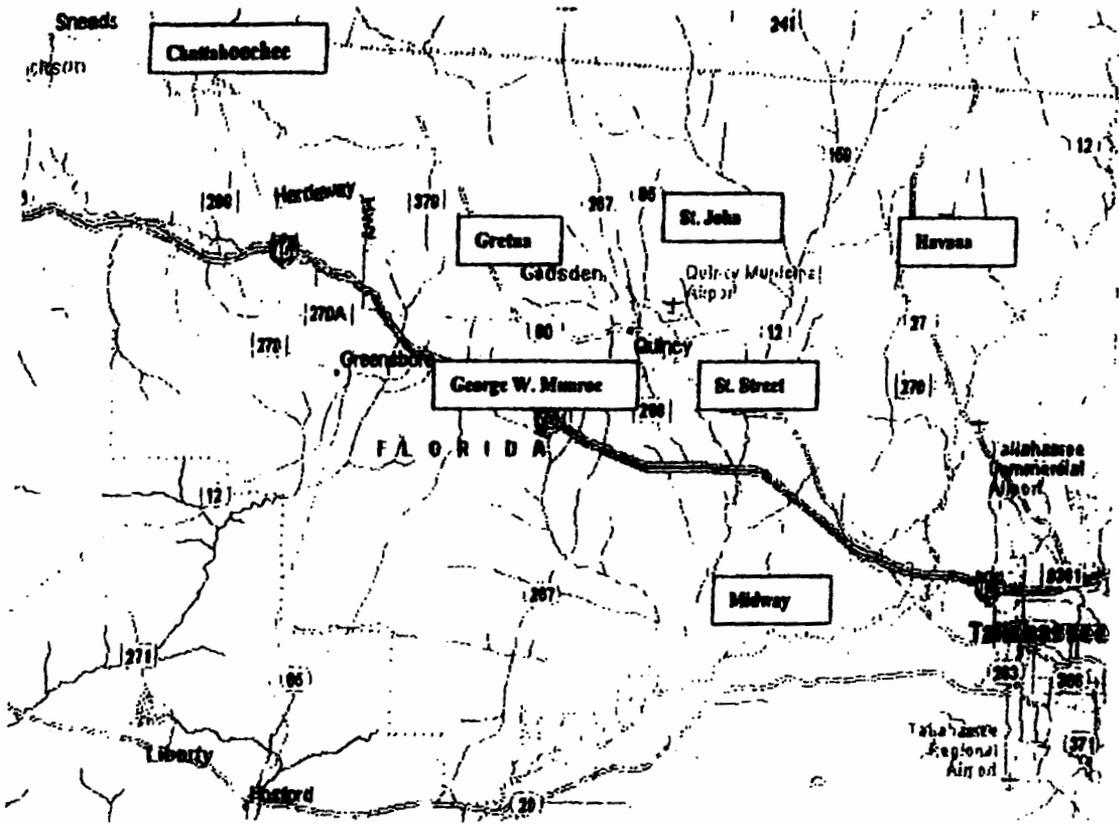
Midway Head Start Center: 8:00 a.m. – 3:00 p.m.

Quincy Area 3's Center: 7:30 a.m. – 4:30 p.m.



### Pre-Kindergarten Services





# GADSDEN COUNTY, FLORIDA

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7n

**DATE OF SCHOOL BOARD MEETING:** July 26, 2016

**TITLE OF AGENDA ITEM:** Small School District Council Consortium

**DIVISION:**

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

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

To approve membership for the 2016-17 fiscal year and pay annual dues.

**FUND SOURCE:** General Funds

**AMOUNT:** \$2,850.00

**PREPARED BY:** Reginald C. James

**POSITION:** Superintendent

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**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

**RESOLUTION  
AFFIRMING PARTICIPATION IN THE  
SMALL SCHOOL DISTRICT COUNCIL CONSORTIUM**

**WHEREAS**, the \_\_\_\_\_ County School Board believes there is a need to have educational information, interpretation, and consultation on issues relating to small and rural communities that is not independently available, and

**WHEREAS**, the cost of providing such services independently for the School Board would make the cost prohibitive, and

**WHEREAS**, the needed services are provided through the Small School District Council Consortium, and

**WHEREAS**, the \_\_\_\_\_ County School District has participated in the consortium in previous years by official action of the Board and payment of the annual fee,

**NOW THEREFORE BE IT RESOLVED** that the \_\_\_\_\_ County School Board authorizes the participation in the Small School District Council Consortium for fiscal year 2016-2017 and as such agrees to pay \$2,850.00 to the designated Fiscal Agent upon invoice for participation fees.

**BE IT FURTHER RESOLVED** that this resolution shall authorize the \_\_\_\_\_ County School District participation in the SSDCC in future years contingent upon the approval of the SSDCC Annual Invoice for Participation Fees as part of a regularly scheduled School Board meeting.

**BE IT FURTHER RESOLVED** that the SSDCC Fiscal Agent shall be the contracting agent for the employment and payment of consulting services and associated program costs.

Adopted by the \_\_\_\_\_ County School Board in Regular Session at \_\_\_\_\_, Florida on the \_\_\_\_th day of \_\_\_\_\_, 2016.

**BY:**

\_\_\_\_\_  
Chairperson, \_\_\_\_\_ County School Board

**ATTEST:**

\_\_\_\_\_  
Superintendent, \_\_\_\_\_ County School District

# SMALL SCHOOL DISTRICT COUNCIL CONSORTIUM

Founded in 1983

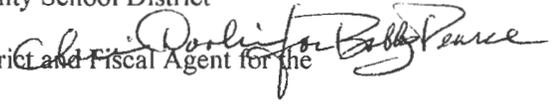
1118-B Thomasville Road  
Tallahassee, Florida 32303

Telephone 850-224-3180  
FAX 850-222-3663

## INVOICE FOR PAYMENT

To: Reginald James, Superintendent of the Gadsden County School District

From: Robert Pearce, Superintendent, Wakulla School District and Fiscal Agent for the  
Small School District Council Consortium



Re: Invoice for Payment of SSDCC Participation Fees for 2016-2017

Date: July 20, 2016

On behalf of the SSDCC, I want to thank you for your membership in the SSDCC during 2015-2016. We are appreciative of the continuing support that all of the members have given to the SSDCC.

At the recent business meeting of the SSDCC in Tampa, the participation fees for FY 2016-2017 were approved at the current year level of \$2,850.00. We are pleased that we have been able to continue the fees at this level since 2007-2008.

This invoice is requesting payment in the amount of \$2,850.00 for the 2016-2017 SSDCC Annual participation fees.

Please make your check payable to the **SMALL SCHOOL DISTRICT COUNCIL CONSORTIUM** and mail it to the following address;

Small School District Council Consortium  
Fiscal Agent – Attention: Ms. Victoria Benton  
Wakulla School District  
P.O. Box 100  
Crawfordville, Fla. 32327

This payment is for the annual services associated with the Small School District Council Consortium.

Please process this Invoice for Payment as soon as possible. If you have any questions regarding this invoice, please contact Robert Pearce, Superintendent, Wakulla School District, Fiscal Agent for the SSDCC at 850-926-0065, or Chris Doolin, Consultant to the SSDCC at 850-224-3180.

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.**   70  

**DATE OF SCHOOL BOARD MEETING:** July 26, 2016

**TITLE OF AGENDA ITEM:** Agreement Between the School Board of Gadsden County, FL., Capital Health Plan, Inc., World Class Schools of Leon County, Inc., and Titus Sports Academy, L.L.C.

**DIVISION:** Administration

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

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

This agreement among Gadsden School District, Capital Health Plan, World Class Schools of Leon County, and Titus Sports Academy will provide the following:

- Sports training and physical fitness programs to students and staff, and
- Enhance self-confidence of students through physical activity

Schools selected to participate in this agreement are Havana Middle, George Munroe Elementary, St. John Elementary, Gadsden Elementary Magnet, Crossroad Academy, Chattahoochee Elementary, Stewart Street Elementary, Greensboro Elementary, Shanks Middle, West Gadsden, and Gretna Elementary. Capital Health Plan staff will be assigned to the P.E. staff of the schools listed above.

This agreement is a contractual relationship for the 2016 – 2017 year and has no fiscal requirement for the Gadsden District, nor liability risk for the School Board.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Reginald C. James

**POSITION:** Superintendent

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**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

**SUPERINTENDENT’S SIGNATURE:** page(s) numbered           

**CHAIRMAN’S SIGNATURE:** page(s) numbered

**AGREEMENT BETWEEN  
THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, CAPITAL  
HEALTH PLAN, INC., WORLD CLASS SCHOOLS OF LEON COUNTY, INC.,  
and TITUS SPORTS ACADEMY, L.L.C**

This Agreement is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2016, by and between the School Board of Gadsden County, Florida; Capital Health Plan, Inc., a Florida Corporation, not for profit; World Class Schools of Leon County, Inc., a Florida Corporation, not for profit, and a unit of the Greater Tallahassee Chamber of Commerce; and Titus Sports Academy, LLC. The School Board of Gadsden County, Florida, Capital Health Plan, Inc., World Class Schools of Leon County, Inc., and Titus Sports Academy, LLC are collectively referred to as “the Parties.” The term “Party” shall be the singular of “Parties.”

**Recitals**

WHEREAS, the School Board of Gadsden County, Florida (“SBGC”) is the governing body of the Gadsden County School District (“District”); and

WHEREAS, Capital Health Plan (“CHP”) is a Florida Corporation, not for profit and a federally qualified non-profit health maintenance organization created to provide comprehensive and coordinated medical care in Calhoun, Gadsden, Jefferson, Leon, Liberty and Wakulla counties; and

WHEREAS, World Class Schools of Leon County, Inc., is a Florida Corporation, not for profit, and a unit of the Greater Tallahassee Chamber of Commerce (“WCS”), created to involve business and civic leaders in the attainment of the highest levels of academic achievement in the District; and

WHEREAS, Titus Sports Academy, LLC (“Titus”), provides sports training in the Tallahassee, Leon County area and throughout the State of Florida; and

WHEREAS, CHP and Titus have partnered together to offer a physical fitness and exercise program to students and staff in the District and surrounding counties, hereinafter known as the *CHP Champions* program; and

WHEREAS, CHP and Titus have engaged WCS to implement the *CHP Champions* program, whereby funds provided by CHP to WCS will be utilized to implement the *CHP Champions* program through the services of Titus; and

WHEREAS, the *CHP Champions* program is designed to help participants improve their health, fitness, and self-confidence through physical activity and

play for 45 minutes twice weekly, and additionally focuses on self esteem building through mastery of physical skills and positive coaching techniques; and

WHEREAS, over the past seven years of its existence, the *CHP Champions* program has expanded its operations both within Leon County and the surrounding three-county area (“Big Bend area”); and

WHEREAS, the Parties desire to enter into a contractual relationship reflecting the Parties’ respective responsibilities regarding the implementation and operation of the *CHP Champions* program in the District for the 2016-2017 school year which starts July 1, 2016 and ends June 30, 2017, which start and end dates for implementation of the program are to be agreed upon by Titus and WCS, after consultation with SBGC.

NOW, THEREFORE, in consideration of the promises and mutual agreements contained herein, SBGC, CHP, WCS, and Titus do hereby mutually agree to the following terms and conditions below:

1. **Purpose**

1.1 The purpose of this Agreement is to define the roles, relationships and responsibilities of the Parties as each relate to the *CHP Champions* program, which is operated and implemented exclusively by WCS and Titus.

1.2 The *CHP Champions* program will provide before, during, and after-school fitness and exercise programs for SBGC students and may also provide before and after-school fitness and exercise programs for employees. All programs, with the exception of the during-school student programs, shall be voluntary for participants.

2. **SBGC Rights and Responsibilities**

2.1 SBGC will permit Titus to use its school sites as the location for the provision of the *CHP Champions* program, provided that Titus adheres to all applicable state statutes, state rules and board policies regarding the use of school facilities.

2.2 SBGC will assist in making the *CHP Champions* program available to District students in accordance with the terms set forth by the school site administrators.

2.3 SBGC will maintain a copy of each executed release obtained by Titus for each District student enrolled in the *CHP Champions* program.

2.4 Level II background screenings will be performed on all Titus staff involved in the *CHP Champions* program, in accordance with Leon County School policy 2.021 and applicable state law, upon payment of the required fee. Titus shall ensure that all employees, contractors or assignees submit to Level II background checks, as set forth in section 5.6, below.

2.5 SBGC will review all manuals, program rules and guidelines, safety protocols and forms related to the *CHP Champions* program.

2.6 SBGC will prepare and require compliance with a District security and operations manual for the *CHP Champions* program, which manual shall provide guidelines on maintaining safe and secure school sites, use and/or non-use of school recreational equipment, etc., which will be available during the *CHP CHAMPIONS* Coach Certification.

2.7 SBGC agrees that SBGC personnel paid by Titus through the official Titus payroll system to assist with the *CHP Champions* program, whether hourly, salaried or by stipend are considered Titus employees for any duties required to perform the above referenced assistance. Therefore, incidents involving said employees and arising from these duties that may constitute grounds for a worker's compensation claim, an unemployment compensation claim, or which may be subject of a wage and hour determination, shall be covered exclusively by Titus pursuant to employees acting within the scope, responsibility and duty of employment. In the event a governmental entity (other than SBGC), court, or administrative panel make a determination under any state or federal law that SBGC is, singularly or jointly, the employer for these employees, Titus will indemnify, hold harmless and/or defend SBGC.

### 3. **CHP Responsibilities.**

3.1 CHP shall provide funds to WCS for the implementation of the *CHP Champions* program in accordance with the approved budget and including an administration fee of \$30,000 payable from CHP to WCS at the rate of \$2,500 per month. CHP will work in coordination with WCS and Titus in developing and maintaining an annual budget for the program. Any changes to the budget after approval must be

agreed upon in writing by CHP, Titus and WCS.

3.2 CHP shall ensure that all student records and/or personal health information disclosed to and/or used by it, in accordance with a properly executed release, is not improperly disclosed to any third party in violation of SBGC policy, or state or federal law, and shall protect such student information in accordance with section 8 of this Agreement.

#### 4. **WCS Responsibilities.**

4.1 WCS shall act as the fiscal agent and contract manager for CHP, and shall utilize the funds provided to it by CHP to support and fund the operations of the *CHP Champions* program in accordance with this Agreement. This will include, but not limited to, the following:

- a. Developing and maintaining an annual budget for the *CHP Champions* program in coordination with CHP and Titus; any changes to the budget after approval must be agreed upon in writing by CHP, Titus and WCS.
- b. Disbursing CHP funds necessary to administer the *CHP Champions* program in accordance with this agreement and the annual budget;
- c. Providing monthly financial statements, which detail all receipts and expenditures, to the Chief Financial Officer of CHP;
- d. Providing quarterly financial reports, in a format agreed upon by WCS and SBGC, to the *CHP Champions* Advisory Committee; Ensuring that SBGC and the principal of each school in which the CHP Champions program is being administered are involved in student recruitment and scheduling;
- e. Ensuring that Titus documents successful completion of Level II background screening requirements by each staff member prior to contact with SBGC students;
- f. Ensuring that Titus maintain Commercial General Liability insurance, as set forth in section 5.8 of this Agreement, and that Titus provides the following proof of insurance coverage to WCS and SBGC: 1) a copy of the current certificate of insurance with SBGC listed as a named insured; and 2) documentation of payment (which shall consist of a statement of the cost of an annual premium from the insurance company, and either a cancelled check, credit card statement, or letter from the

- insurance company documenting proof of annual payment) for the current policy period;
- g. Ensuring that Titus maintain workers compensation/employers liability insurance, as set forth in section 5.9 of this Agreement, and that Titus provides the following proof of insurance coverage to WCS and SBGC: 1) a copy of the current certificate of insurance with SBGC listed as a named insured; and 2) documentation of payment (which shall consist of a statement of the cost of an annual premium from the insurance company, and either a cancelled check, credit card statement, or letter from the insurance company documenting proof of annual payment) for the current policy period; Ties to maturity date of policy Titus agrees that SBGC personnel paid by Titus through the official Titus payroll system to assist with the CHP Champions program, whether hourly, salaried or by stipend are considered Titus employees for any duties required to perform the above referenced assistance. Therefore, incidents arising from these duties that might constitute grounds for a Worker's Compensation claim would be covered under the Worker's Compensation policy provided by Titus and referenced in section 5.9. pursuant to employees acting within scope, responsibility and duty of employment.

4.2 WCS shall disburse the designated funds it receives from CHP as necessary to support and fund the goals and related outcomes of the *CHP Champions* program.

4.3 WCS shall ensure that all student information disclosed to and/or used by it, in accordance with a properly executed release, is not improperly disclosed to any third party in violation of SBGC policy, or state or federal law, and shall protect such student information in accordance with section 8 of this Agreement.

4.4 WCS shall coordinate *CHP Champions* Advisory Committee meetings. In addition, WCS may also assist in preparing an annual report.

4.5 WCS shall provide any assistance reasonably requested by Titus in the implementation and operation of the *CHP Champions* program.

## 5. **Titus Responsibilities.**

5.1 Titus shall develop, monitor and oversee the programs and the operations of *CHP Champions* including compliance with the standards and the goals developed by Titus and CHP for the *CHP Champions* program.

5.2 Titus shall develop all program materials, student materials, and procurement of program equipment, coaches' uniforms, "*CHP Champions*" t-shirts, rewards and incentives.

5.3 Titus shall develop and enforce the program standards, inclusive of assurance that each on-site coach representing Titus is meeting its minimum requirements as described in the attachment entitled "Requirements and Expectations for Champions Coaches."

- a. Ensuring that Titus will provide adequate training and day-to-day supervision of all staff, to include appropriate safety standards set forth by SBGC policy.
- b. Ensuring that Titus complies with all District safety and operations protocols.

5.4 Titus shall provide the staff and all programs necessary to implement and operate the *CHP Champions* program. In this regard, Titus shall have the sole discretion to recruit, select, hire and fire the staff, the coaches, any volunteers, or any other persons working in the *CHP Champions* program as Titus deems necessary to implement the *CHP Champions* program.

5.5 Titus shall select, train, and assign the staff, Coaches, volunteers, or other persons that may be required to work in the *CHP Champions* program.

5.6 Titus shall ensure that all employees, contractors or assignees submit to Sexual Predator and Level II background checks in accordance with state law and Leon County School Policy 2.021.

5.7 Titus shall take all precautions necessary for the safety of and prevention of injury to persons, including *CHP Champions* program participants, Titus employees, and third persons, and for the prevention of damage to SBGC property.

5.8 Titus shall maintain during the term of this Agreement, and any and all subsequent terms, Commercial General Liability insurance covering Titus and the *CHP Champions* program for bodily injury, personal injury, and property damage, including, but not limited to, coverage for operations, products, independent contractors, and liability contractually assumed, using the latest

occurrence form edition Commercial General Liability Coverage Form (ISO Form CG1), as filed for use in the State of Florida by the Insurance Services Office. The insurance shall be in the minimal amount of \$1 million per occurrence/\$3 million annual aggregate and shall clearly list SBGC as Additional Insured on the policy certificate. Titus shall provide the following proof of insurance coverage to WCS and SBGC: 1) a copy of the current certificate of insurance with SBGC listed as a named insured; and 2) documentation of payment (which shall consist of a statement of the cost of an annual premium from the insurance company, and either a cancelled check, credit card statement, or letter from the insurance company documenting proof of annual payment). Titus shall not permit this insurance to lapse for any reason during the term of this Agreement and any subsequent terms. Any lapse in insurance coverage will be grounds for immediate termination of this Agreement, as set forth in section 10.2 of this Agreement. Titus shall provide written notice to WCS and SBGC within 24 hours of being made aware of the existence of any third-party claim, demand, or action giving rise to a claim.

5.9 Titus shall maintain workers compensation/employers liability insurance covering Titus, the *CHP Champions* program, and to the extent its subcontractors and sub-subcontractors are not insured, which would be covered by the latest edition of the Standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements. Titus shall ensure that this coverage complies with both the Florida Workers' Compensation Act and the Federal Employer's Liability Act. Subject to the restrictions found on the Standard Workers' Compensation Policy, there shall be no maximum limit on the amount of coverage for those customarily insured under Part One of the Standard Workers' Compensation Policy. The minimum amount of coverage for those customarily insured under Part Two of the Standard Workers' Compensation Policy shall be: EL Each Accident: \$500,000; EL Disease Policy Limit: \$500,000; EL Disease-Each Employee: \$500,000. Titus shall provide the following proof of insurance coverage to WCS and SBGC: 1) a copy of the current certificate of insurance with SBGC listed as a named insured; and 2) documentation of payment (which shall consist of a statement of the cost of an annual premium from the insurance company, and either a cancelled check, credit card statement, or letter from the insurance company documenting proof of annual payment). Titus shall not permit this insurance to lapse for any reason during the term of this Agreement and any subsequent terms. Any lapse in workers compensation/employers liability insurance coverage will be grounds for immediate termination of this Agreement, as set forth in section 10.2 of this Agreement. Titus shall provide

written notice to WCS and SBGC within 24 hours of being made aware of the existence of any third-party claim, demand, or action giving rise to a claim.

5.10 SBGC agrees that SBGC personnel paid by Titus through the official Titus payroll system to assist with the CHP Champions program, whether hourly, salaried or by stipend are considered Titus employees for any duties required to perform the above referenced assistance. Therefore, incidents involving said employees and arising from these duties that may constitute grounds for a worker's compensation claim, an unemployment compensation claim, or which may be subject of a wage and hour claim or determination, shall be covered exclusively by Titus pursuant to employees acting within the scope, responsibility and duty of employment. In the event a governmental entity (other than SBGC), court, or administrative panel make a determination under any state or federal law that SBGC is, singularly or jointly, the employer for these employees, Titus will indemnify, hold harmless and/or defend SBGC.

6. **Compensation.**

6.1 Compensation shall be paid by WCS to Titus in accordance with the approved budget for the *CHP Champions* program.

7. **Protection of Proprietary and Confidential Information of Titus.**

7.1 The Parties acknowledge that during the performance of this Agreement and during the implementation and operation of the *CHP Champions* program, it may be necessary for Titus to disclose certain trade secrets, concepts, programs, intellectual property or other confidential and proprietary information (collectively referred to as "Information") that has been developed by Titus.

7.2 To the extent that any Party gains knowledge of the confidential or proprietary Information of Titus, the Parties shall not disclose to non-partner third parties any such Information except upon express, written permission of Titus.

8. **Protection of Student Information.**

The Parties acknowledge that, by virtue of entering into this Agreement, Titus and WCS may have access to certain participant information, including

health information. Titus and WCS agree that neither party will at any time, either during or subsequent to the term of this Agreement, disclose to any non-partner third party, except where permitted or required by law or where such disclosure is expressly approved by the student's parent in writing, any participant information, and Titus and WCS shall comply with all Federal and State laws and regulations regarding the protection of such participant information.

9. **Term of the Agreement.**

This Agreement shall commence on the date signed ("Effective Date") and shall end on June 30, 2017, unless earlier terminated pursuant to paragraph 10. This Agreement may be extended or renewed, upon written approval of the parties.

10. **Termination of Agreement.**

10.1 This Agreement or any extension thereof may be terminated with or without cause, by any Party at any time, by giving a 60-day written notice to the other parties. Said notice shall be delivered by certified mail or in person. In the event this Agreement is terminated, the participants of the CHP Champions program shall be afforded a 30-day written notice. All costs incurred in the provision of the written notice to the participants shall be borne by the terminating party.

10.2 This Agreement or any extension thereof may be immediately terminated upon the provision of written notice by certified mail by any Party for the failure of Titus to maintain appropriate liability and workers' compensation insurance coverages in accordance with sections 5.8 and 5.9 of this Agreement.

10.3 In the event of termination pursuant to section 10.1, neither party is relieved of their respective performance obligations for the 60 day notice period. All parties are responsible to provide their respective services or payments for such services for all periods up to and including until the final expiration date of the notice period in section 10.1 above.

11. **Indemnification.**

11.1 In exchange for the ability to access SBGC property for the implementation of the CHP Champions program, WCS and Titus expressly undertake to indemnify, defend with competent counsel, and hold harmless SBGC against any and all liability, loss, damage, claims, suits, judgments, costs, fees or

damages, including court costs and attorney's fees, exclusively arising out of the implementation and operation of the CHP Champions program, including, but not limited to:

- Disciplinary action or the termination of any individual involved in the CHP Champions program that is exclusively related to activities arising within the scope of the CHP Champions program;
- Debts accrued by WCS or Titus in connection with or arising out of the CHP Champions program and/or nonpayment of the same;
- Any material breach of this Agreement or violation of law;
- Personal injury, property damage, or violations of civil rights that may arise out of, or by reason of the CHP Champions program and/or its employees, agents, and representatives while performing their duties within the scope of the CHP Champions program;
- Any labor and employment related actions brought under state or federal law, as set forth in sections 2.7 and 5.10, above.

11.2 In addition to the express acknowledgment set forth in section 11.1 of this Agreement, Titus expressly undertakes to indemnify, defend with competent counsel, and hold harmless SBGC against any and all liability, loss, damage, claims, suits, judgments, costs, fees or damages, including court costs and attorney's fees, arising out of the negligence of any individuals involved in the implementation of the *CHP Champions* program, including employees, contractors, subcontractors, or other agents, in connection with and arising out of their services within the scope of this Agreement.

11.3 WCS or Titus shall provide written notice to SBGC in within 24 hours of being made aware of the existence of any third-party claim, demand, or action giving rise to a claim for indemnification under this provision.

11.4 Should it become necessary for SBGC to incur any costs and/or expenses, from the Effective Date of this Agreement forward whether directly or indirectly, including, but not by way of limitation, attorney's fees, investigator's fees, collection fees, or court costs, in connection with any claim or demand for which indemnification is provided by this Agreement, or in connection with any attempt to recover losses incurred on such claims or demands, or in connection

with the enforcement of this Agreement or any portion of it, WCS and Titus or their respective insurance carriers agree to pay SBGC, upon the provision of reasonable notice by SBGC, such reasonable fees and/or costs for which expenditure is made or liability incurred by SBGC.

11.5 WCS and Titus's indemnity obligations under this Agreement shall survive the expiration or termination of this Agreement and shall continue until the later of: a) five years after termination of this Agreement, or b) the final termination of all pending or threatened actions, suits, proceedings or investigations to which SBGC may be subject by virtue of this Agreement.

11.6 Nothing in this indemnification section waives or modifies the limitations of liability in section 768.28, F.S., which limits are hereby deemed applicable to this Agreement.

## 12. **Other Terms and Conditions.**

12.1 **Renegotiation or Modifications.** Modifications of the terms and conditions of this Agreement shall only be valid when they have been reduced to writing and duly signed by the parties. The Parties agree to renegotiate this Agreement if any material changes to the *CHP Champions* program are made that adversely affect any party to this Agreement.

12.2 **Severability.** If any provision of this Agreement or the application thereof is held to be invalid for any reason, such invalidity shall not affect the validity of other provisions or applications thereof, which can be given effect without the invalid provision or application. To this end, the provisions of this Agreement are declared to be severable.

12.3 **Assignment.** Titus may assign its rights and delegate its duties pursuant to this Agreement to any wholly owned subsidiaries of Titus that it deems necessary in order to implement and operate the *CHP Champions* program.

12.4 **Controlling Law.** The construction, interpretation, and performance of this Agreement and all transactions under it shall be governed by the laws of the State of Florida and the parties expressly submit to its jurisdiction.

12.5 **Authority.** Each party represents and warrants to the other party that it has all requisite authority and power to enter into and perform its obligations pursuant to the provisions of this Agreement.

12.6 **Integration.** This Agreement constitutes the entire Agreement of the Parties with respect to the implementation and operation of the *CHP Champions* program in Gadsden County.

IN WITNESS WHEREOF, the Parties have entered into this Agreement as of the date referenced above.

**School Board of Gadsden County,  
Florida**

**Capital Health Plan**

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

Reginald James

Its: Superintendent

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

John Hogan

Its: President

**World Class Schools, Inc., Greater  
Tallahassee Chamber of  
Commerce**

**Titus Sports Academy, LLC**

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

Sue Dick

Its: President

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

Adam Faurot

Its: President





**Preventative Maintenance  
And  
Energy Services  
For  
Honeywell EMS hosting (12)  
Facilities  
At  
Gadsden County Schools**

35 Martin Luther King  
Blvd, Quincy, FL 32351

**Prepared For:**

**Bill Hunter**



**EQUIPMENT**

Only the equipment listed on the attached "EMCS MAINTENANCE SCHEDULE" is included in the Scope of Service described in this Agreement.

**SCOPE OF SERVICE -Preventative Maintenance & Training**

Brooks Building Solutions (BBS) the North Florida authorized Alerton factory provider, will provide all labor and materials necessary to perform the manufactures recommended preventative maintenance & Owners training of the DDC system while on site to avoid unnecessary service calls. Services to include (1) annual inspection & (1) semi-annual inspection in the "Maintenance Schedule" of this Agreement at the Gadsden County Schools.

**SCOPE OF SERVICE -Energy Services**

Brooks Building Solution's Energy Service Engineer (PE, CEM) shall provide energy saving recommendations along with their expected payback and net present value. Each Facility shall be baselined and rated per energy star standards on the first and last month of the service agreement

**Price and Billing Terms:**

**Years 1** Preventative Maintenance and Energy Services Agreement \$2,500.00 per Facility total of \$30,000.00 a year to be billed Monthly in advance at \$2,500.00

**Proposal Expiration Date:** July 31, 2016 Proposal must be accepted and returned.

This is a Preventive Maintenance Service Agreement Only. Coverage includes inspections and calibrations described herein. It does not include replacement parts or labor for failed components or work outside the scope of the service contract. Labor and materials outside the scope will be billed per the schedule below.

**Brooks Building Solutions**

**Customer**

**Representative:** \_\_\_\_\_

**Customer:** \_\_\_\_\_

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

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

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

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

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

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



**PERSONNEL**

BBS will perform all services using Alerton/Tridium factory-trained technicians who specialize in electronic system maintenance and repair service.

**REPAIR SERVICE**

Repair service is not included; however, if repair service is needed outside the original scope of this contract. Any services requested or agreed to by the customer that are outside the Scope of Work will be performed by BBS at an additional cost. BBS will invoice such services at a special service and repair **billing rate of \$95.00** an hour plus mileage. The following overtime rates will apply to the discounted regular hour labor rate.

Overtime ..... Time + ½  
Sundays and Holidays ..... Double Time

**REPORTS**

We will provide a detailed report of the services performed on each inspection. This report will include system log readings taken during inspection, condition of system, recommended repairs and/or services performed.

**ADDITIONAL SERVICES**

Additional services will be furnished upon request and proper authorization from the customer. All additional services will be invoiced by BBS and payable by the customer.

**EMERGENCY SERVICE**

Emergency service is included and will be available on a 24-hour basis.

<b>EMCS MAINTENANCE SCHEDULE OF THE HONEYWELL EMS HOSTING (12) FACILITIES AT GADSDEN COUNTY SCHOOLS</b>	<b>QUARTERLY</b>	<b>SEMI-ANNUALLY</b>	<b>ANNUAL</b>	<b>AS REQUIRED BY PERFORMANCE</b>
<b>GLOBAL CONTROLLER</b>				
A) Remove accumulated dust from interior and exterior			X	
B) Check operation of Modem			X	
C) Make backup copy of database		X	X	
D) Check power supply voltage			X	
E) Check battery for proper charge			X	
F) Verify operation of battery backup		X	X	
G) Check communication trunks		X	X	
H) Check all electrical connections		X	X	
<b>TERMINAL CONTROLLERS</b>				
A) Perform point-point check of all connected points			X	
B) Calibrate all temperature sensors			X	
C) Verify software sequence of operation		X	X	
D) Check communications to Global Controller		X	X	
E) Check all switch settings for proper position (Relay HOA)		X	X	
<b>VFD's &amp; Lighting</b>				
A) Perform point-point check of all connected points			X	
B) Calibrate all temperature sensors			X	
C) Verify software sequence of operation			X	
D) Check communications to Global Controller		X	X	
E) Check all switch settings for proper position (Relay HOA)		X	X	
<b>OPERATORS TERMINAL</b>				
A) Thoroughly clean filters, remove dust and dirt from int/ext		X	X	
B) Check all functions		X	X	
<b>CPU POWER SUPPLY</b>				
A) Verify operation of all software functions		X	X	
B) Check cables for chafing and broken insulation; replace		X	X	
C) Check power supply voltages and surge protection		X	X	
A) Performance Evaluation (Superheat Control)		X	X	
<b>ENERGY SERVICE</b>				
A) Energy Star Rating First & Last Months			X	
B) Energy recommendations		X	X	



## **Maintenance Agreement Terms and Conditions**

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

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

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

**3. ADDITIONAL SERVICE** - Services or parts requested by Customer in addition to those specified in this Agreement will be provided upon receipt of Customer's written authorization and invoiced at Brooks Building Solutions prevailing contract labor rate of \$ 90.00 per hour mechanical, \$ 95.00 controls and parts charges. Additional services or parts shall not be supplied under the terms of this Agreement.

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

**4. REPAIR OR REPLACEMENT** - Brooks Building Solutions shall not be responsible for repair or replacement of any HVAC or EMCS equipment that is damaged by any



# Brooks

## Building Solutions

disaster or weather catastrophes (i.e., floods, tornados, hurricanes, etc.), vandalism, other contractors, maintenance personnel, tenants, or any other party.

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

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

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

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

**6. PROPRIETARY RIGHTS**– During the term of this Agreement and in combination with certain services, Brooks Building Solutions may elect to install, attach to Customer equipment, or provide portable devices (hardware and/or software) that shall remain the personal proprietary property of Brooks Building Solutions. No devices installed, attached to real property or portable device(s) shall become a fixture of the Customer locations. Customer shall not acquire any interest, title or equity in any hardware,



# Brooks

## Building Solutions

software, processes, and other intellectual or proprietary rights to devices which are used in connection with providing service on Customer equipment.

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

### **8. CUSTOMER OBLIGATIONS**

Customer shall:

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

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

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

**10. CUSTOMER TERMINATION**– Customer shall have the right to terminate this Agreement for Brooks Building Solutions non-performance provided Brooks Building Solutions fails to cure such non-performance within 30 days after having been given prior written notice of the non-performance. Upon early termination or expiration of this Agreement, Brooks Building Solutions shall have free access to enter Customer



# Brooks

## Building Solutions

Locations to disconnect and remove any Brooks Building Solutions personal proprietary property or devices as well as remove any and all Brooks Building Solutions -owned parts, tools and personal property. Additionally, Customer agrees to pay Brooks Building Solutions for all incurred but unamortized service costs performed by Brooks Building Solutions including overheads and a reasonable profit.

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

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

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

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

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



# Brooks

Building Solutions

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

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 9a

**DATE OF SCHOOL BOARD MEETING:** July 26, 2016

**TITLE OF AGENDA ITEM:** Gadsden District K-12 Comprehensive Reading Plan

**DIVISION:** K-12 Education

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

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

This request asks the School Board to approve the Gadsden K-12 Comprehensive Reading Plan effective for the 2016-2017 school term. The total funds provided through the Florida Education Finance Program (FEFP) is \$327,615 and should be utilized specifically for “reading”. Legislative action ensures that reading is funded annually as a part of the public school funding formula. Funds have been prioritized to meet the needs of the low-performing schools.

**FUND SOURCE:** FEFP

**AMOUNT:** \$327,615

**PREPARED BY:** Dionne Mathews-Nelloms *DMN*

**POSITION:** K-12 Supervisor of Curriculum & Instruction

2016 JUN 29 PM 3:24  
GADSDEN SCHOOL BOARD  
OFFICE OF ASSISTANT  
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 \_\_\_\_\_

Gadsden County School District  
K-12 Comprehensive Reading Plan  
2016-2017



Reginald C. James, Superintendent

**District: Gadsden**  
**District/School-Level Leadership**  
**Contact Information**

The district contact should be the person ultimately responsible for the plan. This person will be the Department of Education's contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

•District Name:	GADSDEN
•District Contact:	Dionne Mathews Nelloms
•Contact Address:	35 Martin Luther King, Jr., Blvd. Quincy, FL 32351
•Contact E-mail:	matthews-nellomsd@gcpsmail.com
•Contact Telephone:	850-627-9651
•Contact Fax:	850-627-3530

Many of the school buildings within a district look the same, but the needs of teachers and students within those buildings are diverse. District-level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' level of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

1 What are your measurable district goals for student achievement for each of the following subgroups in reading/English language arts (ELA) for the 2016-17 school year?

American Indian:

Asian:

Black/African American:

Hispanic:

White:

Economically Disadvantaged:

English Language Learners:

Students with Disabilities:

The following are the district's measurable goals for student achievement in reading/English language arts (ELA) for the subgroups listed below for the 2016-17 school year. The list below shows the percentage of students that will score at or above the proficiency level:

American Indians: N/A

Asians: 60%

✓ Black/African American: 60%

Hispanics: 60%

White: 60%

Economically Disadvantaged: 60%

English Language Learners: 60%

Student with Disabilities: 60%

2 What evidence will be collected, at what specific times, and be whom, to ascertain that schools are monitoring students and their progress toward the district goals?

✓ Gadsden County uses i-Ready (kindergarten through eighth) and Edgenuity MyPath (ninth through twelfth) as the district's intervention programs. I-Ready and MyPath are adaptive diagnostics that pinpoints student needs and provides lessons and teacher resources for use in small group instruction. Both diagnostics are administered three times a year with a progress monitoring that appears approximately every 20 days.

The District Reading Specialists will analyze the i-Ready Student Growth Monitoring Report

and the Edgenuity MyPath Lesson Mastery Report each nine weeks to determine if students are making adequate progress toward the district's goals outlined in the Student Progression Plan.

---

- 3 If students in any of the identified subgroups are not progressing toward goals based on data collected in question number two, what will be done to facilitate improvement in the intensity of interventions for students both with and without disabilities who are not responsive to instruction as determined by district monitoring? Please address both elementary and secondary levels.

It is the goal of the district that students with or without disabilities in all elementary and secondary subgroups make progress toward the goals outlined in the Student Progression Plan. If the district determines that schools are not making academic improvement, the district reading specialists will monitor small group instruction and provide additional resources and professional development to schools as needed. Schools will be encouraged to adjust their master schedule to show that more intensive intervention time is provided to increase the intensity of the interventions. This could be as simple as more time on computer and/or additional small group instruction as needed.

---

- 4 What evidence will be collected, at what specific times, and by whom, to demonstrate that instruction is systematic and explicit, and is based on data and student needs?

Data collected from the i-Ready diagnostics, Edgenuity MyPath placement exams, core comprehensive screeners, unit and weekly assessments will be used to determine student needs when writing lesson plans for whole and small group instruction/intervention. This data will also determine professional development needed at the school level. The principal, assistant principal, reading coach, and district specialists will monitor lesson plans for whole and small group instruction, conduct walk-throughs and observe implementation of core programs and small group activities to ensure that daily instruction is systematic, explicit, and based on student needs.

Each school will maintain a binder of professional developments delivered, grade group meeting agendas, sign-in sheets, and walk-through forms. The district reading specialists will use a checklist to record observations and data collected. These forms will be kept on file with each specialist.

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- 5 In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to a variety of increasingly complex texts in a variety of mediums? Who will be responsible for monitoring this?

Gadsden assures that schools will increase the amount and varieties of increasingly complex texts used to teach comprehension tasks. In addition to the core, supplemental, and intervention programs, the Comprehension Instructional Sequence (CIS) lessons will be integrated within each content area classroom. By using this strategy, teachers will have the opportunity to use multiple texts in different mediums and exemplars from Appendix B. This will allow teachers to also focus on complex vocabulary and various comprehension tasks.

- Instructional leaders will provide the support needed for teachers to be successful by meeting with content area teachers to select and plan CIS lessons based on data and students' interests. During weekly/monthly grade group meetings, teachers will interact with the text prior to delivering the information in the classroom. After delivery, teachers will meet together to debrief and discuss ways to improve before delivery of the next lesson. The Reading Coach will maintain a log of all meetings.

District personnel will conduct announced and unannounced visits to observe classroom instruction and attend grade group meetings and professional development. An audit of each coach's coaching binder will occur monthly or as needed based on the progress of the school.

6 What evidence will the district collect, at what specific times, and by whom, to demonstrate that all classroom instruction is accessible to the full range of learners using Universal Design for Learning principles for effective instructional design (planning) and delivery (teaching)?

The district will ensure that classroom instruction is accessible to the full spectrum of diverse learners through the implementation of strategic planning that promotes intentional teaching. Research indicates that the quality of instruction is heightened when educators engage in on-going purposeful planning. Therefore, both district level and site-based instructional leaders will spearhead the collaborative planning process for all grade levels/content areas, during which teachers will be asked to utilize data as part of the instructional decision making process, infuse the six principles of Universal Design for Learning and methods of differentiation to meet every student's unique needs, and develop learning targets or SMART goals as a means of progress monitoring. This structured format for planning will result in intentional teaching, which will support the various learning modalities, interests, and/or abilities of the students.

Agendas, minutes, lesson plans, and sign-in sheets will be maintained at the school level as evidence of ongoing strategic planning. This process will be monitored by district and school administration and revised as needed based on both qualitative and quantitative data. Using the "UDL Look Fors" checklist, monthly announced and unannounced classroom visits by the Supervisor of Curriculum and the District Reading Specialists will take place to ensure teachers are adhering to their plans and providing a diverse responsive learning environment.

Comment:

What specific evidence will be collected and when to support the implementation?

7 Describe the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's K-12 Comprehensive Research-Based Reading Plan to ensure that student response data drives all decision-making, including adjustments to interventions and whether to seek consent to conduct an evaluation to determine eligibility for special education and related services.

The district will develop a plan for systematic implementation of the Response to Intervention and Multi-Tiered System of Support frameworks within the reading block and other major content areas. Students will be allocated leveled support including the general instruction (Tier One). Students showing minimal to no growth in Tier One instruction, will move into tiers two and three, during which various degrees of differentiation (modification of content, context, process, and/or product) and methods borrowed from the Universal by Design framework (conspicuous strategies, mediated scaffolding, primed background knowledge, integration of concepts, and spiral or judicious review) will be utilized and assessed for effectiveness.

8

**300 Lowest Performing Elementary Schools**

Please complete Chart 300L if your district has a school(s) on the list of 300 lowest performing elementary schools. It needs to say: A new list of 300 lowest-performing elementary schools will be created based on 2016 FSA data. Districts with a school(s) on the list will be instructed to complete this chart once the list has been determined. **Please submit the District/School Leadership section by the April 15 deadline WITHOUT completing the chart.**

Chart 300L

Chart300L

**Reading/Literacy Coaches**

Please complete Chart RLC regarding reading/literacy coaches.

[Chart RLC](#)

✓ ChartRLC

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**District: Gadsden**  
**Elementary Assessment, Curriculum, and Instruction**

State Board Rule 6A-6.053 requires that students be taught utilizing an evidence-based sequence of reading instruction. Research shows that children benefit from reading instruction that includes explicit and systematic instruction in skills and strategies, and opportunities to apply those skills and strategies while reading text.

Schools must offer daily classroom instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes. All reading instruction is based on the English Language Arts Florida Standards (LAFS), including access points and ELD standards which address the individual instructional needs of all students and curricular guidelines. In addition to, or as an extension of, the 90-minute reading block, the classroom teacher, special education teacher or reading resource teacher will provide immediate intensive intervention (iii) on a daily basis within the multi-tiered system of supports wherein student, centered response data gathered through progress monitoring and other forms of assessment informs instructional adjustments.

**All information provided in this section should detail how you will meet the reading needs of all student subgroups identified in the State Board of Education Strategic Plan.**

- 1 Each district will be given one school user log-in and password so that each school may enter their own information into Chart C by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school-based information before submitting Chart C on April 15, 2016. School-level users should select all applicable adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled "Other." In addition, schools should identify the method used for progress monitoring K-2 and 3-5. Schools may select the Florida Assessments for Instruction in Reading-Florida Standards (FAIR-FS) for grades 3-5 ONLY. To review and edit all school information for Chart C before submitting, use the link provided within this section online Chart C.

[Chart C](#)

Comment:

Consider reducing the cap on the group size for students receiving in Immediate Intensive Intervention to maximize learning opportunities for Carter-Parramore, Chattahoochee Elem., Gadsden Virtual, Gretna Elem., Havana Magnet, St Johns and Stewart Street. Are students in Gadsden Virtual Instructional Program receiving 150 minutes of Immediate Intensive Intervention 5 days a week?

- 2 What evidence will be collected, at what specific times, and by whom, that demonstrates teachers are providing reading instruction in the 90-minute reading block that meets the Florida Standards for ELA, including access points and ELD standards?

The district requires that all teachers provide reading instruction in the 90-minute reading block that meets the Florida Standards for ELA, including access points and English Learning Development (ELD) standards. All elementary principals, including the principals of participating charter schools, will create and submit to the district office a Master Schedule. Each school's master schedule and assigned reading teachers' lesson plans must reflect classroom instruction in reading as a protected, uninterrupted minimum 90-minute block of time and additional time for tiered instruction beyond the 90-minute block.

Both announced and unannounced weekly classroom visits by district specialists will take place to ensure that teachers are adhering to the Master Schedule and lesson plans.

**3 What evidence will be collected, at what specific times and by whom, to demonstrate that reading intervention provided to students performing below grade level, to students with disabilities and ELL is meeting their unique needs and effectively closing the gap?**

We recognize that some students, including students with disabilities and EL will need extended time and additional instruction in order to reach specific goals and expectations. Students targeted for immediate intensive intervention will participate daily in the instructional core program for all activities (Tier one). They will also receive differentiated instruction during center time through the use of the core intervention programs. Results of the progress monitoring (e.g., i-Ready/Ready Blended Curriculum, core program assessments, and state/district assessments) will be used to determine which students are intensive (iii) and need daily additional intensive support (Tiers two and three). For students in need of immediate intensive intervention (iii), the schools will ensure that the instructional services and support address the specific area(s) of reading deficiency of the student during the 90-minute reading block and a daily additional 30-45 minutes beyond the reading block.

The additional time outside the block will be a minimum of 30 minutes daily with the use of the district approved intensive intervention reading programs. These intervention programs will include but are not limited to: Phonemic Awareness, Journeys Reading Toolkit, Write-in Reader, and the i-Ready/Ready Blended Curriculum. Teachers will provide intensive instruction in smaller group size enabling students to generalize newly acquired reading skills to progressively more complex text. Samples of student work, assessment data (e.g., fluency checks, cold reads, i-Ready Student Response to Instruction Report), and walk-through data will be collected biweekly to monthly for evidence by the principal, assistant principal of curriculum, reading coach, and district reading specialists.

**Comment:**

Please indicate the specific times evidence will be collected (e.g. weekly, bimonthly, monthly, etc.)

**4 Schools must diagnose specific reading difficulties of students who do not meet specific levels of reading performance as determined by the district school board to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction.**

**Create an Assessment/Curriculum Decision Tree (Chart D1) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades K-2.**

The chart must include:

- Name of assessment(s);
- Targeted audience;
- Performance benchmark used for decision-making;
- Assessment/curriculum connection; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

\*District contacts will create and upload Chart D1 using the link provided within this section online. There are two samples for Chart D1 (Assessment/Curriculum Decision Tree) located in the [Appendix](#). Last year's chart is available at your district's [public view page](#). If your district

wishes to use this chart, it must be uploaded into this year's plan. Please upload the desired file

You will need to save this section using the button below at the bottom of this section before uploading the chart.

✓ [Chart D1 - Elementary Assessment Curriculum Decision Tree](#) Last Uploaded:5/24/2016 11:09:07 AM

Comment:

opened for revisions -5-16-16 HC

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5

Schools must diagnose specific reading difficulties of students scoring at Level 1 and Level 2 on the FSA for ELA to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction. Schools must also consider the individual needs of students with significant cognitive disabilities who take the Florida Alternate Assessment (FAA).

**Create an Assessment/Curriculum Decision Tree (Chart D2)** to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades 3-5(6).

The chart must include:

- Name of assessment(s);
- Targeted audience
- Performance benchmark used for decision-making;
- Assessment/curriculum connection; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

*\* District contacts will create and upload Chart D2 using the link provided within this section online. There are two samples for Chart D1 (Assessment/Curriculum Decision Tree) located at [Appendix](#). Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.*

You will need to save this section using the button below at the bottom of this section before uploading the chart.

✓ [Chart D2 - Elementary Assessment Curriculum Decision Tree](#) Last Uploaded:5/24/2016 11:10:16 AM

Comment:

opened for revisions -5-16-16 HC

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6 How will teachers match students to texts and provide ongoing access for all students (via universal design principles) to leveled classroom libraries of both literary and informational text focused on content area concepts throughout the day? Who is responsible for monitoring this?

Teachers will match and provide students daily access to leveled classroom libraries by first administering the K-1 Emerging Literacy and the 2-5 Comprehensive Screener. The screeners will provide information needed to match students to the appropriate level of text. The library will include authentic texts, leveled libraries, and decodables for meaningful extension and

practice of foundational skills taught in the core reading program during the 90-minute reading block. By using authentic text, leveled libraries, and decodable books, teachers will provide students with an opportunity to apply skills taught through independent practice. Many of the books in the library will be focused on content area knowledge and various daily concepts.

Classroom libraries will be readily available for students to utilize during scheduled and unscheduled reading activities, literacy centers, small group instruction, and differentiated instruction, including paired reading. Students will be encouraged to take books home to share with families to ensure time is spent reading outside the school day. Each student will be required to keep a Reading Log of books read. This log will be monitored by the teacher, Reading Leadership Team, and District Reading Specialist. As a result, students will have a plethora of opportunities to become fluent readers as they read a variety of text, thus increasing their content area knowledge and developing a love for reading.

- 
- 7 Describe how the district and schools will provide an altered instructional day as a means of further increasing instructional intensity for those K-3 students who have received intensive intervention for two or more years, have been retained for a total of two years, and still demonstrate a reading deficiency. Describe how the altered instructional day is organized and designed to further intensify instruction and, thereby, meet the reading needs of these students throughout the school year per Section 1008.25(6)(b), F.S. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers including students with disabilities.

Gadsden will provide an altered day to meet the needs of students who have received intensive instruction for 2 or more years and are still not demonstrating proficiency in reading. Each student will receive a minimum of 150 minutes a week (a minimum of 30 minutes per day) of prescriptive intensive instruction in addition to the core reading block. The classroom environment will be rich in literacy opportunities with interactive read-alouds, reader's and writer's workshop, guided reading, and various opportunities for independent reading to apply skills learned. All activities are designed to support students as they develop skills and gain strategies necessary to bring them to grade level proficiency.

The district is presently in the third year of implementation of i-Ready, which is an adaptive computer-based instructional program. This program includes an adaptive diagnostic, instant reporting, and engaging online instruction modules that are designed to provide students with the one-on-one instruction needed to accelerate learning. Students are given the diagnostic 3 times a year along with monthly progress monitoring. Diagnostic information derived from i-Ready will be used to 1) gain a clear depiction of each students' areas of deficiency, 2) design small group and/or individualized learning experiences to meet students' specific needs, and 3) inform next instructional steps and/or educational decisions (Such educational decisions will include, but are not limited to: determining students' responses to intervention, selecting the most appropriate methods for differentiation, developing small group, and revising learning pathways). During the 2015-16 school year, consultants from i-Ready provided district support and one-on-one coaching at all of the school sites. Teachers were consistently provided professional development on understanding reports and how to use reports to prepare lessons to engage students and drive instruction.

- 
- 8 What supportive reading opportunities will be provided beyond the school day? Include criteria for student eligibility and how these opportunities are linked to reading instruction provided during the school day.

Throughout the district, the Gadsden, Recreation, Education, Arts, and Technology (G.R.E.A.T.) 21st Century Community Learning Centers provide after-school and weekend support services to students in grades 1st to 5th. Students allowed to participate are prioritized

based on i-Ready and FSA data with students not making adequate progress given first choice to attend. Results of teacher administered weekly and unit assessments along with their observations may also be used to recommend students for participation.

To ensure that activities are linked to instruction delivered during the day, schools will use district-approved supplementary core and/or non-core reading materials to assist with effective tutoring, mentoring, and enrichment programs. The principal, assistant principal, district reading specialists, and teachers will analyze data from Performance Matters, i-Ready, and other resources to determine areas of deficiency for students. Intensive instruction in extended day sessions will be aligned with the ELA focus for the week on the pacing guide and will target tier 2 and tier 3 remediation in identified areas. Schools will have the flexibility to alter the pacing guide based on data at each school. The principal, assistant principal, and site coordinators will conduct fidelity checks.

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9

For the following unique student populations, which screening and progress monitoring tools are used to determine instructional needs in reading and subsequent placement in intervention.

- Non-English speaking ELL
- Students with significant cognitive disabilities who take the FAA
- Students with a severe speech impairment (i.e. severe articulation or speech fluency)
- Students who are deaf or hard-of-hearing
- Students with a severe visual impairment
- Grades 4 and 5 transfer students who do not have FSA ELA scores and/or other standardized reading scores. NOTE: If no scores are available, appropriate assessments should be administered to determine the overall reading ability of the student and to identify appropriate placement.

The district's unique student population is screened and progress monitored using the same tools as general education students. If this is not possible, the following screening and diagnostic tools are used to determine the instructional needs in reading and subsequent placement in intervention for each student population:

\*Non-English speaking EL students are administered the IPT (IDEA Proficiency Test).

\*Students with significant cognitive disabilities who take the FAA are administered assessments based on their cognitive disability.

\*Students with a severe speech impairment (i.e. severe articulation or speech fluency) are given the same assessments as general education students (i-Ready) unless they are cognitively impaired.

\* Students who are deaf are not serviced by the district and sent to W. T. Moore in Tallahassee. If they are hard of hearing, they are given the same assessments as general education students.

\*Students with a severe visual impairment have the option of enlarging print on the computer or using an approved optical instrument. The teacher also has the flexibility of changing the background color to yellow to support the student.

\*Grade 4 and 5 transfer students who do not have FSA ELA scores and/or other standardized reading scores are given the i-Ready diagnostic to determine placement.

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10 Please list the qualifications for teachers who provide intervention in elementary schools.

Reading Intervention teachers may have the following qualifications:

- (1) Bachelor's Degree from an accredited educational institution
- (2) K-5 Certification
- (3) Data to support success with at-risk students

(4) Reading Endorsement or Reading Certification

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**District: Gadsden**  
**Middle School and High School (Grades 6-12) Assessment, Curriculum, and Instruction**

The goal of the K-12 Comprehensive Research-Based Reading Plan is to ensure that students are reading at or above grade level. Although there is no legislative requirement that students who are not reading on grade level be enrolled in intensive reading courses or provided intervention in the midst of a content area course, teachers/schools/districts are still obligated to provide instruction that enables students to meet grade level standards so they are college and career ready upon graduation from high school. Students entering middle school or high school who are not reading on grade level have a variety of reading intervention and learning needs. A single program or strategy is not sufficient for remediation, and, likewise, remediation is not sufficient for low-performing middle school and high school students.

The availability and access to texts of various types, topics and complexity levels are necessary for integrated, interdisciplinary instruction to occur. Accessible instructional materials (i.e. accessible software, text-to-speech, braille enlargeable text) are an important consideration. Districts and schools will need to consider how to differentiate challenging learning opportunities for low-performing and high-performing students alike.

- 1.1 Each district will be given one school user log-in and password so that each school may enter their own information into Chart F and Chart I by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school-based information before submitting Chart F and Chart I on April 15, 2016. School-level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' **To review and edit all school information for Chart F and Chart I before submitting, please use the links provided within this section online.**

[Chart F](#)



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1.2

[Chart I](#)



Comment:

Please remove the ACT/SAT test prep materials.

---

- 2 The goal of a middle school and high school literacy program is to provide a variety of methods and materials so that students develop strategies and critical thinking skills in reading/literacy.
1. 1) Describe what evidence the district will collect, at what specific times, and by whom, to demonstrate that reading intervention services meet the needs of low-performing students, students with disabilities (including students who take the FAA), and English language learners, and facilitate their college-career readiness by high school graduation; and
  2. 2) Describe what evidence the district will collect, at what specific times, and by whom, do to demonstrate that the reading development of students performing on or above grade level continues to progress toward college-career readiness by high school graduation.

2. The goal of a middle school and high school literacy program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading. The students in Gadsden County are using the Houghton Mifflin Harcourt Florida Collections as their core ELA program. This comprehensive program will be taught daily to all students as documented in lesson plans providing for high-quality literature selections supported by instruction and practices that address skills needed for college and career readiness by high school graduation. Schools will be required to create a Master Schedule with a block of time for ELA instruction and a separate block for interventions. This schedule will be submitted to the district by the middle of September.

Students with reading performance below grade level will receive extended intervention time using various curricula for instruction. Research-based intervention programs that may be used will include, but are not limited to leveled libraries, HMH Close Reader and Digital Tools, i-Ready Tool Kit, online i-Ready/Ready Blended Curriculum, and the Edgenuity MyPath. The principal, assistant principal, reading coach, and district reading specialists will monitor lesson plans and conduct weekly classroom walkthroughs to ensure that students receive on a daily basis: whole group explicit and systematic instruction, small group differentiated instruction, independent reading practice, and increasingly complex literacy and informational text. All classes will be taught by teachers Reading certified, NGCAR-PD certified, Reading Endorsed or working toward that status.

Flexibility will be maintained in the master schedule to ensure that student placement remains flexible throughout the school year as a means to provide additional exposures to increasingly complex levels of text. Student progression in and among the reading courses will be based on student proficiency levels as indicated by the i-Ready on line progress monitoring and diagnostic reports and other progress monitoring tools. This will ensure that students have the opportunity for acceleration. District personnel will conduct announced and unannounced visits monthly to each school with additional visits to Differentiated Accountability schools.

- 
- 3 To effectively use assessment data, districts and schools must carefully craft protocols that efficiently differentiate student reading/literacy needs and offer an appropriate array of intervention options that meet various individual student learning needs, including the needs of students with disabilities and English language learners.

Schools must progress monitor students not meeting the school district or state requirements for proficiency in reading in order to appropriately plan for subsequent instruction and ensure student learning progress over time. This progress monitoring should include a baseline, midyear and end-of-the-year assessment.

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on the ELA FSA. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so that teachers can better inform instruction to meet the needs of students who continue to struggle in reading. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach and reading specialist. These should also be conducted for students who take FAA.

Each identified struggling reader must be provided instruction that best fits his or her needs. Districts must establish criteria beyond the ELA FSA for placing students into different levels

of intensity for reading intervention to be certain that students are sufficiently challenged but not frustrated in relating to text of varying complexity.

**Complete an Assessment/Curriculum Decision Tree (Chart G)** to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level. The chart must include:

- Name of assessment(s);
- Targeted audience;
- Performance benchmark used for decision-making;
- Assessment/curriculum connection; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

\* District contacts will create and upload Chart G for grades 6-12 using the link found within this section online. A sample for Chart G (Assessment/Curriculum Decision Tree) can be found in the Appendix. Please upload the desired file.

✓ [Chart G – Middle School/High School Assessment Curriculum Decision Tree](#) Last  
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4 How will teachers match students to texts and provide ongoing access for all students (via universal design principles) to leveled classroom libraries of both literary and informational text focused on content area concepts throughout the day? Who is responsible for monitoring this?

4. The district has elected to utilize the i-Ready software as both a supplemental instructional program and progress monitoring mechanism to match students to text. A suggested reading list, which is generated by the program based on students' interests and lexile reading levels, will be utilized as a guide for acquiring texts that align to the learner's abilities. Each student will be required to keep a Reading Log of books read. This log will be monitored consistently by the teacher, Reading Leadership Team, and District Reading Specialists.

Students will have daily access to text in a variety of formats through the Collections core program. The program includes 12 digital collections which engage all students with today's digital tools:

- Digital collections for writing, speaking, and listening with opportunities for in-depth instructional and practice in key 21st century skills
- Online tools that allow students to annotate critical passages for discussion and writing by using highlighting, underlining, and notes
- eBook for the student as an entryway into a full complement of digital resources
- Informational text on fyi that is linked to each collection topic and is curated and updated monthly
- Voices and Images from A&E, bio, and History transport students to different times and places adding the images and voices that make selections and historical periods come alive
- Media lessons prompt students to read news reports, literary adaptations, ads, and websites as complex texts
- Close reader allows students to apply standards and practice close reading strategies in a consumable print or digital format

Using Collections, students have ample opportunities to evaluate real websites, engage in digital collaboration, conduct Web research, and critique student discussion.

All classrooms throughout Gadsden County are furnished with a library that includes novels,

informational texts, leveled readers, and adapted literacy resources. Many of the books in the library will focus on content area knowledge and will be accessible to all students (including students with disabilities) at all times for independent reading. Each classroom library will serve as an integral element of the small group and/or guided reading process. As a result, students will have a plethora of opportunities to become fluent readers as they read a variety of text, thus increasing their content area knowledge and developing a love for reading.

Comment:

How will students have access to text in a variety of formats such as digital, online, photographs, graphs/charts, etc.? What types of text is available for students with disabilities to ensure they have access?

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5 Students' college-career readiness is dependent upon high quality learning opportunities in content area and elective classrooms. What evidence will be collected, at what specific times, and by whom, to demonstrate that instructional practices are used to help students develop literacy skills for critical thinking and content area mastery? Describe how teachers are implementing text-based content area instruction in:

- English/language arts;
- History/social studies;
- Science/technical subjects;
- Mathematics; and
- Elective classes

5. Reading is an essential component that extends across the curriculum. All content area teachers will align reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen content-area knowledge. By using effective instructional practices and strategies from the reading coach, content area teachers will strive to increase literacy across the curriculum for all students. The reading coach and/or district reading specialists will conduct cross curricular grade group meetings and professional development throughout the school year to provide strategies and best practices for helping students develop literacy skills for critical thinking and content area mastery. A log of all meetings and professional developments delivered will be maintained for documentation.

The reading coach will create and dispense a Literacy Focus Calendar that list the literacy skills that the school will focus on in all content areas and conduct frequent classroom walk-throughs to verify that teachers are using the literacy strategies. Monthly literacy assessments will be administered through Performance Matters that will assess students' literacy skills, critical thinking, and content area mastery. Content area teachers will be encouraged to set up a literacy-rich classroom through the use of classroom libraries, periodicals, a variety of appropriate texts, and word walls. All vocabulary used on the word walls will mirror the instruction for that subject area. Content area teachers will incorporate reading and literacy instruction to assist students with achieving academic progress across the curriculum through reading and literacy.

The principal, assistant principal, reading coach, and district reading specialists will conduct weekly walk-throughs and monitor lesson plans and assessment data in Performance Matters to ensure that students' literacy skills for critical thinking and content area mastery are improving.

Comment:

How will implementation of literacy strategies in content area courses be monitored to ensure that students' literacy skills for critical thinking and content area mastery are improving?

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6 What supportive reading opportunities will be provided beyond the school day? Include criteria for student eligibility and how these opportunities are linked to reading instruction provided during the school day.

6. Throughout the district, the Gadsden, Recreation, Education, Arts, and Technology (G.R.E.A.T.) 21st Century Community Learning Centers provide after-school, weekend, and summer school support services to students in grades 1st to 12th. Eligibility will be determined by, but not limited to, the most recent data wherein the students scoring at the lowest levels will have first priority. Results of teacher administered reading and benchmark assessments along with their observations may also be used to recommend students for participation.

✓ To ensure that activities are linked to reading instruction provided during the day, teachers will communicate and collaborate with program leaders and/or instructors so that instructional models and practices are seamlessly continued into the extended school day. Schools will use district-approved supplementary core and/or non-core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and enrichment activities. Intensive instruction in extended day sessions will be aligned with the ELA focus for the week and will target tier 2 and tier 3 remediation in identified areas.

Comment:

I believe the answer to this question is the same as the answer to question #5 - please enter the response for this question.

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7 For the following unique student populations, which screening and progress monitoring tools are used to determine instructional needs in reading and subsequent placement in intervention:

- Non-English speaking ELL
- Students with significant cognitive disabilities who take the FAA
- Students with a severe speech impairment (i.e. severe articulation or speech fluency)
- Students who are deaf or hard-of-hearing
- Students with a severe visual impairment
- Grades 6 and above transfer students who do not have FSA ELA scores and/or other standardized reading scores.

NOTE: If no scores are available, appropriate assessments should be administered to determine the overall reading ability of the student and to identify appropriate placement.

7. The district's unique student population is screened and progress monitored using the same tools as general education students. If this is not possible, the following screening and diagnostic tools are used to determine the instructional needs in reading and subsequent placement in intervention for each student population:

\*Non-English speaking EL students are administered the IPT (IDEA Proficiency Test).

\*Students with significant cognitive disabilities who take the FAA are administered assessments based on their cognitive disability.

✓ \*Students with severe speech impairment (i.e. severe articulation or speech fluency) are given the same assessments as general education students (i-Ready and My Path) unless they are cognitively impaired.

\* Students who are deaf are not serviced by the district and sent to W. T. Moore in Tallahassee. If they are hard of hearing, they are given the same assessments as general education students.

\*Students with a severe visual impairment have the option of enlarging print on the computer or using an approved optical instrument. The teacher also has the flexibility of changing the background color to yellow to support the student.

**\*Grade 6 and above transfer students who do not have FSA ELA scores and/or other standardized reading scores are given the i-Ready Diagnostic (6-8) and My Path Placement Exam (9-12) to determine instructional needs.**

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# Reading/Literacy Coach Chart

**CHART RLC – READING/LITERACY COACH CHART : Gadsden District - 2016**

Qualifications for Coaches	1. Bachelor’s Degree from an accredited educational institution 2. Reading Certification or Reading Endorsement (working towards endorsement) 3. Data to support success with at-risk students
Recruitment/Hiring Procedure for Coaches	Reading Coaches are interviewed and hired by principals using the qualifications outlined above.
Training Provided for Coaches	Our Secondary ELA Coaches received resources and trainings on: i-Ready / Ready Blended Curriculum Edgenuity MyPath Small Group Instruction Close Reading Decoding and the Adolescent Reader Core Program: Collections Syllabication Rules Steps to Teaching a Novel FSA Writing Anchor Charts
Criteria for Coach Placement	Reading Certification or Reading Endorsement (working towards endorsement) Data to support success with at-risk students
Professional Development Provided by Coaches (embedded including classroom modeling; book studies; small group, etc.)	Professional Development provided by coaches / consultants: i-Ready / Ready Blended Curriculum Edgenuity MyPath Project – based Learning CIS Lesson (Comprehension Instructional Sequence) Classroom set-up and organization Small Group Instruction Data Driven Classroom Core Programs FSA Writing Anchor Charts i-Ready Reports and Resources On-going classroom modeling and support
Tool(s) for Collecting Evidence of Implementation of Coach-Provided Professional Development	Tools for Collecting Evidence: Weekly log of all activities (Submitted weekly by school-based coach to District Reading Specialist) Agendas and sign-in sheets (Documented by coach) District Walk-throughs
Tool for Determining Effectiveness of Coach-Provided Professional Development	Tools for Determining Effectiveness: Assessment data in Performance Matters (Item Analysis) Walk-throughs / Teacher Observations Fluency Checks i-Ready Reports (e.g.; Student Response to Instruction, Growth Monitoring Report, Student Profile, Standards Report) Edgenuity MyPath Lesson Mastery Reports

# **Professional Development Charts**

Wednesday, June 29, 2016 4:33 PM

District : Gadsden

Professional Development in Reading

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 1: Foundations of Reading Instruction

**Information about the delivery model:**

**Who will provide the professional development?**

On-line Instructors

**Who is the targeted audience for the professional development?**

Instructional leaders and teachers interested in becoming reading endorsed and teachers interested in increasing their knowledge in the area of reading.

**How will the professional development be delivered?**

On-line

**What is the length of the professional development?**

60 hours

**Professional Development in the Six Components of Reading, Assessment and Instructional Practices.**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

**Follow-up provided by:**

- Reading Coach

Reading Coach will assist teachers in implementing new strategies in the classroom through modeling, co-teaching, and coaching.

- Teacher Leader

- Principal

Principal will follow up by conducting frequent classroom walk-throughs for formal and/or informal observations.

- Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instruction.

- District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

- For Other, Please reflect who this will be: detail below

- What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will collect and analyze data from various assessments administered throughout the school year to see if students are making adequate progress toward the goals outlined in the Student Progression Plan.

**What is the timeframe for implementation?**

The course work and documentation should be completed within a school year.

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District : Gadsden

**Professional Development in Reading**

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 2: Application of Research-Based Instructional Practices

**Information about the delivery model:**

**Who will provide the professional development?**

On-line Instructors

**Who is the targeted audience for the professional development?**

Instructional leaders and teachers interested in becoming reading endorsed and teachers interested in increasing their knowledge in the area of reading.

**How will the professional development be delivered?**

On-line

**What is the length of the professional development?**

60 hours

**Professional Development in the Six Components of Reading, Assessment and Instructional Practices.**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

**Follow-up provided by:**

- Reading Coach

The Reading Coach will assist teachers in implementing new strategies in the classroom through modeling, co-teaching, and coaching.

- Teacher Leader

- Principal

Principal will follow-up by conducting frequent classroom walk-throughs for formal and/or informal observations.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning, sequencing, and/or maximizing instruction.

- District Staff

District Staff will follow-up assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

- For Other, Please reflect who this will be: detail below

- What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will collect and analyze data from various assessments administered throughout the school year to see if students are making adequate progress toward the goals outlined in the Student Progression Plan.

**What is the timeframe for implementation?**

The course work and documentation should happen within a school year.

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 3: Foundations of Assessment

**Information about the delivery model:**

**Who will provide the professional development?**

On-line Instructors

**Who is the targeted audience for the professional development?**

Instructional leaders and teachers interested in becoming reading endorsed and teachers interested in increasing their knowledge in the area of reading.

**How will the professional development be delivered?**

On-line

**What is the length of the professional development?**

60 hours

**Professional Development in the Six Components of Reading, Assessment and Instructional Practices.**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

**Follow-up provided by:**

- Reading Coach

Reading Coach will assist teachers in implementing new strategies in the classroom through modeling, co-teaching, and coaching.

- Teacher Leader

- Principal

Principal will follow-up by conducting frequent classroom walk-throughs for formal and/or informal observations.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning, sequencing, and/or maximizing instructions.

- District Staff

District Staff will follow-up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

- For Other, Please reflect who this will be: detail below

- What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will collect and analyze data from various assessments administered throughout the school year to see if students are making adequate progress toward the district's goals.

**What is the timeframe for implementation?**

This course work and documentation should be completed within a school year.

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District : Gadsden

**Professional Development in Reading**

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 4: Foundations and Applications of Differentiated Instruction

**Information about the delivery model:**

**Who will provide the professional development?**

On-line

**Who is the targeted audience for the professional development?**

Instructional leaders and teachers interested in becoming reading endorsed and teachers interested in increasing their knowledge in the area of reading.

**How will the professional development be delivered?**

On-line

**What is the length of the professional development?**

60 hours

**Professional Development in the Six Components of Reading, Assessment and Instructional Practices.**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

**Follow-up provided by:**

- Reading Coach

Reading Coach will assist teachers in implementing new strategies in the classroom through modeling, co-teaching, and coaching.

- Teacher Leader

- Principal

Principal will follow-up by conducting frequent classroom walk-throughs for formal and/or informal observations.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning, sequencing, and/or maximizing instructions.

- District Staff

District Staff will follow-up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

- For Other, Please reflect who this will be: detail below

- What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will collect and analyze data from various assessments administered throughout the school year to see if students are making adequate progress toward the goals outlined in the Student Progression Plan.

**What is the timeframe for implementation?**

This course work and documentation should be completed within the school year.

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 5: Demonstration of Accomplishment

**Information about the delivery model:**

**Who will provide the professional development?**

On-line Instructors

**Who is the targeted audience for the professional development?**

Instructional leaders and teachers interested in becoming reading endorsed and teachers interested in increasing their knowledge in the area of reading.

**How will the professional development be delivered?**

On-line

**What is the length of the professional development?**

60 hours

**Professional Development in the Six Components of Reading, Assessment and Instructional Practices.**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

**Follow-up provided by:**

- Reading Coach

Reading Coach will assist teachers in implementing new strategies in the classroom through modeling, co-teaching, and coaching.

- Teacher Leader

- Principal

Principal will follow-up by conducting frequent classroom walk-throughs for formal and/or informal observations.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning, sequencing, and/or maximizing instructions.

- District Staff

District Staff will follow-up by assisting as needed to facilitate problem solving and helping to ceate an effective instructional literacy environment.

- For Other, Please reflect who this will be: detail below

- What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will collect and analyze data from various assessments administered throughout the school year to see if students are making adequate progress toward district's goals outlined in the Student Progression Plan.

**What is the timeframe for implementation?**

The demonstration of accomplishment should be completed within a school year.

**Professional Development in Reading**

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Houghton Mifflin Harcourt Florida Journeys Common Core Reading Program (K-5)

**Information about the delivery model:**

**Who will provide the professional development?**

HMH Trained Consultants, Reading Coaches, and District Reading Specialists

**Who is the targeted audience for the professional development?**

K-5 teachers of reading, ESES/ESOL teachers, administrators, and reading coaches

**How will the professional development be delivered?**

Face-to-Face workshop(s)

**What is the length of the professional development?**

The length may vary from 30 minutes on-line to a full day face-to-face

**Professional Development in the Six Components of Reading, Assessment and Instructional Practices.**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

**Follow-up provided by:**

- Reading Coach
- Teacher Leader
- Principal

Principal will follow-up by conducting frequent classroom walkthroughs for formal and/or informal observations.

- Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instruction.

- District Staff

District Staff will follow-up by assisting as needed to facilitate problem solving and helping to create an effective literacy environment.

- For Other, Please reflect who this will be: detail below

The publisher will follow up by assigning highly trained consultants to provide guidance and support with program implementation.

- What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district reading specialists will collect and analyze data from weekly and unit assessments in Performance Matters and the i-Ready Student Response to Instruction report.

**What is the timeframe for implementation?**

Teachers are expected to implement the core immediately after professional development as documented in the daily schedule and weekly lesson plans.

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District : Gadsden

**Professional Development in Reading**

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Houghton Mifflin Harcourt Florida Collections

**Information about the delivery model:**

**Who will provide the professional development?**

HMH Trained Consultants, Reading Coaches, and District Reading Specialists

**Who is the targeted audience for the professional development?**

6-12 ELA teachers, ESE/ESOL teachers, administrators, and reading coaches

**How will the professional development be delivered?**

Face-to-Face workshops or via online with my.hrw

**What is the length of the professional development?**

The length may vary from 30 minutes on-line to full day face-to-face

**Professional Development in the Six Components of Reading, Assessment and Instructional Practices.**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow-up assisting teachers and/or modeling effective techniques at the school level.

- Teacher Leader

- Principal

Principal will follow-up by conducting frequent walk-throughs for formal and/or informal observations.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

- District Staff

District Staff will follow-up by assisting as needed to facilitate problem solving and helping to create an effective literacy environment.

- For Other, Please reflect who this will be: detail below

Publisher will follow-up by assigning highly trained consultants to provide guidance and support with program implementation.

- What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The District Reading Specialists will collect and analyze data from weekly tests and Collections assessments in Performance Matters.

**What is the timeframe for implementation?**

Teachers are expected to implement the core immediately after professional development as documented in the daily schedule and weekly lesson plans.

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District : Gadsden

**Professional Development in Reading**

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

i-Ready/Ready Blended Program

**Information about the delivery model:**

**Who will provide the professional development?**

i-Ready consultants and District Reading Specialists will provide the professional development.

**Who is the targeted audience for the professional development?**

All K - 8th grade teachers, administrators, and select district personnel

**How will the professional development be delivered?**

On-line and face-to-face

**What is the length of the professional development?**

One hour webinars to one-half/full day of face-to-face

**Professional Development in the Six Components of Reading, Assessment and Instructional Practices.**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow-up with effective techniques at the school level.

- Teacher Leader

- Principal

Principal will follow-up by creating a daily computer lab schedule, monitoring i-ready reports, and conducting frequent walk-throughs.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in analyzing reports and planning effective remedial lessons.

- District Staff

District Staff will follow-up by analyzing the usage report, planning professional development, and conducting frequent walk-throughs.

- For Other, Please reflect who this will be: detail below

The publisher will follow-up by assigning highly trained consultants to provide guidance and support with program implementation at the district and school level.

- What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district staff will collect and analyze various reports to see if students are making adequate progress toward the district's goals outline in the Student Progression Plan.

**What is the timeframe for implementation?**

Schools are expected to create lab schedules and administer diagnostics as scheduled in the district's implementation plan.

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District : Gadsden

Professional Development in Reading

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Comprehension Instructional Sequence (CIS)

**Information about the delivery model:**

**Who will provide the professional development?**

District Reading Specialists

**Who is the targeted audience for the professional development?**

K-12 teachers, administrators, and reading coaches

**How will the professional development be delivered?**

Face-to-Face

**What is the length of the professional development?**

One day

**Professional Development in the Six Components of Reading, Assessment and Instructional Practices.**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

Teachers will gain strategies for helping students develop a rich vocabulary and deepen their comprehension.

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow-up by assisting teachers in developing lessons and modeling effective techniques.

- Teacher Leader

- Principal

Principal will follow-up by conducting frequent classroom walk-throughs and evaluating instruction.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning, sequencing, and/or maximizing instruction.

- District Staff

District Staff will follow-up by assisting as needed to facilitate problem solving and helping to create an effective literacy environment.

- For Other, Please reflect who this will be: detail below

- What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district reading specialists will observe the instructional delivery during a CIS lesson.

**What is the timeframe for implementation?**

Teachers are expected to create a CIS lesson and implement it effectively within the content area classroom.

**Professional Development in Reading**

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Differentiated Small Group Reading Instruction

**Information about the delivery model:**

**Who will provide the professional development?**

District Reading Specialists and Reading Coaches

**Who is the targeted audience for the professional development?**

Teachers of grades K - 8

**How will the professional development be delivered?**

Face-to-Face

**What is the length of the professional development?**

One/half to a whole day

**Professional Development in the Six Components of Reading, Assessment and Instructional Practices.**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

**Follow-up provided by:**

- Reading Coach

Reading Coach will assist teachers with grouping students, routines to manage student movement, and using cooperative learning strategies.

- Teacher Leader

- Principal

Principal will provide follow-up by monitoring differentiated small group instruction and conduct frequent classroom walk-throughs.

- Assistant Principal

Assistant principal will provide support by assisting teachers with differentiated small group lesson planning according to data.

- District Staff

District Staff will provide support by conducting walk-throughs and assisting as needed to facilitate problem solving.

- For Other, Please reflect who this will be: detail below

**What evidence will the district collect that demonstrates the professional development has impacted student achievement?**

The district reading specialists will analyze i-Ready data, monitor lessons plans, and conduct frequent classroom walk-throughs with feedback.

**What is the timeframe for implementation?**

Teachers are expected to differentiate instruction using data throughout the school year.

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Project Based Learning

**Information about the delivery model:**

**Who will provide the professional development?**

District Reading Specialists and Reading Coaches

**Who is the targeted audience for the professional development?**

K - 12 Teachers

**How will the professional development be delivered?**

Face-to-Face

**What is the length of the professional development?**

One half day

**Professional Development in the Six Components of Reading, Assessment and Instructional Practices.**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment

Instructional Practices

Project based learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.

**Follow-up provided by:**

Reading Coach

Reading Coach will follow-up by assisting teachers and/or modeling effective strategies for supporting students with project based learning.

Teacher Leader

Principal

Principal will follow-up by monitoring classroom activities and quality of student work.

Assistant Principal

Assistant Principal will follow-up by providing resources, assisting teachers in planning, and providing meaningful feedback.

District Staff

District Staff will follow-up by observing student work and assisting as needed to facilitate problems.

For Other, Please reflect who this will be: detail below

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

District staff will view projects and presentations during PBL week and take photographs to be published on the district's webpage.

**What is the timeframe for implementation?**

Teachers and students will create and present mini project based activities throughout the school year.

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Edgenuity MyPath

**Information about the delivery model:**

**Who will provide the professional development?**

Trained consultants from Edgenuity MyPath and EGHS Reading Coach

**Who is the targeted audience for the professional development?**

Guidance Counselors, administrators, select district personnel, and all 9th - 12th grade ELA and Intensive Reading Teachers

**How will the professional development be delivered?**

Face-to-Face

**What is the length of the professional development?**

One hour webinar to one-half / full day face-to-face

**Professional Development in the Six Components of Reading, Assessment and Instructional Practices.**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow-up with effective techniques at the school level.

- Teacher Leader

- Principal

Principal will follow-up by creating a daily computer lab schedule, monitoring MyPath reports, and conducting frequent walk-throughs.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in analyzing the Lesson Mastery Report and planning effective remedial lessons.

- District Staff

District Staff will follow-up by analyzing the Lesson Mastery Report, planning professional development, and conducting frequent walk-throughs.

- For Other, Please reflect who this will be: detail below

The publisher will follow-up by assigning highly trained consultants to provide guidance and support with program implementation.

- What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will collect and analyze various reports to see if students are making adequate progress.

**What is the timeframe for implementation?**

Schools are expected to create lab schedules and administer placement exams outlined in the district's implementation plan.

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Universal Design for Learning (UDL)

**Information about the delivery model:**

**Who will provide the professional development?**

Consultant from JustRead, FL! and/or ESE Program Specialists

**Who is the targeted audience for the professional development?**

Select teachers, administrators, and district personnel

**How will the professional development be delivered?**

Face-to-Face

**What is the length of the professional development?**

One-half to a full day

**Professional Development in the Six Components of Reading, Assessment and Instructional Practices.**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

Universal Design for Learning is an instructional framework that allows educators to design learning environments that support individual learning differences.

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow-up by assisting teachers in developing lessons and modeling effective techniques that support individual learning differences.

- Teacher Leader

- Principal

Principal will monitor lesson plans and conduct walk-throughs to ensure that teachers are maintaining high expectations for all students.

- Assistant Principal

Assistant Principal will follow up by supporting teachers as they design instructional goals, methods, activities, and assessments for all learners.

- District Staff

District Staff will follow-up by assisting as needed to facilitate problem solving and helping to create an effective learning environment.

- For Other, Please reflect who this will be: detail below

- What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district staff will monitor lesson plans, schedules, and conduct walk-throughs using the UDL checklist.

**What is the timeframe for implementation?**

Teachers are expected to use the UDL guidelines throughout the school year.

Wednesday, June 29, 2016 4:36 PM

District : Gadsden

**Professional Development in Reading**

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Anchor Charts

**Information about the delivery model:**

**Who will provide the professional development?**

District Personnel

**Who is the targeted audience for the professional development?**

K - 12 teachers and school administrators

**How will the professional development be delivered?**

Face-to-Face

**What is the length of the professional development?**

One/half day

**Professional Development in the Six Components of Reading, Assessment and Instructional Practices.**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

Teachers will create anchor charts to build a culture of literacy in the classroom to keep relevant and current learning accessible to students. Anchor charts will serve as a tool to remind students of prior learning and enable them to make connections as new learning happens.

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow-up by assisting teachers in creating anchor charts that align to skills taught.

- Teacher Leader

- Principal

Principial will follow-up by providing time and resources and conducting frequent walk-throughs to make sure that teachers are referencing anchor charts in daily instruction.

- Assistant Principal

Assistant Principal will follow-up by supporting teachers as they implement the use of anchor charts.

- District Staff

District Staff will follow-up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

- For Other, Please reflect who this will be: detail below

- What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will conduct walk-throughs to observe posted anchor charts and chat with students about knowledge gained.

**What is the timeframe for implementation?**

Anchor charts will be created and used throughout the school year.

**Elementary School  
Student Achievement & Instruction  
Charts**

# Chart C

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Wednesday, June 29, 2016 5:08 PM

CHART C: ELEMENTARY INSTRUCTIONAL MATERIALS INFORMATION								
District Name: GADSDEN: 1617								
School Name	CCRP	CIRP/SIRP/Ed Tech	Reading Instruction Minutes Per Day	Assessments (K-2):	Assessments (3-5):	Immediate Intensive Intervention Minutes Per Day	Immediate Intensive Intervention Days Per Week	Group Size Cap for Immediate Intensive Intervention
CARTER PARRAMORE ACADEMY 0231	Houghton Mifflin Harcourt Florida Journeys Common Core-4,5 <u>Other:</u>	Journays Reading Tool Kit (K-5) HMH Write in Reader HMH Leveled Readers i-Ready Blended Curriculum i-Ready Tool- Kit		Screening N/A	Screening i-Ready Diagnostic & Instructon			
			K : 0	Progress monitoring reported N/A	Progress monitoring reported i-Ready Diagnostic & Instruction	K : 0	K : 0	K : 0
			1 : 0	Diagnostic N/A	Diagnostic i-Ready Diagnostic & Instruction	1 : 0	1 : 0	1 : 0
			2 : 0			2 : 0	2 : 0	2 : 0
			3 : 0			3 : 0	3 : 0	3 : 0
			4 : 30	Outcome N/A	Outcome Florida Standards Assessments (FSA)	4 : 30	4 : 5	4 : 5
			5 : 30			5 : 30	5 : 5	5 : 5
6 : 0	Other N/A	Other	6 : 0	6 : 0	6 : 0			
CHATTAHOOCHEE 0151	Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 <u>Other:</u>	SRA Early Interventions in Reading-K,1,2,3 <u>Other:</u> Phonemic Awareness (K- 1) Early Reading Tutor (K-3) Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum		Screening i-Ready Diagnostic & Instruction	Screening i-Ready Diagnostic & Instruction			
			K : 90	Progress monitoring reported i-Ready Diagnostic & Instruction	Progress monitoring reported i-Ready Diagnostic & Instruction	K : 30	K : 5	K : 5
			1 : 30	Diagnostic i-Ready Diagnostic & Instruction	Diagnostic i-Ready Diagnostic & Instruction	1 : 30	1 : 5	1 : 5
			2 : 30			2 : 30	2 : 5	2 : 5
			3 : 30	Outcome i-Ready Diagnostic & Instruction	Outcome Florida Standards Assessments (FSA)	3 : 30	3 : 5	3 : 5
			4 : 30			4 : 30	4 : 5	4 : 5
			5 : 30			5 : 30	5 : 5	5 : 5
6 : 0	Other	Other	6 : 0	6 : 0	6 : 0			

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CROSSROAD ACADEMY 9104	Other: N/A	Other: N/A	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	<b>Screening</b> N/A  <b>Progress monitoring reported</b> N/A <b>Diagnostic</b> N/A  <b>Outcome</b> N/A  <b>Other</b> N/A	<b>Screening</b> N/A  <b>Progress monitoring reported</b> N/A <b>Diagnostic</b> N/A  <b>Outcome</b> N/A  <b>Other</b> N/A	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0
GADSDEN CENTRAL ACADEMY 9106	Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 Other:	Other: Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum	K : 0 1 : 0 2 : 0 3 : 0 4 : 30 5 : 30 6 : 0	<b>Screening</b> N/A  <b>Progress monitoring reported</b> N/A <b>Diagnostic</b> N/A  <b>Outcome</b> N/A  <b>Other</b>	<b>Screening</b> i-Ready Diagnostic & Instruction  <b>Progress monitoring reported</b> i-Ready Diagnostic & Instruction <b>Diagnostic</b> i-Ready Diagnostic & Instruction  <b>Outcome</b> i-Ready Diagnostic & Instruction  <b>Other</b>	K : 0 1 : 0 2 : 0 3 : 0 4 : 30 5 : 30 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 5 5 : 5 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 3 5 : 3 6 : 0
	Houghton Mifflin Harcourt Florida	SRA Early Interventions in Reading-K,1,2,3 Other:		<b>Screening</b> i-Ready Diagnostic & Instruction	<b>Screening</b> i-Ready Diagnostic & Instruction			

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GADSDEN MAGNET 0101	Journeys Common Core- K,1,2,3,4,5 Other:	Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 90	<b>Progress monitoring reported</b> i-Ready Diagnostic & Instruction <b>Diagnostic</b> i-Ready Diagnostic & Instruction  <b>Outcome</b> i-Ready Diagnostic & Instruction  <b>Other</b>	<b>Progress monitoring reported</b> i-Ready Diagnostic & Instruction <b>Diagnostic</b> i-Ready Diagnostic & Instruction  <b>Outcome</b> Florida Standards Assessments  <b>Other</b>	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 30	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 5	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 5
GADSDEN VIRTUAL FRANCHISE 7004	Other: N/A	Other: N/A	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	<b>Screening</b> N/A  <b>Progress monitoring reported</b> N/A <b>Diagnostic</b> N/A  <b>Outcome</b> N/A  <b>Other</b>	<b>Screening</b> N/A  <b>Progress monitoring reported</b> N/A <b>Diagnostic</b> N/A  <b>Outcome</b> N/A  <b>Other</b>	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0
37 GADSDEN	Other: Glencoe:6 Scott Foresman Reading Street- K,1,2,3,4,5	Other: K-2: Skills for Success, HeadSprout, Skills Tutor, Raz-Kids, Hooked on Phonics, Compass Learning, Reading A-Z	K : 90 1 : 90 2 : 90	<b>Screening</b> N/A  <b>Progress monitoring reported</b> N/A <b>Diagnostic</b>	<b>Screening</b> N/A  <b>Progress monitoring reported</b> N/A <b>Diagnostic</b>	K : 30 1 : 30 2 : 30	K : 5 1 : 5 2 : 5	K : 5 1 : 5 2 : 5

<p>VIRTUAL INSTRUCTION PROGRAM 7001</p>		<p>3-6:Skills for Success, HeadSprout, Skills Tutor, Raz-Kids, Hooked on Phonics (3-4 only), Reading A to Z, Book Club, Talented Literature Study (Junior Great Books). PACE Grades 3-6</p>	<p>3 :90 4 :90 5 :90 6 :90</p>	<p>N/A  <b>Outcome</b> N/A  <b>Other</b></p>	<p>N/A  <b>Outcome</b> N/A  <b>Other</b></p>	<p>3 :30 4 :30 5 :30 6 :30</p>	<p>3 :5 4 :5 5 :5 6 :5</p>	<p>3 :5 4 :5 5 :5 6 :5</p>
<p>GALLOWAY ACADEMY 9050</p>	<p>Reading Wonders K-5- K,1,2,3,4,5 <u>Other:</u></p>	<p><u>Other:</u> i-Ready Blended Curriculum Wonders Workstation Center Activities Reading/Writing Workshops</p>	<p>K :90 1 :90 2 :90 3 :90 4 :90 5 :90 6 :90</p>	<p><b>Screening</b> i-Ready Diagnostic &amp; Instruction  <b>Progress monitoring reported</b> i-Ready Diagnostic &amp; Instruction <b>Diagnostic</b> i-Ready Diagnostic &amp; Instruction  <b>Outcome</b> i-Ready Diagnostic &amp; Instruction  <b>Other</b></p>	<p><b>Screening</b> i-Ready Diagnostic &amp; Instruction  <b>Progress monitoring reported</b> i-Ready Diagnostic &amp; Instruction <b>Diagnostic</b> i-Ready Diagnostic &amp; Instruction  <b>Outcome</b> Florida Standards Assessment  <b>Other</b></p>	<p>K :30 1 :30 2 :30 3 :30 4 :30 5 :30 6 :0</p>	<p>K :5 1 :5 2 :5 3 :5 4 :5 5 :5 6 :0</p>	<p>K :5 1 :5 2 :5 3 :5 4 :5 5 :5 6 :0</p>
<p>GEORGE W. MUNROE 0041</p>	<p>Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 <u>Other:</u></p>	<p>SRA Early Interventions in Reading-K,1,2,3 <u>Other:</u> Phonemic Awareness (K-1) Early Reading Tutor (K-3) Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum</p>	<p>K :90 1 :90 2 :90 3 :90 4 :90 5 :90</p>	<p><b>Screening</b> i-Ready Diagnostic &amp; Instruction  <b>Progress monitoring reported</b> i-Ready Diagnostic &amp; Instruction <b>Diagnostic</b> i-Ready Diagnostic &amp; Instruction  <b>Outcome</b> i-Ready Diagnostic &amp; Instruction</p>	<p><b>Screening</b> i-Ready Diagnostic &amp; Instruction  <b>Progress monitoring reported</b> i-Ready Diagnostic &amp; Instruction <b>Diagnostic</b> i-Ready Diagnostic &amp; Instruction  <b>Outcome</b> Florida Standards Assessments</p>	<p>K :30 1 :30 2 :30 3 :30 4 :30 5 :30</p>	<p>K :5 1 :5 2 :5 3 :5 4 :5 5 :5</p>	<p>K :5 1 :5 2 :5 3 :5 4 :5 5 :5</p>

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			6 : 0	Other	Other	6 : 0	6 : 0	6 : 0
GREENSBORO 0141	Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 Other:	SRA Early Interventions in Reading-K,1,2,3 Other: Phonemic Awareness (K- 1) Early Reading Tutor (K-3) Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	Screening i-Ready Diagnostic & Instruction  Progress monitoring reported i-Ready Diagnostic & Instruction Diagnostic i-Ready Diagnostic & Instruction  Outcome i-Ready Diagnostic & Instruction  Other	Screening i-Ready Diagnostic & Instruction  Progress monitoring reported i-Ready Diagnostic & Instruction Diagnostic i-Ready Diagnostic & Instruction  Outcome Florida Standards Assessments  Other	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 6 1 : 6 2 : 6 3 : 6 4 : 6 5 : 6 6 : 0
GREटना 0171	Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 Other:	SRA Early Interventions in Reading-K,1,2,3 Other: Phonemic Awareness (K- 1) Early Reading Tutor (K-3) Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	Screening i-Ready Diagnostic & Instruction  Progress monitoring reported i-Ready Diagnostic & Instruction Diagnostic i-Ready Diagnostic & Instruction  Outcome i-Ready Diagnostic & Instruction  Other	Screening i-Ready Diagnostic & Instruction  Progress monitoring reported i-Ready Diagnostic & Instruction Diagnostic i-Ready Diagnostic & Instruction  Outcome Florida Standards Assessments (FSA)  Other	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0

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HAVANA MAGNET 0091	Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 Other:	SRA Early Interventions in Reading-K,1,2,3 Other: Phonemic Awareness (K- 1) Early Reading Tutor (K-3) Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	<b>Screening</b> i-Ready Diagnostic & Instruction  <b>Progress monitoring reported</b> i-Ready Diagnostic & Instruction <b>Diagnostic</b> i-Ready Diagnostic & Instruction  <b>Outcome</b> i-Ready Diagnostic & Instruction  <b>Other</b>	<b>Screening</b> i-Ready Diagnostic & Instruction  <b>Progress monitoring reported</b> i-Ready Diagnostic & Instruction <b>Diagnostic</b> i-Ready Diagnostic & Instruction  <b>Outcome</b> Florida Standards Assessments  <b>Other</b>	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0
ST. JOHNS 0191	Houghton Mifflin Harcourt Florida Journeys Common Core- K,1,2,3,4,5 Other:	SRA Early Interventions in Reading-K,1,2,3 Other: Phonemic Awareness (K- 1) Early Reading Tutor (K-3) Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	<b>Screening</b> i-Ready Diagnostic & Instruction  <b>Progress monitoring reported</b> i-Ready Diagnostic & Instruction <b>Diagnostic</b> i-Ready Diagnostic & Instruction  <b>Outcome</b> i-Ready Diagnostic & Instruction  <b>Other</b>	<b>Screening</b> i-Ready Diagnostic & Instruction  <b>Progress monitoring reported</b> i-Ready Diagnostic & Instruction <b>Diagnostic</b> i-Ready Diagnostic & Instruction  <b>Outcome</b> Florida Standards Assessments  <b>Other</b>	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0
	Houghton Mifflin Harcourt	SRA Early Interventions in Reading-K,1,2,3		<b>Screening</b>	<b>Screening</b>			

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STEWART STREET 0201	Florida Journeys Common Core- K,1,2,3,4,5	<b>Other:</b> Phonemic Awareness (K-1) Early Reading Tutor (K-3) Journeys Reading Tool Kit (K-5) i-Ready Blended Curriculum	<b>K</b> : 120 <b>1</b> : 120 <b>2</b> : 120 <b>3</b> : 120 <b>4</b> : 90 <b>5</b> : 90 <b>6</b> : 0	i-Ready Diagnostic & Instruction  <b>Progress monitoring reported</b> i-Ready Diagnostic & Instruction <b>Diagnostic</b> i-Ready Diagnostic & Instruction  <b>Outcome</b> i-Ready Diagnostic & Instruction  <b>Other</b>	i-Ready Diagnostic & Instruction  <b>Progress monitoring reported</b> i-Ready Diagnostic & Instruction <b>Diagnostic</b> i-Ready Diagnostic & Instruction  <b>Outcome</b> i-Ready Diagnostic & Instruction  <b>Other</b>	<b>K</b> : 30 <b>1</b> : 30 <b>2</b> : 30 <b>3</b> : 30 <b>4</b> : 30 <b>5</b> : 30 <b>6</b> : 0	<b>K</b> : 5 <b>1</b> : 5 <b>2</b> : 5 <b>3</b> : 5 <b>4</b> : 5 <b>5</b> : 5 <b>6</b> : 0	<b>K</b> : 5 <b>1</b> : 5 <b>2</b> : 5 <b>3</b> : 5 <b>4</b> : 5 <b>5</b> : 5 <b>6</b> : 0
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Chart D1 K - 2 Assessment/Curriculum Decision Tree Using i-Ready

Progress Monitoring Assessments	Time Frames	If	Then	Programs / Materials/Strategies
Grades K - 2 i-Ready Diagnostic	<b>Assessment Period 1:</b> August 22 - September 9, 2016  <b>Assessment Period 2:</b> December 5 – December 16, 2016  <b>Assessment Period 3:</b> May 8 – 17, 2017	Students score in the Green Success Zone and the overall reading level is on or above level.	<b>Green Zone</b> Continue with Tier 1 instruction using core reading program with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.	Houghton Mifflin Harcourt Journeys Common Core McGraw-Hill Wonders Reading i-Ready/Ready Blended Curriculum
		Students score in the Yellow Success Zone and the overall reading level is < 1 level below.	<b>Yellow Zone</b> Administer Core Emerging Literacy Survey (K-1) or Comprehensive Screener (2) to determine the level of daily Tier 2 differentiated instruction for students.	-Houghton Mifflin Harcourt Journeys Common Core - McGraw-Hill Wonders Reading -Phonemic Awareness Elements of Reading Vocabulary Write-In Reader Leveled Readers

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		<p>Students score in the Red Success Zone and the overall reading level is &gt; 1 level below.</p>	<p><b>Red Zone</b>  From the i-Ready report, use the Instructional Grouping Report to determine the instructional priorities for daily differentiated instruction required for students based on the reading domains. Provide more intensity through additional time, smaller group size, and more targeted instruction.</p>	<p>Journeys Tiered Center Activities  Language and Literacy Guide  Curious About Words  i-Ready/Ready Blended Curriculum  Wonders Workstation Center Activities  Interactive Read-aloud Cards  Visual Vocabulary Cards  Sound Spelling Cards  High-Frequency Word Cards</p> <p>-Daily small group differentiated intervention targeted to meet student's instructional needs (Students may need intervention beyond the 90-minute reading block.)  -Use the Student Profile Report to determine areas of strengths and weaknesses to target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language.</p> <p>-Houghton Mifflin Harcourt Journeys Common Core  - McGraw-Hill Wonders Reading  -Journeys Literacy Tool-Kit (Tier 3)  Phonemic Awareness  Write-In Reader  Language and Literacy Guide  Curious About Words  i-Ready/Ready Blended Curriculum  i-Ready Tool-Kit</p>
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				<p>Wonders Workstation Center Activities  Interactive Read-aloud Cards  Your Turn Practice Book  Visual vocabulary Cards  Sound Spelling Cards  High-Frequency Word Cards</p> <p>-Daily small group differentiated intervention targeted to meet student's instructional needs (Students will need intervention beyond the 90-minute reading block.)</p> <p>-Use the Instructional Grouping Profile to determine areas of strengths and weaknesses to target intervention with phonological awareness, phonics, high-frequency words, vocabulary, and comprehension.</p>
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**For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.**

Chart D2 3 – 5 Assessment/Curriculum Decision Tree Using i-Ready

Progress Monitoring Assessments	Time Frames	If	Then	Programs / Materials/Strategies
Grades 3-5 i-Ready Diagnostic	<b>Assessment Period 1:</b> August 22 - September 9, 2016  <b>Assessment Period 2:</b> December 5 – December 16, 2016  <b>Assessment Period 3:</b> May 8 – 17, 2017	Students score in the Green Success Zone and the overall reading level is on or above level.	<b>Green Zone</b> Continue with Tier 1 instruction using core reading program with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.	Houghton Mifflin Harcourt Journeys Common Core McGraw-Hill Wonders Reading i-Ready/Ready Blended Curriculum
		Students score in the Yellow Success Zone and the overall reading level is < 1 level below.	<b>Yellow Zone</b> Administer Core Comprehensive Screener (3 - 5) to determine the level of daily Tier 2 differentiated instruction for students.	Houghton Mifflin Harcourt Journeys Common Core McGraw-Hill Wonders Reading Phonemic Awareness Elements of Reading Vocabulary Write-In Reader Leveled Readers Journeys Tiered Center Activities

		<p>Students score in the Red Success Zone and the overall</p>	<p><b>Red Zone</b>  From the i-Ready report, use the Instructional Grouping Report to determine the instructional priorities for daily differentiated instruction required for students</p>	<p>Language and Literacy Guide  Curious About Words  ELL Support Cards  i-Ready/Ready Blended Curriculum  i-Ready Tool-kit  Literature Anthology  Wonders Workstation Center Activities  Interactive Read-aloud Cards  Your Turn Practice Book  Visual Vocabulary Cards  Sound Spelling Cards  High Frequency Word cards  Reading Writing Workshop</p> <p>-Daily small group differentiated intervention targeted to meet student's instructional needs (Students may need intervention beyond the 90-minute reading block.)  -The i-Ready Student Profile report will be used to determine areas of strengths and weaknesses to target intervention with phonological awareness, phonics, high frequency word, vocabulary, and comprehension.</p> <p>Houghton Mifflin Harcourt Journeys Common Core  McGraw-Hill Wonders Reading Journeys Literacy Tool-Kit (Tier 3)  Phonemic Awareness</p>
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		reading level is > 1 level below.	based on the reading domains. Provide more intensity through additional time, smaller group size, and more targeted instruction.	<p>Write-In Reader  Language and Literacy Guide  Curious About Words  i-Ready/Ready Blended Curriculum  i-Ready Tool-Kit  Literature Anthology  Wonders Workstation Center Activities  Interactive Read-aloud Cards  Your Turn Practice Book  Visual Vocabulary Cards  High-Frequency Word Cards  Reading/Writing Workshop</p> <p>-Daily small group differentiated intervention targeted to meet student's instructional needs (Students will need intervention beyond the 90-minute reading block.)</p> <p>-Use the Instructional Grouping Profile to determine areas of strengths and weaknesses to target intervention with phonological awareness, phonics, high-frequency words, vocabulary, and comprehension.</p>
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**For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.**

**Middle & High School  
Student Achievement & Instruction  
Charts**

# Chart F

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**CHART F: MIDDLE SCHOOL INSTRUCTIONAL MATERIALS INFORMATION**

District Name: GADSDEN: 1617

School Name	Developmental Reading (For Students on or Above Grade Level in Reading Required to Take a Reading Course)	CIRP/SIRP/Ed Tech	Assessments:
CARTER PARRAMORE ACADEMY 0231	<u>Other:</u> HMH Florida Collections HMH Collections Close Reader	<u>Other:</u> i-Ready/Ready Blended Curriculum HMH Florida Collections Close Reader Selected Novels	<b>Screening</b> i-Ready Diagnostic & Instruction <hr/> <b>Progress monitoring reported (fluent)</b> i-Ready Diagnostic & Instruction <hr/> <b>Progress monitoring reported (disfluent)</b> i-Ready Diagnostic & Instruction <hr/> <b>Outcome measure</b> Florida Standards Assessments <hr/> <b>2016-17 Student Placement Screening/Diagnostic/Other</b> Screening, PM, Diagnostic: i-Ready
GADSDEN CENTRAL ACADEMY 9106	<u>Other:</u> N/A	<u>Other:</u> N/A	<b>Screening</b> N/A <hr/> <b>Progress monitoring reported (fluent)</b> N/A <hr/> <b>Progress monitoring reported (disfluent)</b> N/A <hr/> <b>Outcome measure</b> N/A <hr/> <b>2016-17 Student Placement Screening/Diagnostic/Other</b>

			N/A
GADSDEN MAGNET 0101	<u>Other:</u> HMH Florida Collections HMH FL Collections Close Reader	<u>Other:</u> i-Ready/Ready Blended Curriculum HMH Florida Collections Close Reader Selected Novels	<b>Screening</b> i-Ready Diagnostic & Instruction  <b>Progress monitoring reported (fluent)</b> i-Ready Diagnostic & Instruction <b>Progress monitoring reported (disfluent)</b> i-Ready Diagnostic & Instruction <b>Outcome measure</b> Florida Standards Assessment (FSA)  <b>2016-17 Student Placement Screening/Diagnostic/Other</b> Screening, PM, Diagnostic: i-Ready
GADSDEN VIRTUAL FRANCHISE 7004	<u>Other:</u> N/A	<u>Other:</u> N/A	<b>Screening</b> N/A  <b>Progress monitoring reported (fluent)</b> N/A <b>Progress monitoring reported (disfluent)</b> N/A <b>Outcome measure</b> N/A  <b>2016-17 Student Placement Screening/Diagnostic/Other</b> N/A
GADSDEN VIRTUAL INSTRUCTION PROGRAM	<u>Other:</u> Glencoe: 6-8 used in Intensive Language Arts course	Fast ForWord-6,7,8 <u>Other:</u> Skills for Success, HeadSprout, Skills Tutor, Raz-Kids, Reading A to Z, Book Club, Talented Literature Study (Junior Great Books), PACE Grades 3-6	<b>Screening</b> See "Other"  <b>Progress monitoring reported (fluent)</b> See "Other" <b>Progress monitoring reported (disfluent)</b> See "Other" <b>Outcome measure</b>

7001			<p>See "Other"</p> <p><b>2016-17 Student Placement Screening/Diagnostic/Other</b></p> <p>Screening, Progress monitoring and Diagnostic assessments are determined and carried out by</p>
HAVANA MAGNET 0091	<p><u>Other:</u> HMH Florida Collections HMH FL Collections Close Reader</p>	<p><u>Other:</u> i-Ready/Ready Blended Curriculum HMH FL Collections Close Reader Selected Novels</p>	<p><b>Screening</b> i-Ready Diagnostic &amp; Instruction</p> <p><b>Progress monitoring reported (fluent)</b> i-Ready Diagnostic &amp; Instruction</p> <p><b>Progress monitoring reported (disfluent)</b> i-Ready Diagnostic &amp; Instruction</p> <p><b>Outcome measure</b> Florida Standards Assessment (FSA)</p> <p><b>2016-17 Student Placement Screening/Diagnostic/Other</b> Screening / PM / Diagnostic: i-Ready</p>
HOPE ACADEMY 9102	<p><u>Other:</u> N/A</p>	<p><u>Other:</u> N/A</p>	<p><b>Screening</b> N/A</p> <p><b>Progress monitoring reported (fluent)</b> N/A</p> <p><b>Progress monitoring reported (disfluent)</b> N/A</p> <p><b>Outcome measure</b> N/A</p> <p><b>2016-17 Student Placement Screening/Diagnostic/Other</b> N/A</p>
	<p><u>Other:</u> HMH Florida Collections HMH FL Collections</p>	<p><u>Other:</u> i-Ready/Ready Blended Curriculum HMH Florida Collections Close Reader</p>	<p><b>Screening</b> i-Ready Diagnostic &amp; Instruction</p> <p><b>Progress monitoring reported (fluent)</b></p>

<p>JAMES A. SHANKS MIDDLE 0211</p>	<p>Close Reader</p>	<p>Selected Novels</p>	<p>i-Ready Diagnostic &amp; Instruction  <b>Progress monitoring reported (disfluent)</b>  i-Ready Diagnostic &amp; Instruction  <b>Outcome measure</b>  Florida Standards Assessment (FSA)    <b>2016-17 Student Placement Screening/Diagnostic/Other</b>  Screening, PM, Diagnostic: i-Ready</p>
<p>WEST GADSDEN HIGH 0051</p>	<p><u>Other:</u>  HMH Florida Collections  HMH FL Collections  Close Reader</p>	<p><u>Other:</u>  i-Ready/Ready Blended Curriculum  HMH Florida Collections Close Reader  Selected Novels</p>	<p><b>Screening</b>  i-Ready Diagnostic &amp; Instruction    <b>Progress monitoring reported (fluent)</b>  i-Ready Diagnostic &amp; Instruction  <b>Progress monitoring reported (disfluent)</b>  i-Ready Diagnostic &amp; Instruction  <b>Outcome measure</b>  Florida Standards Assessment (FSA)    <b>2016-17 Student Placement Screening/Diagnostic/Other</b>  Screening, PM, Diagnostic: i-Ready</p>

Chart G 6 - 8 Assessment/Curriculum Decision Tree Using i-Ready

Progress Monitoring Assessments	Time Frames	If	Then	Programs / Materials/Strategies
Grades 6 - 8 i-Ready Diagnostic	<b>Assessment Period 1:</b> August 22 - September 9, 2016  <b>Assessment Period 2:</b> December 5 – December 16, 2016  <b>Assessment Period 3:</b> May 8 – 17, 2017	Students score in the Green Success Zone and the overall reading level is on or above level.	<b>Green Zone</b> Continue with Tier 1 instruction using core reading program with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.	Houghton Mifflin Harcourt Collections (6 <sup>th</sup> – 12 <sup>th</sup> ) HMH 12 Digital Collection HMH Classroom Novels Classroom Libraries Comprehension Instructional Sequence Lessons (CIS) HMH Close Reader i-Ready/Ready Blended Curriculum
		Students score in the Yellow Success Zone and the overall reading level is < 1 level below.	<b>Yellow Zone</b> Administer i-Ready Diagnostic 1. Teachers will use the student profile report to determine the strength and areas of need for each student and the level of daily Tier 2 differentiated instruction. This report also	Houghton Mifflin Harcourt Collections (6 <sup>th</sup> – 12 <sup>th</sup> ) HMH Classroom Novels Classroom Libraries HMH 12 Digital Collection HMH Close Reader i-Ready/Ready Blended Curriculum

		<p>Students score in the Red Success Zone and the overall reading level is &gt; 1 level below.</p>	<p>gives recommended tools for instruction and print resources that can be used to teach focused skills addressing the Reading domains.</p> <p><b>Red Zone</b> From the i-Ready report, use the Instructional Grouping Report to determine the instructional priorities for daily differentiated instruction required for students based on the reading domains. Provide more intensity through additional time, smaller group size, and more targeted instruction.</p>	<p>Materials available in the district to address these needs:</p> <p>Houghton Mifflin Harcourt Collections (6<sup>th</sup> – 12th) Collections Close Reader Leveled Libraries HMH 12 Digital Collections i-Ready/Ready Blended Curriculum i-Ready Tool-Kit</p> <p>-Daily small group differentiated intervention targeted to meet student's instructional needs</p> <p>-Use the Instructional Grouping Profile to determine areas of strengths and weaknesses to target intervention with</p>
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				phonological awareness, phonics, high-frequency words, vocabulary, and comprehension.
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**For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.**

Chart G 9 - 12 Assessment/Curriculum Decision Tree Using Edgenuity MyPath

Progress Monitoring Assessments	Time Frames	If	Then	Programs / Materials/Strategies
Grades 9 - 12 Edgenuity MyPath	<b>Assessment Period 1:</b> August 22 - September 9, 2016	Students score in the Advanced Path, they are placed in Advanced Reading A (grades 9-10) or Advanced Reading B (10-11). They are exposed to great literature and develop critical thinking skills.	<b>Advanced Path</b> Continue with Tier 1 instruction using core reading program with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension and vocabulary.	Houghton Mifflin Harcourt Collections (6 <sup>th</sup> – 12 <sup>th</sup> ) HMH 12 Digital Collection HMH Classroom Novels Classroom Libraries Comprehension Instructional Sequence Lessons (CIS) HMH Close Reader
	<b>Assessment Period 2:</b> December 5 – December 16, 2016	Students score in the Basic and Intermediate Reading Paths, they are placed in Intermediate Reading A/B	<b>Basic and Intermediate Reading Paths</b> Student will receive Tier 1 instruction and continue with assignments in MyPath with focus on reading comprehension and literary analysis with a strong emphasis on literary	Edgenuity MyPath Houghton Mifflin Harcourt Collections (6 <sup>th</sup> – 12 <sup>th</sup> ) HMH Classroom Novels Classroom Libraries HMH 12 Digital Collection HMH Close Reader

		<p>(grades 7 / 8) or Basic Reading A/B (grades 5/6).</p> <p>Student's performance placement is in the Foundational Reading Path, they are placed in Foundational Reading A or B (grades 3 /4). These students are significantly below grade level.</p>	<p>nonfiction and informational texts, as well as grammar and mechanics and some writing as it relates to reading. These students will also receive Tier 2 instructional support using the HMH Close Reader.</p> <p><b>Foundational Reading</b></p> <p>Students will receive Tier 1 and Tier 2 instruction and continue with a sequence of lessons in MyPath designed to provide struggling students with effective reading comprehension strategies, relying on high-interest, low-level texts.</p>	<p>Edgenuity MyPath  Houghton Mifflin Harcourt Collections (6<sup>th</sup> – 12<sup>th</sup>)  Collections Close Reader  Leveled Libraries  HMH 12 Digital Collections  HMH Classroom Novels</p> <p>-Daily small group differentiated intervention targeted to meet student's instructional needs.</p>
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				-Teacher will use the Lesson Mastery Report in MyPath to monitor where students are struggling so they can group them for re-teaching and make other instructional decisions on a lesson level.
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For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

# Chart I

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## CHART I: HIGH SCHOOL INSTRUCTIONAL MATERIALS INFORMATION

District Name: GADSDEN: 1617

School Name	CIRP/SIRP/Ed Tech	Assessments:
<p>CARTER PARRAMORE ACADEMY 0231</p>	<p><u>Other:</u> Selected Novels HMH Collections Close Reader</p>	<p><b>Screening</b> Edgenuity MyPath</p> <hr/> <p><b>Progress monitoring reported (fluent)</b> Edgenuity MyPath</p> <hr/> <p><b>Progress monitoring reported (disfluent)</b> Edgenuity MyPath</p> <hr/> <p><b>Outcome measure</b> Florida Standards Assessments (FSA)</p> <hr/> <p><b>2016-17 Student Placement Screening/Diagnostic/Other</b> Screening / Diagnostic: District Assessments Unit Assessments</p>
<p>EAST GADSDEN HIGH 0071</p>	<p><u>Other:</u> Selected Novels HMH Collections Close Reader</p>	<p><b>Screening</b> Edgenuity MyPath</p> <hr/> <p><b>Progress monitoring reported (fluent)</b> Edgenuity MyPath</p> <hr/> <p><b>Progress monitoring reported (disfluent)</b> Edgenuity MyPath</p> <hr/> <p><b>Outcome measure</b> Florida Standards Assessments (FSA)</p> <hr/> <p><b>2016-17 Student Placement Screening/Diagnostic/Other</b> Screening / Diagnostic: District Assessments Unit Assessments</p>
	<p><u>Other:</u> N/A</p>	<p><b>Screening</b> NA</p> <hr/> <p><b>Progress monitoring reported (fluent)</b> NA</p>

<p>FLORIDA STATE HOSPITAL 0241</p>		<p><b>Progress monitoring reported (disfluent)</b> NA</p> <p><b>Outcome measure</b> NA</p> <p><b>2016-17 Student Placement Screening/Diagnostic/Other</b> This is not a school, but rather a program in the Gadsden School District.</p>
<p>GADSDEN CENTRAL ACADEMY 9106</p>	<p><u>Other:</u> N/A</p>	<p><b>Screening</b> NA</p> <p><b>Progress monitoring reported (fluent)</b> NA</p> <p><b>Progress monitoring reported (disfluent)</b> NA</p> <p><b>Outcome measure</b> NA</p> <p><b>2016-17 Student Placement Screening/Diagnostic/Other</b></p>
<p>GADSDEN TECHNICAL INSTITUTE 0245</p>	<p><u>Other:</u> N/A</p>	<p><b>Screening</b> NA</p> <p><b>Progress monitoring reported (fluent)</b> NA</p> <p><b>Progress monitoring reported (disfluent)</b> NA</p> <p><b>Outcome measure</b> NA</p> <p><b>2016-17 Student Placement Screening/Diagnostic/Other</b></p>
	<p>Hampton Brown Edge-9,10,11,12 <u>Other:</u> Selected Novels</p>	<p><b>Screening</b></p>

<p>GADSDEN VIRTUAL FRANCHISE 7004</p>	<p>Exemplars English 4 - Florida College Prep Achieve 3000</p>	<p>Florida Assessments for Instruction in Reading</p> <p><b>Progress monitoring reported (fluent)</b> Florida Assessments for Instruction in Reading</p> <p><b>Progress monitoring reported (disfluent)</b> Florida Assessments for Instruction in Reading</p> <p><b>Outcome measure</b> Florida Assessments for Instruction in Reading</p> <p><b>2016-17 Student Placement Screening/Diagnostic/Other</b> Other: Students requiring reading intervention are strongly encouraged to remain in the</p>
<p>GADSDEN VIRTUAL INSTRUCTION PROGRAM 7001</p>	<p><u>Other:</u> Reading interventions and differentiation determined by proprietary reading profile assessment and available student assessment data.</p>	<p><b>Screening</b> Florida Assessments for Instruction in Reading</p> <p><b>Progress monitoring reported (fluent)</b> Florida Assessment for Instruction in Reading</p> <p><b>Progress monitoring reported (disfluent)</b> Florida Assessment for Instruction in Reading</p> <p><b>Outcome measure</b> Florida Assessment for Instruction in Reading</p> <p><b>2016-17 Student Placement Screening/Diagnostic/Other</b> Screening, Progress monitoring and Diagnostic assessments are determined and carried out by the</p>
<p>HOPE ACADEMY 9102</p>	<p><u>Other:</u> N/A</p>	<p><b>Screening</b> NA</p> <p><b>Progress monitoring reported (fluent)</b> NA</p> <p><b>Progress monitoring reported (disfluent)</b> NA</p> <p><b>Outcome measure</b> NA</p> <p><b>2016-17 Student Placement Screening/Diagnostic/Other</b></p>

<p>WEST GADSDEN HIGH 0051</p>	<p><u>Other:</u> Selected Novels HMH Collections Close Reader</p>	<p><b>Screening</b> Edgenuity MyPath</p> <p><b>Progress monitoring reported (fluent)</b> Edgenuity MyPath</p> <p><b>Progress monitoring reported (disfluent)</b> Edgenuity MyPath</p> <p><b>Outcome measure</b> Florida Standards Assessments (FSA)</p> <p><b>2016-17 Student Placement Screening/Diagnostic/Other</b> Screening / Diagnostic: District Assessments Unit Assessments</p>
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# Budget

**District: Gadsden  
Leadership: Budget**

**Research-Based Reading Instruction Allocation 2016-2017**

✓ **Approved Section**

	(dollar total)	(percentage) Percentage of Total: (rounded to the nearest percent)
Estimated Expenditures - FEFP Reading Earmark Fund Source:	\$ 327615	
Funds Designated for Charter Schools	\$ 36414	11 %
Salaries and Benefits	\$ 123115	38 %
Full time Elementary Reading Coach Positions funded by FEFP		
Full time Middle School Reading Coach Positions funded by FEFP		
Full time High School Reading Coach Positions funded by FEFP		
Elementary Reading Intervention Teacher Positions funded by FEFP		
Middle School Reading Intervention Teacher Positions funded by FEFP		
High School Reading Intervention Teacher Positions funded by FEFP		
<b>Detailed breakdown of other salaries</b>		
Professional Development	\$ 0	0%
Grades K-3 Amount	\$0	
Grades K-3 Detail	.	
Grades 4-5 Amount	\$0	
Grades 4-5 Detail	.	
Grades 6-8 Intensive Reading Amount	\$0	
Grades 6-8 Intensive Reading Detail	.	
Grades 6-8 Content Area	\$0	

Salaries and benefits for one K-12 District Reading Specialist and one 6-12 District Reading Specialist. Salaries and benefits for other reading coaches/reading teachers are being paid from other funding sources.

Amount			
Grades 6-8 Content Area Detail	.		
Grades 9-12 Intensive Reading Amount	\$0		
Grades 9-12 Intensive Reading Detail	.		
Grades 9-12 Content Area Amount	\$0		
Grades 9-12 Content Area Detail	.		
Assessment Costs	\$	0	0%
Detailed breakdown of Elementary Assessment category	.		
Detailed breakdown of Middle School Assessment category	.		
Detailed breakdown of High School Assessment category	.		
Programs/Materials	\$	3000	1%
Detailed breakdown of Elementary Programs/Materials category (breakdown by CCRP, CIRP, SIRP, Ed Tech)		Reading Supplemental and intervention materials/supplies-\$2000	
Detailed breakdown of Middle School Programs/Materials category (breakdown by CCRP, CIRP, SIRP, Ed Tech)		Reading Supplemental and intervention materials/supplies - \$500	
Detailed breakdown of High School Programs/Materials category (breakdown by CCRP, CIRP, SIRP, Ed Tech)		Reading Supplemental and intervention materials/supplies - \$500	
Summer Reading Camps	\$	65086	20%
Detailed breakdown of Summer Reading Camps Category		Salaries and benefits for twelve instructional and two non-instructional employees working in the third grade summer reading camp - \$50,000; Transportation for third grade summer reading camp - \$15,086	
Total Estimated Expenditures - FEFP Reading Earmark Fund Source	\$	327615	

Comment:

Unlocked at district request 060116 LL

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 9b

**DATE OF SCHOOL BOARD MEETING:** July 26, 2016

**TITLE OF AGENDA ITEM:** Approval of 2016-2017 Code of Student Conduct

**DIVISION:**

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

**PURPOSE AND SUMMARY OF ITEM:**

Approval is requested for the revision of the 2016-2017 Code of Student Conduct as required by School Board Policy 5500.

NOTE: The Code of Student Conduct will be an electronic version on the School Board's website.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Pink Hightower, Ph.D.

**POSITION:** Deputy Superintendent

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

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



*"Building A Brighter Future"*

# **Gadsden County Public Schools**

## **2016-2017 STUDENT CODE OF CONDUCT**

**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>

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

STEVE SCOTT  
DISTRICT NO. 2  
QUINCY, FL 32351  
HAVANA, FL 32333

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

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

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

**Board Approved**  
**00/00/0000**

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# The School Board of Gadsden County



**"Building A Brighter Future"**

**REGINALD C. JAMES**  
SUPERINTENDENT OF SCHOOLS

35 MARTIN LUTHER KING, JR. BLVD  
QUINCY, FLORIDA 32361  
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.

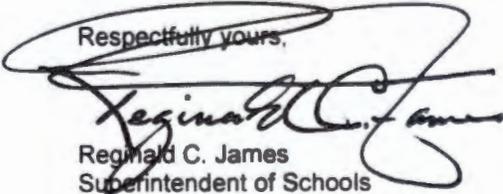
The contents of this document apply to all students in grades **PreK-12**, unless otherwise stated. The information contained in the **Code of Student Conduct** is written specifically to ensure that each student associated with school activities has positive experiences in a safe learning environment.

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

DISTRICT NO. 1  
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GRETNA, FL 32332  
QUINCY, FL 32362

ROGER P. MILTON  
DISTRICT NO. 5  
QUINCY, FL 32363

## **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.

## **PLEDGE OF ALLEGIANCE**

The pledge of allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle and high school in the Gadsden County School District. Upon written request by his or her parent, a student shall be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention, men removing headdress, except when such headdress is worn for religious purposes.

## 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.

### DISTRICT ATTENDANCE GOAL 2015-2016 SCHOOL TERM

**Each student attends school at least 95% of the time as based on average daily attendance. Each child can miss no more than: 2 days per nine week grading period, 4 days per semester and 8 total days per school year**

### INTRODUCTION

Research shows the importance of a student's regular and punctual school attendance. Gadsden County Public Schools' vision is to engage all students in a rigorous course of study which prepares each student to be successful in their post-secondary options. Research also indicates that students who are tardy or who have excessive absences from their instructional program begin to fall behind in their academics. Excessive school absenteeism leads to grade failure, loss of interest, and may result in students withdrawing from school. The Gadsden County Public Schools District is obligated to inform parents of student absences, and to see that the compulsory attendance laws are enforced as mandated by Florida Statutes.

Raising standards and promoting a high level of student achievement are paramount in all District initiatives. Student attendance is a means of improving student performance and is critical in raising student standards. Staff should note that attendance records and reports are required by Chapter 1003.23, Florida Statutes, which states in part:

"All officials, teachers, and other employees in public schools shall keep all records and shall prepare and submit promptly all reports that may be required by law and by rules of State Board of Education and district school boards. The enrollment register shall show the absence or attendance of each student enrolled for each school day of the year in a manner prescribed by the State Board of Education. Such records shall include a register of enrollment and attendance and all persons described above shall make these reports therefrom as may be required by the State Board of Education. The register shall be open for inspection by the designated school representative or the district school superintendent in which the school is located. Violation of the provisions of this section shall be a misdemeanor of the second degree, punishable as provided by law. This section shall not apply to home education programs provided in s.1002.41."

These procedures will assist you in your continued effort to encourage your students to attend school regularly and to properly document attendance on a daily basis.

**Attendance Recording Requirements:**

- Attendance must be recorded on a daily basis. Attendance must be recorded by 3:00 PM daily.
- Tardies **TO SCHOOL** must be recorded by the attendance clerk/Designee. Teachers can only record tardies to **CLASS**. Tardies **TO SCHOOL** must be entered manually every day.
- Early departures from school are to be classified as excused or unexcused and are to be entered daily upon occurrence.
- Principal shall be responsible for the administration of attendance policies and procedures and for the accurate reporting of attendance in the school under their direction.
- Principal shall assure that all teachers and clerks are instructed in the proper recording of attendance, and it shall be their duty to see that such instructions are followed.
- Principal shall verify all attendance records for accuracy at least six times during the school year to determine that attendance data is reported and recorded in accordance with the approved method of attendance recording for district wide use.
- If the substitute teacher cannot input the attendance into the computer, the principal is responsible for ensuring that the substitute provides that information to the attendance clerk or other office personnel designated to input attendance information.
- 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 all absences.
- 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. Parent will be notified of student's filing of Intent to Terminate School Enrollment form.

**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 twenty- four 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.
  - The student/parent is responsible for contacting the school to determine what options are available to complete make up work.
- Excused Absence for Religious Holidays: A student shall be excused from attendance for observance 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 the opportunity 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. The student shall be given an opportunity to make up all missed work.
  - The student/parent is responsible for contacting the school to determine what options are available to complete make up work.
- 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.

Tardy:

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

Disciplinary Action:

- Disciplinary actions may include: counseling, attendance conferences, parent/guardian contact. Also, the student 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.

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 and 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.
- 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:
  1. The absence must be pre-approved at least one week in advance.
  2. 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.
  3. 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 the appropriate documentation.
  4. 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.

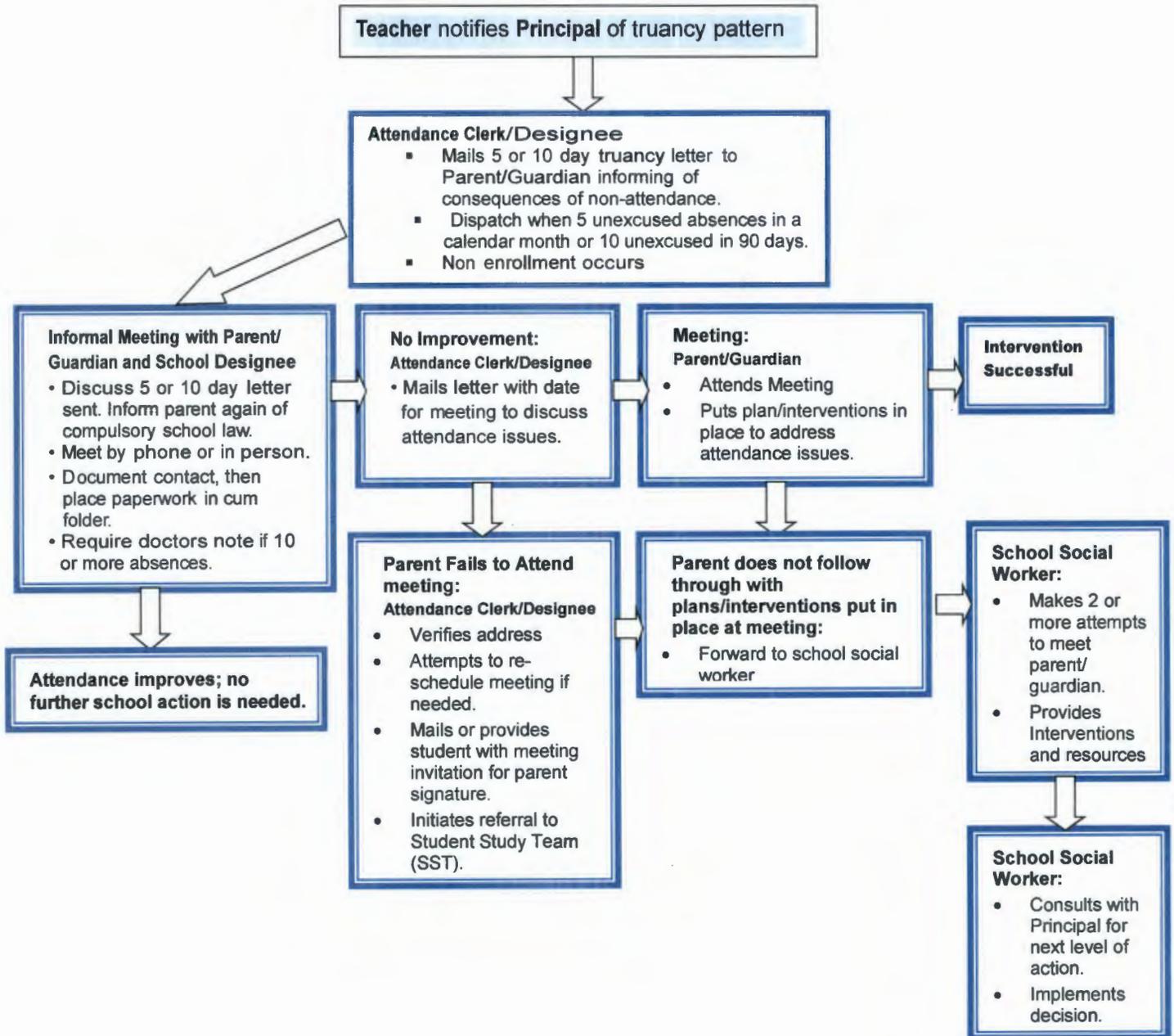
## INTERVENTION STRATEGIES AND INCENTIVES

Schools are encouraged to develop specific intervention strategies and incentives directed to meet the needs of their students and community. The following is a list of standard interventions and incentives recommended for all schools:

- **Intervene early. DO NOT WAIT.**
- Provide parents with a copy of the attendance policy.
- Communicate attendance policies and procedures i.e. school website, PTA meetings, school reception areas and community flyers.
- Develop and provide attendance workshops for students and parents regarding their legal obligation to assume a greater responsibility for assuring daily student attendance (may be done during PTA meetings, open house meetings, homeroom announcements, or assemblies for students).
- Develop an incentive program to promote good attendance for all students:
  - ❖ Free homework coupons
  - ❖ Uniform pass
  - ❖ Jeans pass
  - ❖ Jersey day
  - ❖ Free tickets to events i.e. athletics and etc.
  - ❖ Praise students for Perfect Attendance.
  - ❖ Praise and rewards for students and teachers for improved student attendance.
  - ❖ PTA involvement incentives
  - ❖ Community supported incentives
- Develop school attendance improvement plan and attendance contract.
- Develop plan to address attendance with teachers.
- **Make use of in-school suspension in lieu of out of school suspension.**
- Provide students with academic support via school tutoring.
- Recommend and connect students and families to community agencies that can provide services.
- Ensure that the Parent Resource Center is available to parents.
- Utilize services to assist homeless and economically disadvantaged families.
- Encourage students to participate in social and athletic activities.
- Conduct home visits by community involvement specialist and/or social worker.
- Develop a plan for escalating consequences for excessive unexcused absences and release of grades withheld.
- Non participation in extra-curricular and athletic activities (with varying time spans).
- After school office or school media assistant (with varying times).
- Tutoring of lower academic performing students (dependent on student's demonstrated academic abilities).
- Recommendation to adult/vocational program.
- Saturday school.
- On-line learning.
- Service learning project.

# School-Based Truancy Interventions

## Truancy Intervention Flow Chart



**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 twenty-four 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:

- I. 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:

- a. They may review their child's school records.
  - b. They may give permission for others to review the records.
  - c. They may challenge information in the records.
  - d. 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 #5517.01**

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

- 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 evidence-

based 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.

#### **DUE PROCESS PROCEDURES FOR SUSPENSION/EXPULSION OF STUDENTS WITH DISABILITIES**

Any student eligible under *Gadsden County Programs and Procedures for Exceptional Students*, who commits an offense which may be grounds for suspension/expulsion, shall have his/her case considered and decided on an individual basis.

##### **A. Suspension**

1. A student with a disability may be suspended from the Gadsden County schools for infractions described in the Code of Student Conduct and Student Rights and Responsibilities.
2. In order to protect the rights of students and parents, the principal, or his/her designee, shall follow the procedures for suspension as contained in School Board Policy.
3. Whenever a student with a disability is suspended, the principal, or his/her designee, shall immediately send written notification to the Director of Exceptional Student Education or Designee.
4. The principal, or his/her designee, shall be responsible for convening an IEP meeting when an exceptional student accumulates a total of ten (10) days of suspensions within a school year.
5. If the school did not conduct a functional behavioral assessment and implement a behavioral intervention plan for each child before the behavior that resulted in the suspension, the IEP team will develop an assessment plan to address that behavior; or if the child already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.

##### **B. Expulsion**

1. Dismissal of a student with a disability shall follow the procedures contained in School Board Policy.
2. Prior to making a recommendation for expulsion to the Superintendent or (his/her designee), the principal (or his/her designee) shall notify the Director of Exceptional Student Education (or designee) in writing that this action is being considered.

3. The principal, or his/her designee, shall meet with the school staffing committee and the Director of Exceptional Student Education (or designee) to determine if the student's actions are a result of his/her disabling condition (Manifestation Determination). The staffing committee will be comprised of the following personnel: Director of Exceptional Student Education or designee, School Administrator, ESE teacher, general education teacher(s), parents, school counselor, and any other appropriate individuals.
4. If the staffing committee determines that the student's actions are not a result of his/her disabling condition, the principal, or his/her designee, may submit a recommendation for alternative placement or expulsion to the Superintendent, or his/her designee. This recommendation shall contain the school staffing committee report, the Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), and the student's Individual Educational Plan (IEP). A copy of this recommendation shall be sent to the Director of Exceptional Student Education.
5. If the staffing committee determines the student's conduct is a manifestation of his/her disability, then an IEP meeting must be held to determine the adequacy of the current special program and related services.
6. Prior to any Change of Placement, the Individual Educational Plan Procedures, as outlined in *Gadsden County Special Programs and Procedures for Exceptional Students*, will be followed to ensure that parents/guardians are provided safe-guards consistent with State Board of Education Rule 6A-6.03311.
7. Any change in the educational placement of a student with a disability will not result in a cessation of education services.

**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.

### *4<sup>th</sup> 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
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- 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 1 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.**

- 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.**

#### ZERO TOLERANCE OFFENSES

**REFER TO THE GADSDEN COUNTY SCHOOL BOARD CODE OF STUDENT CONDUCT.**

**Florida Statue: 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, or weapon (as defined in House Bill 7029) to school, to any school function, or possessing a firearm, at school. (to include the possession, use, or sell of a 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

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
  - i. display, use, threaten, or attempt to use any firearm
  - j. possession, use, or sale of any explosive device (including firecrackers or fireworks)
  - 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, 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**

1. 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.
2. 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.
3. 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.
4. 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.
5. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.
6. Pursuant to Florida House Bill 7029, simulating a firearm or weapon or wearing clothing or accessories that depict a firearm or weapon or expressing an opinion regarding a right guaranteed by the Second Amendment of the United States Constitution is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system. Simulating a firearm or weapon while playing includes, but is not limited to:
  - Brandishing a partially consumed pastry or other food item to simulate a firearm or weapon
  - Possessing a toy firearm or weapon that is 2 inches or less in overall length
  - Possessing a toy firearm or weapon made of plastic snap-together building blocks
  - Using a finger or hand to simulate a firearm or weapon
  - Vocalizing an imaginary firearm or weapon
  - Drawing a picture, or possessing an image of a firearm or weapon
  - Using a pencil, pen, or other writing or drawing utensil to simulate a firearm or weapon

However, a student may be subject to disciplinary action if simulating a firearm or weapon while playing substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. The severity of the consequences imposed on the student must be proportionate to the severity of the infraction and consistent with school board policies for similar infractions. Disciplinary action resulting from a student's clothing or accessories must be determined pursuant to the school district's dress code unless the wearing of such clothing or accessories causes a substantial disruption of student learning, in which case the infraction may be addressed in a manner consistent with district school board policies for similar infractions.

#### **CERTAIN DRUGS PROHIBITED**

1. The use, distribution, sale and/or unlawful possession of mood modifiers, MDMA/"Molly", FLAKKA, 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) schools 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 Statues 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)
7. 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.
8. Pursuant to Florida law pertaining to a lawful arrest, if a student commits a delinquent act or violation of law which would be a felony if committed by an adult or involves a crime of violence, after the arresting authority notifies the district school superintendent, or the superintendent's designee, the information must be released within 48 hours after receipt to appropriate school personnel, including the principal of the child's school, or as otherwise provided by law. The principal must immediately notify all the child's assigned classroom teachers.

#### 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 Statute 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.

#### **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**

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 / **Imitation of Weapons**
- Possessing/using drugs/alcohol

### ENROLLMENT OF STUDENTS EXPELLED/DISMISSED FROM OTHER SCHOOL DISTRICTS OR PRIVATE SCHOOLS

The records of students seeking to enroll in Gadsden County Public Schools, who have been assigned to an alternative school by another public school district, a private school, or a charter school, must be reviewed by the Superintendent or Designee, Coordinator of DropOut Prevention, and the Principal of Alternative Education. The student will be assigned to the district alternative school or a reentry program for the period of time as determined to be appropriate.

The records of students seeking to enroll in Gadsden County Public Schools who are currently being recommended for expulsion or dismissal, or who have been expelled or dismissed from another public school district, a private school, or a charter school, must be reviewed by the Superintendent or Designee, Coordinator of DropOut Prevention, and the Principal of Alternative Education. The student will be assigned to the district alternative school or other alternative school program or a reentry program for a period of time as determined to be appropriate.

If a final order of expulsion has been imposed upon the student from a previous school/district, the Superintendent or Designee, Coordinator of DropOut Prevention, and the Principal of Alternative Education may choose to:

1. honor the expulsion or dismissal of the student from the previous school/district;
2. assign the student to a district alternative school; or
3. assign the student to a zoned school of attendance.

## 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]

**FLAKKA** – Synthetic drug that can be snorted, smoked, injected or swallowed. This designer drug is sweeping the State of Florida.

**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, on school property, school-sponsored transportation or during a school-sponsored activity. A 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

**MDMA/"Molly"** – Methylenedioxy-methamphetamine is a pure form of an ingredient found in Ecstasy.

**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 "self-defense chemical spray." "Self-defense chemical spray" means a device carried solely for purposes of lawful self-defense 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, 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.

# APPENDICES

Gadsden Public School District  
**Declaration of Intent to Terminate School Enrollment**



*"Building A Brighter Future"*

**Compulsory Attendance Requirements**

- All youths between the age of 6 and under 18 (under 16) per Florida statute 1003.21 must attend school.
- Students aged 16 and 17 are not required to attend school when and if a **FORMAL DECLARATION OF INTENT TO TERMINATE SCHOOL ENROLLMENT FORM AND DOE EXIT SURVEY** is on file with the district, and must be completed by Parent/Guardian and Student.

These forms are available with the Guidance Counselor at your child's school.

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

**Florida Department of Education  
Exit Interview Student Survey**

School Name \_\_\_\_\_ School District \_\_\_\_\_

Student Name \_\_\_\_\_ Student DOB \_\_\_\_\_

Grade Level \_\_\_\_\_ Date \_\_\_\_\_

**Directions: Please circle the response that best describes your experience or provide a description of your experience in the space provided.**

1. Which of the following best describes your **primary** reason for terminating school enrollment?

- |  |                                      |
|--|--------------------------------------|
| A. Classes were not interesting/bored                | K. Student-teacher conflict          |
| B. Missed too many days and could not catch up       | L. Employment/have to work full-time |
| C. Did not like school                               | M. Friends dropped out               |
| D. Failing classes/couldn't keep up with school work | N. Failed to pass FCAT               |
| E. Illness   | O. Intimidated/Threatened/Bullied    |
| F. Became a parent                                   | P. Migrant                           |
| G. Getting married                                   | Q. Homeless                          |
| H. Felt like I did not belong                        | R. Family Problems                   |
| I. Suspended from school often                       | S. Other                             |
| J. Expelled from school                              |                                      |

2. Which of the following best describes your **secondary** reason for terminating school enrollment?

- |  |                                      |
|--|--------------------------------------|
| A. Classes were not interesting/bored                | K. Student-teacher conflict          |
| B. Missed too many days and could not catch up       | L. Employment/have to work full-time |
| C. Did not like school                               | M. Friends dropped out               |
| D. Failing classes/couldn't keep up with school work | N. Failed to pass FCAT               |
| E. Illness   | O. Intimidated/Threatened/Bullied    |
| F. Became a parent                                   | P. Migrant                           |
| G. Getting married                                   | Q. Homeless                          |
| H. Felt like I did not belong                        | R. Family Problems                   |
| I. Suspended from school often                       | S. Other                             |
| J. Expelled from school                              |                                      |

3. What would have improved your chances of staying in school? (Circle all that apply.)

- A. Opportunities for real-world learning (internships, service learning)
- B. Better teachers
- C. Smaller classes
- D. More individualized instruction
- E. Better communication with your teachers
- F. Better communication with your parents
- G. Increased parental involvement
- H. Less freedom and more supervision from parents
- I. Less freedom and more supervision from school officials
- J. Other

4. What actions did your school personnel take to keep you enrolled in school? (Circle all that apply.)

- A. Provided student counseling
- B. Scheduled a conference with parent(s), guardian(s), student, and school staff
- C. Discussed and offered options for tutoring
- D. Discussed the consequences of dropping out
- E. Discussed and offered options for continuing education in a different environment (e.g., Adult Education, home school, virtual school, hospital homebound)
- F. Discussed and offered alternative options for graduation (e.g., diploma options, GED Exit Option or GED Testing)
- G. Conducted home visits
- H. Referred student to agencies/programs to address problems interfering with school success (e.g., substance abuse counseling, psychological counseling, family counselor)
- I. Discussed and offered participation in a credit recovery course/program
- J. Discussed and offered access to Dropout Prevention Program(s) (e.g., alternative education, disciplinary, teenage parent)
- K. Tracked student progress (by teacher, counselor, social worker, graduation coach, etc.)
- L. Changed or revised course schedule
- M. Implemented intervention contracts (e.g., attendance or behavior)
- N. Student reported that school staff took no action
- O. Other

Please check and sign below to certify that each of the following statements was addressed by school personnel.

I am at least 16 years of age and it is my intent to terminate my school enrollment. I received counseling from a guidance counselor or other school personnel which addressed the following:

- Terminating school enrollment prior to graduation will likely reduce my potential earnings and negatively affect my career options.
- Termination of school enrollment will result in the revocation/denial of my driving privileges until age 18.
- My reasons for leaving school prior to graduation.
- Possible actions that could keep me from leaving school prior to graduation.
- Options for continuing my education in a different environment, e.g., Adult Education or GED testing.
- For Bright Futures eligibility, GED students must complete credit requirements before taking GED exam.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if student is under 18 years of age)

School Personnel Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Optional:**

1. What is the highest level of education completed by your maternal parent/guardian? (circle one)

Elementary    Middle School    High School    College    Graduate School    Unknown

2. What is the highest level of education completed by your paternal parent/guardian? (circle one)

Elementary    Middle School    High School    College    Graduate School    Unknown

**Florida Department of Education  
Exit Interview  
(Designated School Personnel)**

**To be completed by school guidance counselor or other school personnel:**

School Name \_\_\_\_\_ School District \_\_\_\_\_

Student Name \_\_\_\_\_ Withdrawal date: \_\_/\_\_/\_\_

Grade Level \_\_\_\_\_ Student ID# \_\_\_\_\_

Student DOB \_\_\_\_\_ School Transcript *(Please Attach)*

What is the *primary* reason the student is terminating school enrollment? (check one)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Classes not interesting  | <input type="checkbox"/> Marriage                       | <input type="checkbox"/> Employment          |
| <input type="checkbox"/> Student/teacher conflict | <input type="checkbox"/> Parenting                      | <input type="checkbox"/> Suspended too often |
| <input type="checkbox"/> Friends dropped out      | <input type="checkbox"/> Illness                        | <input type="checkbox"/> Homeless            |
| <input type="checkbox"/> Failing classes          | <input type="checkbox"/> Migrant                        | <input type="checkbox"/> Truancy/Absenteeism |
| <input type="checkbox"/> Did not like school      | <input type="checkbox"/> Expelled                       | <input type="checkbox"/> Failed to pass FCAT |
| <input type="checkbox"/> Family Problems          | <input type="checkbox"/> Intimidated/Threatened/Bullied |  |

Other: \_\_\_\_\_

Was the student in an alternative program prior to withdrawal from school? Yes No  
 If no, was an alternative program available? Yes No  
 If yes, describe the alternative program? \_\_\_\_\_

Had the student received individual counseling prior to this meeting? Yes No  
 If no, was counseling made available to the student? Yes No

Has a child study team been convened on the student's behalf? Yes No  
 If yes, please list the interventions taken by the child study team. \_\_\_\_\_

Was the student involved in school sponsored extracurricular activities? Yes No

Does the student have an IEP or Section 504 Accommodation Plan? Yes No

Has the student received any remediation services in the past two (2) years? Yes No  
 If yes, please describe the remediation services? \_\_\_\_\_

What is the average number of days the student was absent over the past two (2) years?  
 Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_

How many unexcused absences or tardies has the student accumulated over the past two years?

Unexcused Absences: Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_

Unexcused Tardies: Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_

What interventions did the school attempt in response to unexcused absences or tardinesses of the student while enrolled?

- A. Communication between the school/teacher and the family/student
- B. Formal meeting with the parent
- C. Changes to the learning environment
- D. Student counseling
- E. Tutoring
- F. Attendance Contract
- G. Mentoring
- H. Referral to other agencies/services on behalf of family needs
- I. Truancy Petition
- J. Other (Please describe)

Has the student *ever* been suspended? Yes No If yes, how many times? \_\_\_\_\_

Has the student *ever* been expelled? Yes No If yes, how many times? \_\_\_\_\_

Is the student eligible for the free/reduced lunch program? Yes No

Does the student plan to earn a GED? Yes No

If yes, inform student, for Bright Futures eligibility, GED students must complete credit requirements before taking GED exam.

Has the student been informed of options for continuing his/her education? Yes No

Has the parent been notified of the student's intent to terminate school enrollment? Yes No

If yes, provide the date of parent notification. \_\_\_\_\_

The student has identified the following as actions that could be taken to keep them in school.

- A. Opportunities for real-world learning (internships, service learning)
- B. Better teachers
- C. Smaller Classes
- D. More individualized instruction
- E. Better communication with your teachers
- F. Better communication with your parents
- G. Increased Parental Involvement
- H. Less Freedom and more supervision from parents
- I. Less Freedom and more supervision from school officials

Other: \_\_\_\_\_

Has the student completed the student survey? Yes No

If no, how many attempts did the school make to obtain a completed survey from the student? \_\_\_\_\_

**The following section is included to encourage dropout retrieval efforts.  
Three (3) month follow-up: (Please check all that apply.)**

**Method of contact:**

Letter (Level I)       Phone call (Level II)       Home visit (Level III)

Contact Successful       Contact Unsuccessful

**Employment status:**

Employed full-time       Employed part-time       Unemployed       Unknown

**Education status:**

Working on GED       Earned GED       Enrolled in another school (private/vocational)       Unknown

Other (Please explain) \_\_\_\_\_

Did the student return to school following this contact? Yes      No

\*\*\*\*\*

**Final contact (prior to start of next school year):**

Not applicable: Student returned to school \_\_\_\_/\_\_\_\_/\_\_\_\_

**Method of contact:**

Letter (Level I)       Phone call (Level II)       Home visit (Level III)

Contact Successful       Contact Unsuccessful

**Employment status:**

Employed full-time       Employed part-time       Unemployed       Unknown

**Education status:**

Working on GED       Earned GED       Enrolled in another school (private/vocational)       Unknown

Other (Please explain) \_\_\_\_\_

Did the student return to school following this contact? Yes      No

## **School Violence: Suggested Prevention By District Safety Committee**

School violence can be prevented. Research shows that prevention efforts – by teachers, administrators, parents, community members, and even students – can reduce violence and improve the overall school environment. No one factor in isolation causes school violence, so stopping school violence involves using multiple prevention strategies that address the many individual, relationship, community, and societal factors that influence the likelihood of violence. Prevention efforts should ultimately reduce risk factors and promote protective factors at these multiple levels of influence.

### **A. What Is a School Crime Watch?**

Based on the Neighborhood Watch concept, a school crime watch helps youth watch out for each other to make the entire school area safer and more enjoyable. The school crime watch is a student-led effort that helps youth take a share of responsibility for their school community. Youth who participate in a school crime watch learn how to keep from becoming victims. They also learn the best ways to report suspicious activities or arguments between students before they turn into fights or other disturbances.

### **B. Planning a Successful Project**

For more information on how to plan a successful project, see the National Youth Network's Planning a Successful Crime Prevention Project. This 28-page workbook explains the five steps of the Success Cycle:

- Assessing Your Community's Needs.
- Planning a Successful Project.
- Lining Up Resources.
- Acting on Your Plans.
- Nurturing, Monitoring, and Evaluating.

The workbook includes six worksheets for you to take notes on. You can get a copy of this planning workbook from the Juvenile Justice Clearinghouse, listed in the Resources section.

### **C. What Are Some Possible School Crime Watch Activities?**

#### **Student Patrol Program**

A student patrol can be a powerful component of a school crime watch. These groups go beyond traffic safety patrol programs. They look for and report signs of crime and help keep crime off campuses. This moves the program from an informational and teaching posture to one of action. Patrol activities include monitoring halls and parking lots between classes and during lunch. This alone can reduce the number of crime related incidents. In schools with active patrols, crime has dropped 20 to 75 percent. Recognize, however, that if the patrol is not accepted by a majority of students, it can easily be seen as a group of "snitches."

#### **Anonymous Reporting System**

Another school crime watch activity is setting up an anonymous reporting system. A reporting system is critical to the success of a school crime watch program. Students should report crime or incidents because they are serious issues, not because they want to get someone they don't like into trouble. If an incident is not reported, it might escalate into a dangerous situation for the students involved. Reporting should be done on an anonymous basis, and all crime watch reports should be kept confidential. Such a reporting system can produce tips on areas to watch on the school grounds and reveal other issues of concern to students.

Crimestoppers International and Youth Crime Watch of America have worked with schools to implement these kinds of programs and can provide you with more specific information..

### **D. Other Activities for School Crime Watch**

Student crime watch programs can perform a number of other activities to promote the overall health of the school. These include: Hosting drug- and alcohol-free parties.

- Sponsoring crime prevention fairs.
- Working with local elementary schools on child safety issues.
- Writing a column about crime prevention for your local or school newspaper.
- Presenting daily or weekly crime prevention tips over the PA system during morning announcements.
- Teaching drug prevention, personal safety, and conflict resolution to peers and younger students.
- Organizing school cleanups.

**Resources**

For more information, contact one of the following organizations or visit the U.S. Department of Justice Kids Page Web site at [www.usdoj.gov/kidspage](http://www.usdoj.gov/kidspage). This site includes information for kids, youth, parents, and teachers.

**Juvenile Justice Clearinghouse**

P.O. Box 6000  
Rockville, MD 20849-6000  
800-638-8736  
301-519-5212 (Fax)  
Internet: [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm)

**National Crime Prevention Council**

1700 K Street NW., Second Floor  
Washington, DC 20006-3817  
202-466-6272  
Internet: [www.ncpc.org](http://www.ncpc.org)

**Youth Crime Watch of America**

9300 South Dadeland Boulevard, Suite 100  
Miami, FL 33156  
305-670-2409  
305-670-3805 (Fax)  
Internet: [www.ycwa.org](http://www.ycwa.org)

**National School Safety Center**

4165 Thousand Oaks Boulevard  
Westlake Village, CA 91362  
805-373-9977  
Internet: [www.nssc1.org](http://www.nssc1.org)

**Scholastic Crimestoppers International**

Larry Wieda  
4441 Prairie Trail Drive  
Loveland, CO 80537  
303-441-3327  
303-441-4327 (Fax)  
Internet: [www.c-s-i.org](http://www.c-s-i.org)



## Gadsden County School District BULLYING AND HARASSMENT FINAL REPORT FORM

School Personnel Completing Form: \_\_\_\_\_ Position: \_\_\_\_\_

Today's date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ School: \_\_\_\_\_  
Month Day Year

**Name of Person Who Reported the Incident** (From Reporting Form): \_\_\_\_\_

Date of Initial Report: \_\_\_\_\_ Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Student     Parent/guardian     Other (specify) \_\_\_\_\_

Written Report (form)     Verbal Report     Online Report     Anonymous Report

1. Name of alleged victim: \_\_\_\_\_ Male/ Female: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_  
(Please print) Race: \_\_\_\_\_ Disabled  Yes  No  
 Days absent as a result of the incident: \_\_\_\_\_

2. Name(s) of alleged offender(s) (if known):	Age	School	Is he/she a student?	Days absent due to incident (Include OSS)
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

(Please print)

### INVESTIGATION

3. Parents/legal guardians of all involved were notified after the investigation was initiated. Date \_\_\_\_\_ Method \_\_\_\_\_

4. What actions were taken to investigate this incident? (choose all that apply)
- |   |   |
|---|---|
| <input type="checkbox"/> Interviewed alleged victim Date _____                | <input type="checkbox"/> Interviewed alleged victim's parent/guardian Date _____    |
| <input type="checkbox"/> Interviewed alleged offender(s) Date _____           | <input type="checkbox"/> Interviewed alleged offender's parent/guardian Date _____  |
| <input type="checkbox"/> Interviewed witnesses Date _____                     | <input type="checkbox"/> Examined physical evidence                                 |
| <input type="checkbox"/> Witness statements collected in writing              | <input type="checkbox"/> Conducted student record review (for past incidents, etc.) |
| <input type="checkbox"/> Reviewed any medical information available           | <input type="checkbox"/> Obtained copy of police report                             |
| <input type="checkbox"/> Interviewed teacher/relevant school staff Date _____ | <input type="checkbox"/> Other (specify) _____                                      |

5. Nature of Incident: Possible reasons/alleged motives for the bullying incident (choose all that apply – be specific)
- |  |   |
|--|---|
| <input type="checkbox"/> Because of race               | <input type="checkbox"/> Because of physical appearance             |
| <input type="checkbox"/> Because of national origin    | <input type="checkbox"/> To impress others                          |
| <input type="checkbox"/> Because of marital status     | <input type="checkbox"/> Just to be mean                            |
| <input type="checkbox"/> Because of gender             | <input type="checkbox"/> Past conflicts                             |
| <input type="checkbox"/> Because of gender identity    | <input type="checkbox"/> Retaliation                                |
| <input type="checkbox"/> Because of religion           | <input type="checkbox"/> Because of another reason (specify): _____ |
| <input type="checkbox"/> Because of disability         | <input type="checkbox"/> The reason is unknown                      |
| <input type="checkbox"/> Because of imbalance of power |   |

6. Brief summary of incident: \_\_\_\_\_  
 \_\_\_\_\_

7. Where has the alleged bullying/harassment occurred? \_\_\_\_\_

8. Was a clear threat involved?  Yes     No    What was said \_\_\_\_\_  
 \_\_\_\_\_

9. Frequency and History: Did the alleged bullying occur at regular times/occasions/places? How often? Have any incidents occurred in the past by the same person/people? Any past incidents from a different person/people?

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10. Effects of the bullying or harassment incident:

- Disrupted school environment and the educational process
- Physical Harm. Any possible permanent effects? Yes  No
- Emotional/psychological harm or discomfort
- Absenteeism
- Damage to reputation and/or relationships
- Other (specify) \_\_\_\_\_

11. What corrective actions were taken in this case?

Unsubstantiated	Substantiated – Level III
<input type="checkbox"/> Parent contact	<input type="checkbox"/> Parent contact
<input type="checkbox"/> Student conference	<input type="checkbox"/> Behavior/No Contact contract
<input type="checkbox"/> Student warning	<input type="checkbox"/> Suspension from bus – How many days _____
<input type="checkbox"/> Withdrawal of privileges	<input type="checkbox"/> In-school suspension – How many days _____
<input type="checkbox"/> Detention – How many days _____	<input type="checkbox"/> Out-of-school suspension - How many days _____
<input type="checkbox"/> In-school suspension – How many days _____	<input type="checkbox"/> Referral to law enforcement
<input type="checkbox"/> Counseling: Details _____	<input type="checkbox"/> Counseling: Details _____
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other (specify) _____

12. What actions were taken in this case to protect the victim (choose all that apply in both cases of substantiated and unsubstantiated incidents)?

- Safety plan in place
- Monitoring situation
- Schedule change
- Transportation supervision
- Recommended staff the victim can go to if they feel unsafe
- No contact directive
- Additional bullying prevention education delivered
- Following-up meeting in place
- Counseling: Details \_\_\_\_\_
- Other: \_\_\_\_\_

13. Parents/legal guardians of all involved were notified that the investigation is complete.

Date \_\_\_\_\_ Method \_\_\_\_\_

14. Parents informed of the investigation outcome and the actions taken to protect the victim. Date \_\_\_\_\_

Informed:  By Phone  In Parent Conference  By Letter

15. Additional pertinent information gained during investigation \_\_\_\_\_

(Attach a separate sheet if necessary)

16. Physical evidence collected \_\_\_\_\_

(Attach a separate sheet if necessary)

This allegation is:      **Substantiated**       **Unsubstantiated**

17. Entered into district discipline system:      Yes       No

Substantiated
Unsubstantiated

BUL – Bullying or HAR – Harassment
UBL – Unsubstantiated Bullying or UHR – Unsubstantiated Harassment

**If unsubstantiated as bullying and/or harassment, what was the infraction? (Examples: Disrespect, Misconduct, Altercation, Intimidation/Threats, Verbal Confrontation, Unauthorized Use of Technology, Other) \_\_\_\_\_**

**Investigator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**\*\*Attach copies of supporting documentation (Bullying/Harassment Report Form, Witness Statement Form, all interview notes, and any physical evidence for your records. Send a copy of this form to Student Services)\*\***



# Bullying or Harassment Reporting Form (Rev. 5/13)

*"Building A Brighter Future"*

This form should be used to report a possible incident of bullying as defined in the Gadsden County School District's Policy Prohibiting Bullying and Harassment.

**Any student can report bullying or harassment by talking to an administrator or completing this form and returning it to an assistant principal or principal. This form can be placed in the school's designated drop off spot for anonymous reporting.**

### PLEASE PRINT

Your name (optional): \_\_\_\_\_

School: \_\_\_\_\_

Name(s) of student(s) accused of bullying and/or harassment: \_\_\_\_\_

Is this the first time you have been bullied or harassed? YES \_\_\_\_\_ NO \_\_\_\_\_

If NO, is the bullying by the same person(s) or a different person(s)? \_\_\_\_\_

Were any of these incidents previously reported? No \_\_\_\_\_ Yes \_\_\_\_\_ To whom \_\_\_\_\_

Where did the incidents happen (choose all that apply)

- On school property
- At a school-sponsored activity or event off of school property
- On the computer
- On a school bus
- On the way to/from school
- At the bus stop
- Other: \_\_\_\_\_

On what dates did the incidents happen? \_\_\_\_\_

Choose the statement(s) that best describes what happened (choose all that apply)

- Teasing
- Threat
- Stalking
- Theft
- Cyberbullying
- Social exclusion
- Intimidation
- Physical violence
- Public humiliation
- Other: \_\_\_\_\_

What did the alleged offender(s) say or do? \_\_\_\_\_

Were there any witnesses? Yes \_\_\_\_\_ No \_\_\_\_\_

Signature of student/employee completing this form (optional): \_\_\_\_\_ Date \_\_\_\_\_

Thank you. This report will be followed up in a prompt manner. By completing this form, you are verifying that your statements are true and exact to the best of your knowledge. If you fear a student is in IMMEDIATE danger, please contact a trusted adult right away!

#### For Office Use Only

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



## Bullying Witness Statement Form (Rev. 5/13)

This form must be completed when there is a witness to an incident of alleged bullying. One form must be completed for each witness. All witness statements that relate to one incident should be attached to the Bullying or Harassment Reporting Form.

DATE OF INTERVIEW: \_\_\_\_\_

WITNESS NAME	WITNESS TITLE (ex. Parent, Student, or Teacher)
VICTIM NAME	
ACCUSED NAME	
PRINCIPAL/SCHOOL	INCIDENT DATE

Describe the location where the incident took place:

Description of incident witnessed:

Did you take any action to intervene? \_\_\_\_\_ If so, what did you do? \_\_\_\_\_

Have you witnessed any other bullying/harassing behavior towards the victim before? \_\_\_\_\_  
If yes, was it by the accused or someone different? \_\_\_\_\_

List any other witness names and grades:

\_\_\_\_\_  
**I agree that all the information on this form is accurate and true to the best of my knowledge.**

\_\_\_\_\_  
Signature of witness

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of person interviewing witness



**Gadsden County School District**  
*"Building A Brighter Future"*

**Bullying Complaint Report Form**

This report **MUST** be completed to file a complaint relating to an incident of alleged bullying (*for the purpose of this form, bullying encompasses bullying, harassment, and discrimination*) and turned in to the school Principal/ designee of the victim's home school or the appropriate area/district office.

PERSON FILING COMPLAINT (last, first, middle)	GENDER M F	GRADE
VICTIM'S NAME (last, first, middle)	GENDER M F	GRADE
ACCUSOR'S NAME (last, first, middle)	GENDER M F	GRADE
SCHOOL SITE (or site where incident occurred)	HOME SCHOOL/DEPT. OF VICTIM	
PRINCIPAL/ADMINISTRATOR	INCIDENT DATE / /	

Describe the location where the incident took place:

---



---



---

Describe the incident:

---



---



---

List all witness names and grades: List evidence of bullying (letters, photos, etc. – attach evidence if possible):

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---

I agree that all of the information on this form is accurate and true to the best of my knowledge.

\_\_\_\_\_  
Signature of complainant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of person receiving Bullying Complaint Form

\_\_\_\_\_  
Date

**Be sure to attach any supporting documentation/evidence/investigation.**

<b>Action</b>	Agreed to Informal Resolution (Student-Student only)	Formal Resolution	Appeals: Referral to Area Superintendent and/or Appropriate Area/District Administrator
<b>Date</b>			
<b>Outcome</b>			
<b>Signatures</b>			

**Thank you. This report will be followed up within 2 school/work days.**

**If you fear a student is in IMMEDIATE danger, please contact the police immediately!**

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**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:

\_\_\_\_\_

\_\_\_\_\_

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

## Discipline Incident Form Gadsden County Public Schools

\_\_\_\_\_  
School

Student #	Student name	Date	Time	Officer #	Reported by	Location
-----------	--------------	------	------	-----------	-------------	----------

**Incident Codes:**

- AR Arson
- AS Assault, Personnel/Student
- AU Alcohol, Using/ Possession
- BA Battery, Personnel/Student
- BE Breaking & Entering/Burglary
- BU Bullying, Cyber/Physical/Verbal
- DE Defiance/Disrespectful
- ID Disruptive, Classroom/Bus
- DC Disruption on Campus/Major
- DI Driving Infraction
- DU Drugs, Use/Sale/Possession
- ED Electronic Device, School/Bus
- EX Extortion
- FI Instigating a Fight
- FO Fighting

Please check the appropriate infraction and circle the action/category if needed

- FR Failure to Report as Assigned
- HA Harassment, Physical/Sexual/Verbal
- HP Horse-playing, Campus/Bus
- I1 Inappropriate, Behavior/Clothing/Gesture/Language
- I2 Indecent Exposure
- LS Leaving School Grounds/Activity/Class
- OD Defacing/Destroying Property, School/Student
- SX Sexual, Act/Activity/Battery
- SG Stolen Goods, Possession
- T1 Threat, Property/Student/Personnel
- TL Theft, Personnel/School/Student
- TO Tobacco, Using/Possession
- TP Trespassing on School Campus/Activity
- VA Vandalism
- WF Weapon, Possession/Use

**Detailed Information:**

- A. More Serious  B. Less Serious   
 Drugs: M- Marijuana  N- Non Controlled Substance

Incident needs to be reported to Law Enforcement:  yes or  no

Weapon: Description \_\_\_\_\_  
 # of weapons \_\_\_\_\_  
 Student in possession of weapon(s) Yes  No   
 Student arrested: Yes  No

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Parental Contact**

Parent Notification:  Personal Contact  Phone Message  Written Communication

Name of Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Notes: \_\_\_\_\_

Administrative Use Only

**Administrative Disposition:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> BR Bus Suspension             | <input type="checkbox"/> DJ Placed in Time-Out  | <input type="checkbox"/> DS Saturday Detention     |
| <input type="checkbox"/> BS Ban from School Activities | <input type="checkbox"/> DK Require Restitution | <input type="checkbox"/> EX Recommending Expulsion |
| <input type="checkbox"/> DA Changed Assignment         | <input type="checkbox"/> DN Assigned Detention  | <input type="checkbox"/> IS In-School Suspension   |
| <input type="checkbox"/> DG Referred to Guidance       | <input type="checkbox"/> DO Work Detail         | <input type="checkbox"/> LP Alternative Placement  |
| <input type="checkbox"/> DH Conference w/ Student      | <input type="checkbox"/> DP Parent Conference   | <input type="checkbox"/> OS Suspension from School |

Number of Days: \_\_\_\_\_ Beginning Date: \_\_\_\_\_ Return Date: \_\_\_\_\_

**SWD Student:** If the student has received more than ten days of suspension during the current school year a manifestation meeting is required within 10 days. notification.)  
 Please check, if you sent notification to the Director of Exceptional Student Education. (All suspensions requires notification.)

**Comment:** \_\_\_\_\_

Action by: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Witness: \_\_\_\_\_

Principal / Asst principal / Dean: \_\_\_\_\_

Copies: White-Parents    Canary-Teacher    Pink-Office    Gold-Bus Driver

### 5136 - WIRELESS COMMUNICATION DEVICES

The School Board is aware that wireless communication devices (WCDs) are used by students and parents to communicate with each other. However, the use of wireless communication devices (WCDs) on school grounds must be appropriately regulated to protect students, staff, and the learning environment. This policy sets forth the District's policy with respect to WCDs.

Students may possess wireless communication devices (WCDs) in school, on school property, during after school activities (e.g. extra-curricular activities) and at school-related functions, provided that during school hours and on school vehicles the WCDs are powered completely off (i.e., not just placed into vibrate or silent mode) and concealed and secured in lockers or vehicles and stored out of sight.

A "wireless communication device" is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The following devices are examples of WCDs: cellular and wireless telephones, pagers/beepers, personal digital assistants (PDAs), BlackBerries/Smartphones, WiFi-enabled or broadband access devices, two-way radios or video broadcasting devices, laptops, and other devices that allow a person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information. Students may not use WCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Also, during after school activities when directed by the administrator or sponsor, WCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight.

The requirement that WCDs must be powered completely off will not apply in the following circumstances when the student obtains prior approval from the building principal:

- A. The student is a member of a volunteer fire company/department, ambulance or rescue squad.
- B. The student has a special health circumstance (e.g. an ill family member, or his/her own special health condition).

The student is using the WCD for an educational or instructional purpose (e.g. taking notes, recording a class lecture, writing papers) with the teacher's permission and supervision. However, the use of any communication functionality of the WCD is expressly prohibited. This includes, but is not limited to, wireless Internet access, peer-to-peer (ad-hoc) networking, or any other method of communication with other devices or networks. In no circumstances shall the device be allowed to connect to the District's network. The preceding prohibitions do not apply to Board-owned and issued laptops, PDAs or authorized assistive technology devices.

Students are prohibited from using WCDs to capture, record or transmit the words (i.e. audio) and/or images (i.e., pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit, written consent for the capture, recording or transmission of such words or images. Using a WCD to take or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the building principal. Students who violate this provision and/or use a WCD to violate the privacy rights of another person may have their WCD confiscated and held until the parent is contacted and picks up the device from the school.

"Sexting" is prohibited at any time on school property or at school functions. As set forth in State law, sexting is the knowing transmission or distribution to another minor by a computer or similar device any photograph or video of any person that depicts nudity and is harmful to minors. Sexting also includes possessing a photo of any person that was transmitted or distributed by another minor that depicts nudity. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD.

The use of WCDs that contain built-in cameras (i.e. devices that take still or motion pictures, whether in a digital or other format) is prohibited in locker rooms and/or bathrooms and other areas where there is an expectation of privacy.

No expectation of confidentiality will exist in the use of WCDs on school premises/property.

Students are prohibited from using a WCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy 5517.01 – Bullying and Harassment. In particular, students are prohibited from using their WCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs; and (2) send, share, view or possess pictures, text messages, e-mails or other materials of a sexual nature (i.e., sexting) in

electronic or any other form. As set forth in State law, sexting is the knowing transmission or distribution to another minor by a computer or similar device any photograph or video of any person that depicts nudity and is harmful to minors. Sexting also includes possessing a photo of any person that was transmitted or distributed by another minor that depicts nudity and is harmful to minors. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a WCD to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCDs to receive such information.

Possession of a WCD by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the WCD. The building principal may also refer the matter to law enforcement if the violation involves an illegal activity (e.g. child pornography). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the WCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed. In particular egregious offenses involving the invasion of another person's privacy, the Board reserves the right to confiscate the WCD and hold it. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian. WCDs in District custody will not be searched or otherwise tampered with unless school officials reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 – Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a WCD to school for a designated length of time or on a permanent basis.

A person who discovers a student in possession of or using a WCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their WCDs. The Board assumes no responsibility for theft, loss, damage, or vandalism to WCDs brought onto its property, or the unauthorized use of such devices.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents/guardians. Students may use their WCDs after the school day has ended.

F.S. 847.0141, 1006.07(2)

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## **5200 - ATTENDANCE**

The educational program offered by this District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session. School attendance shall be the responsibility of parents and students. Absences shall be reported to the school attendance office by the parent or adult student as soon as practicable.

In accordance with statute, the Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a statement of the cause for such absence. The School Board reserves the right to verify such statements and to investigate the cause of each single absence.

In addition, educators shall have the responsibility of encouraging regular attendance of students, maintaining accurate attendance records, and following reporting procedures prescribed by the Superintendent.

Provision shall be made for promoting school attendance through adjustment of personal problems, education of parents, and enforcement of the compulsory attendance laws and related child-welfare legislation. Accordingly:

- A. teachers shall record absentees each period of the school day and report those absences;
- B. parents should be notified each time their child is absent insofar as possible;
- C. when a student has been absent three (3) consecutive days and the school has been unable to ascertain the reason for the absences, the absences shall be investigated or at any other time if deemed necessary by the school principal.
- D. absences must be reported to the school by the parent or adult student as soon as practicable. Failure to report and explain the absence(s) shall result in unexcused absence(s). The final authority for determining acceptability of the reason for the absence(s) shall rest with the principal.

### **School-Based Intervention Procedures for Truant Students**

The Board requires that the following school-based intervention procedures be adhered to for truant students:

- A. After three (3) days of unexcused absences, within a ninety (90) day period, a parent/guardian/student contact/conference is conducted by teacher/school designee.
- B. After five (5) days of unexcused absences, within a ninety (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: Student study team is to convene when a student misses five (5) unexcused absences within thirty (30) calendar days, or when a student misses ten (10) days within ninety (90) calendar days.
- C. After ten (10) days of unexcused absences within a ninety (90) day period, the student is referred to the visiting teacher.
- D. After fifteen (15) unexcused absences within a ninety (90) day period, the student is considered "habitually truant," pursuant to F.S. 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 fourteen (14) and accumulate fifteen (15) unexcused absences in a period of ninety (90) calendar days. The legislation further provides that those minors under age eighteen (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.

Chronic truancy or deliberate nonattendance in excess of fifteen (15) school days within a semester shall be sufficient grounds for withdrawal of students sixteen (16) years of age or older, who are subject to compulsory school attendance under F.S. 1003.21.

### **Excused Absence**

If the absences are excused, all educational requirements for the course shall be met before a passing grade and/or credit is assigned. The student shall have a reasonable amount of time, up to ten (10) school days, to complete make-up work for excused absences. Principals may grant extensions to the make-up time limit for extenuating circumstances. Regarding make-up of the work missed as a result of unexcused absences, each principal shall establish site-specific policies that encourage both regular attendance and high academic achievement, and shall review and modify these policies from time-to-time as required to maintain and improve their effectiveness.

The Board considers the following factors to be reasonable excuses for time missed at school:

- A. Personal illness of the student (medical evidence may be required by the principal or designee for absences exceeding five (5) consecutive days).
- B. Court appearance of the student.
- C. Medical appointment of the student.
- D. An approved school activity (absences recorded but not reported).
- E. Insurmountable problems. Prior permission by principal or designee is required except in the case of an emergency.
- F. Other absences with prior approval of the Principal.
- G. Attendance at a center under Children and Families Services supervision.
- H. Significant community events with prior permission of the principal. When more than one (1) school is involved, the Area Superintendent will determine the status of the absence.
- I. Religious holiday (See Policy **5225**).
- J. Death in the immediate family.

Absences not included in excused absences listed above shall be unexcused.

Pursuant to State law unexcused tardiness or absences shall not be grounds for suspension from school, but may result in other disciplinary consequences, such as detention or placement in existing alternative programs.

Any student who fails to attend any regularly scheduled class and has no excuse for absence should be referred to the appropriate administrator. Disciplinary action should include notification to parents or guardians.

The Superintendent shall develop administrative procedures that:

- A. provide the student and his/her parents with the opportunity to challenge the attendance record prior to notification and that such notification complies with applicable Board rules;
- B. govern the keeping of attendance records in accordance with the rules of the State Board;
- C. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- D. require that students whose absence has been excused have an opportunity to make up work they missed and receive credit for the work, if completed;

- E. require that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence, is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 or other appropriate accommodation.

Such regulations should provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned.

Whenever any student has a total of fifteen (15) days of unexcused absence from school during any semester, s/he will be considered habitually absent. The Board authorizes the Superintendent to inform the student and his/her parents of the record of excessive absences as well as the District's intent to notify the Registrar of Motor Vehicles, if appropriate, and the Judge of the Juvenile Court of the student's excessive absences.

Students may not be given excused absences to remain out of school for the purpose of working, unless the job is an integral part of the student's instructional program.

F.S. 1002.20, 1003.21, 1003.24, 1003.26, 1003.27, 1006.09

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**LETTER OF ACKNOWLEDGMENT  
FOR PARENTS/GUARDIANS/GUARDIANS**

**PLEASE SIGN THIS FORM AND RETURN TO THE OFFICE OF THE PRINCIPAL**

**FOR PARENTS/GUARDIANS**

I have received a copy of the Gadsden County School Board's Code of Student Conduct.

I understand that if my child commits or causes any criminal act using any wireless communication device while on school grounds or at any school function, he/she may be subject to disciplinary action by the Gadsden County School Board (F.S. 1006.07).

For each course in which my child has four (4) unexcused absences that are not for one of the legitimate purposes as described in this Code, a grade of "F" will be assigned for that grading period.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Name

**LETTER OF ACKNOWLEDGMENT  
FOR STUDENTS**

**PLEASE SIGN THIS FORM AND RETURN TO THE OFFICE OF THE PRINCIPAL**

FOR STUDENTS

I have received a general overview and specific instructions on the contents of the Gadsden County School Board's Code of Student Conduct.

I understand that if I commit or cause any criminal act using any wireless communication device while on school grounds or at any school function, I am subject to disciplinary action by the Gadsden County School Board (F.S. 1006.07).

For each course in which I have four (4) unexcused absences that are not for one of the legitimate purposes as described in this Code, a grade of "F" will be assigned for that grading period.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

**[If student is in a primary program and is unable to write his/her name, the teacher may sign the student's name and must initial his/her (the teacher) name.]**

**GADSDEN COUNTY SCHOOL DISTRICT  
NOTICE REGARDING CODE OF STUDENT CONDUCT  
FOR SCHOOL YEAR 2016 – 2017**

In order to conserve resources, schools will not distribute paper copies of the *Code of Student Conduct* (Code) to every student. You can locate an electronic copy of the Code online at the District website at: [www.gcps.k12.fl.us](http://www.gcps.k12.fl.us). **If you require a paper copy of the Code, please check the box where indicated below, sign and return this sheet, and one will be provided to your child.**

This Code has been adopted to help your son/daughter gain the greatest possible benefit from his/her education; therefore, please read and discuss the Code with your son/daughter. **To request a printed copy of the Code, please sign this sheet and return it to your child's teacher or guidance counselor.**

This form will be kept at the school. Training on the Code of Student Conduct will be provided to all students, teachers and administration during the first month of school.

**FAILURE TO RETURN THIS REQUEST FORM WILL NOT RELIEVE A STUDENT OR THE PARENT/ GUARDIAN OF THE RESPONSIBILITY FOR COMPLIANCE WITH THE *CODE OF STUDENT CONDUCT* OR ACCOUNTABILITY FOR LOSS OR DAMAGE TO GADSDEN COUNTY PUBLIC SCHOOL PROPERTY.**

Please check only if you require a paper copy of the 2015-2016 *Code of Student Conduct*. **One (1) copy per household will be provided.**

Please provide a paper copy of the Code

Check here

\_\_\_\_\_   
Name of your child's school

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

\_\_\_\_\_   
Student Signature

\_\_\_\_\_   
Date

\_\_\_\_\_   
Print Parent/Guardian Name

\_\_\_\_\_   
Parent/Guardian Signature

\_\_\_\_\_   
Date

**FOR DISTRICT USE ONLY**

A copy of the Code of Conduct has been printed and returned to \_\_\_\_\_   
on \_\_\_\_\_. Please return this request and the paper copy of the Code to the   
parent/guardian of \_\_\_\_\_.

\_\_\_\_\_   
Signature of District Office Employee