

AGENDA

REGULAR SCHOOL BOARD MEETING

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

July 26, 2022

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, 2022, 4:30 p.m. – School Board Workshop
- b. June 28, 2022, 6:00 p.m. - Regular School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #4**

- a. Personnel 2021 – 2022

ACTION REQUESTED: The Superintendent recommends approval.

- b. Personnel 2022 – 2023

ACTION REQUESTED: The Superintendent recommends approval.

- c. Payroll Schedule 2022 – 2023 Fiscal Year – **SEE PAGE #7**

ACTION REQUESTED: The Superintendent recommends approval.

7. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Contractual Agreement for Inter-County Transfer of Exceptional Students and the Gadsden County School Board - **SEE PAGE #23**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Contractual Agreement between the School Board of Gadsden County and Talk of the Town Speech Therapy, LLC – **SEE PAGE #28**

Fund Source: FEFP Dollars
Amount: \$57.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. Contractual Agreement between the School Board of Gadsden County and More Ability Therapy Services, LLC – **SEE PAGE #33**

Fund Source: FEFP
Amount: \$60.00 per hour (for actual hours worked) Occupational Therapy
\$45.00 per hour (for actual hours worked) Occupational Therapy Assistant

ACTION REQUESTED: The Superintendent recommends approval.

- d. Cooperative Agreement between Gadsden County School Board and Positive Behavior Supports Corporation – **SEE PAGE #41**

Fund Source: IDEA
Amount: \$35.00 per hour (as needed) Registered Behavior Technicians
\$80.00 per hour (as needed) Board Certified Behavior Analyst

ACTION REQUESTED: The Superintendent recommends approval.

- e. Memorandum of Understanding between the School Board of Gadsden County and Healing Hearts Music Therapy – **SEE PAGE #46**

Fund Source: IDEA Grant
Amount: \$30,500 (not to exceed)

ACTION REQUESTED: The Superintendent recommends approval.

- f. Contractual Agreement between the School Board of Gadsden County and Independent Contractor Janice M. Gilchrist – **SEE PAGE #52**

Fund Source: IDEA
Amount: \$45.00 per hour

ACTION REQUESTED: The Superintendent recommends approval.

- g. Contractual Agreement between the School Board of Gadsden County and Independent Contractor Leslie Peterson, MS CCC SLP – **SEE PAGE #59**

Fund Source: FEFP Dollars
Amount: \$59.00 per hour

ACTION REQUESTED: The Superintendent recommends approval.

- h. Head Start 2022 – 2023 Refunding Application and Program Improvement Plan
SEE PAGE #66

Fund Source: Head Start
Amount: \$2,415,960.00

ACTION REQUESTED: The Superintendent recommends approval.
- 8. SCHOOL FACILITY/PROPERTY
 - a. Request to Waive Purchasing Policies for Purchase Orders – **SEE PAGE #140**

Fund Source: To Be Determined
Amount: \$109,478.00

ACTION REQUESTED: The Superintendent recommends approval.
- 9. EDUCATIONAL ISSUES
 - a. Gadsden County Public School Virtual Instruction Program (GC-VIP) Guidelines and Procedures Manual – **SEE PAGE #150**

Fund Source: FEFP
Amount: Undetermined – Based on Enrollment

ACTION REQUESTED: The Superintendent recommends approval.
 - b. Approval of 2022 – 2023 Code of Student Conduct - **SEE PAGE #175**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.
- 10. CONSIDERATION, PROPOSAL, AND/OR ADOPTION OF ADMINISTRATIVE RULES AND RELATED MATTERS
 - a. Approval of Job Description - **SEE PAGE #251**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

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

THE SCHOOL BOARD OF GADSDEN COUNTY



35 Martin Luther King, Jr. Blvd
 Quincy, Florida 32351
 Main: (850) 627-9651 or Fax: (850) 627-2760
 www.gadsschools.org

Elijah Key, Jr.
Superintendent
 keye@gcpsmail.com

“Putting Children First”

July 26, 2022

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 2021-2022

Item 6B Instructional and Non-Instructional Personnel 2022-2023

The following reflects the total number of full-time employees in this school district for the 2022-2023 school term, as of July 26, 2022.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees July 2022</u>
Classroom Teachers and Other Certified	120 & 130	244.00
Administrators	110	51.00
Non-Instructional	150, 160, & 170	<u>337.00</u>
		632.00
Part Time Instructional		7.00
Part Time Non Instructional		<u>8.00</u>
Total		155.00
100% Grant Funded		137.00
Split Grant Funded		<u>18.00</u>
Total Grant Funded of 632 Employees		155.00

Sincerely,

Elijah Key, Jr.
 Superintendent of Schools

Cathy S. Johnson
 DISTRICT NO. 1
 Havana, FL 32333
 Midway, FL 32343

Steve Scott
 DISTRICT NO. 2
 Quincy, FL 32351
 Havana, FL 32333

Leroy McMillan.
 DISTRICT NO. 3
 Chattahoochee, FL 323324
 Greensboro, FL 32330

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

Karema D. Dudley
 DISTRICT NO. 5
 Quincy, FL 32351

“The Gadsden County School District does not discriminate against any person on the basis of sex (including transgender status, gender nonconforming, and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, or genetic information.”

AGENDA ITEM 6A INSTRUCTIONAL AND NON INSTRUCTIONAL 2021/2022

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brown, Joshua	HMS	Custodial Assistant	05/23/2022
Davis, Jasmine	WGMS	Teacher	06/23/2022
Hussein, Frederick*	WGMS	Educational Paraprofessional	06/10/2022
Lane, Theodore	SSES	Custodial Assistant	06/10/2022
McMillan, Brittany	WGMS	School Counselor	06/23/2022
Richardson, Shareese	HMS	Teacher	06/30/2022
Van Amburg, Sarah	SSES	Teacher	06/22/2022

*Resigned to accept another position within the District

AGENDA ITEM 6B INSTRUCTIONAL AND NON INSTRUCTIONAL 2022/2023

INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Gowers, Kayla	JASMS	Teacher	08/02/2022
Hussein, Frederick	WGMS	Teacher	08/02/2022
Maysonet, Aceia	GCHS	Teacher	08/02/2022
Pawlik, Nicole	SSES	Teacher	08/02/2022
Scott, Natalye	HMS	Teacher	08/02/2022
Simmons. Laquadra	JASMS	Teacher	08/02/2022
Tindall, Melinda	GWM	Teacher	08/02/2022

NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Baggett, Miranda	District	Elementary Reading Specialist	07/11/2022
Brown, Kesandra	District	Director, ESE	07/18/2022
McCray, Vonkela	PreK/Headstart	Program Assistant	08/02/2022
Najera Leonides, Araceli	PreK/Headstart	Program Assistant	08/02/2022
Weeks, Kameelah	District	Director, Professional Learning	07/11/2022

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

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Antrobus, Skylar	GWM	Secretary	07/07/2022
Brown, Kimberly	SSES	Teacher	07/05/2022
Carter, Dominica	PreK/Headstart	Program Assistant	07/22/2022
Cherry, Steve	GCHS	Program Specialist/Character Ed	07/11/2022
Copeland, Robert	GWM	Teacher	07/07/2022
Dilworth-Porter, Latasha	GEMS	Teacher	07/12/2022
Jean Pierre, Carl	HMS	Teacher	07/15/2022
McCray, Stephanie	GCHS	Teacher	07/12/2022
Sailor, Dalis	WGMS	Teacher	07/06/2022
Schaum, Jeffrey	GCHS	Teacher	07/15/2022
Solz, Brooke	GCHS	Assistant Principal	07/06/2022

TRANSFERS

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
Mandela, Judith	JASMS/Teacher	HMS/Teacher	08/02/2022

DROP RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jones, Tanya	HMS	Teacher	07/31/2022
Lee, Katherine	SSES	Custodial Assistant	07/29/2022
Mabry, Velyetta	Transportation	Bus Driver	07/31/2022
Touchton, Susan	WGMS	Teacher	07/31/2022

INSTRUCTIONAL 2022/2023

AC

Chickory, Allisia

Forehand, Gwendolyn

Landrum, Jerlin

Lewis, Jari

Smith, Brittany

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 6c

DATE OF SCHOOL BOARD MEETING: July 26, 2022

TITLE OF AGENDA ITEM: Payroll Schedule 2022-2023 Fiscal Year

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: Board approval for the payroll schedule for 2022-2023 Fiscal Year:

PREPARED BY: LaClarence Mays

POSITION: Interim Chief Finance Officer

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMANS'S SIGNATURE: page(s) numbered _____

**GADSDEN COUNTY SCHOOL DISTRICT
2022-2023**

PAY TYPES 20 & 22 TWELVE MONTH EMPLOYEES - 240 DAYS IN CONTRACT

PAY PERIOD		DAYS IN PAY PERIOD	REPORTS DUE	PAY DATE
FROM	TO			
7/1/2022	7/31/2022	20	7/21/2022	7/29/2022
8/1/2022	8/31/2022	23	8/19/2022	8/31/2022
9/1/2022	9/30/2022	21	9/19/2022	9/30/2022
10/3/2022	10/31/2022	21	10/19/2022	10/31/2022
11/1/2022	11/30/2022	18	11/18/2022	11/30/2022
12/1/2022	12/22/2022	16	12/19/2022	12/30/2022
1/2/2023	1/31/2023	21	1/19/2023	1/31/2023
2/1/2023	2/28/2023	19	2/17/2023	2/28/2023
3/1/2023	3/31/2023	18	3/21/2023	3/31/2023
4/3/2023	4/28/2023	19	4/19/2023	4/28/2023
5/1/2023	5/31/2023	22	5/19/2023	5/31/2023
6/1/2023	6/29/2023	22	6/19/2023	6/29/2023

240 DAYS IN CONTRACT

NON-PAID HOLIDAYS	
September 5	Labor Day
November 11	Veterans Day
November 23-25	Thanksgiving
December 23-30	Christmas Break
January 16	MLK, Jr. Day
March 13-17	Spring Break
April 7	Good Friday
May 29	Memorial Day

GADSDEN COUNTY SCHOOL DISTRICT
PROPOSED 2022-2023 TWELVE MONTH CALENDAR (240 DAYS)
SCHOOL YEAR 2022-2023

2022	
JULY 4	Independence Day (District-wide)
AUGUST 10	Students First Day of School
SEPTEMBER 5	Labor Day Holiday (District-wide)
OCTOBER	
NOVEMBER 11	Veterans' Day Holiday (District-wide)
NOVEMBER 18	Students Out – Teacher Paid Holiday
NOVEMBER 23 – 25	Thanksgiving Holidays/Fall Break
DECEMBER 23 -30	Christmas Holidays/Winter Break
2023	
JANUARY 2	Employees Return
JANUARY 16	MLK Jr Holiday (District-wide)
FEBRUARY 20	Presidents' Day Holiday (District-wide)
MARCH 13 – 17	Spring Break – District-wide
APRIL 7	Good Friday Holiday
MAY 29	Memorial Day Holiday (District-wide)
JUNE	

Corrected (5/24/2022)

**GADSDEN COUNTY SCHOOL DISTRICT
2022-2023**

11 MONTH EMPLOYEES - 214 DAYS IN CONTRACT

- PAY TYPE 25 ASSISTANT CUSTODIANS**
- PAY TYPE 26 ASST. PRINCIPALS**
- PAY TYPE 27 11 MONTH SECRETARIES**
- PAY TYPE 28 PSYCHOLOGIST & THERAPIST**

PAY PERIOD		DAYS IN PAY PERIOD	REPORTS DUE	PAY DATE
FROM	TO			
7/25/2022	7/29/2022	4	7/26/2022	7/29/2022
8/1/2022	8/31/2022	23	8/19/2022	8/31/2022
9/1/2022	9/30/2022	21	9/19/2022	9/30/2022
10/3/2022	10/31/2022	21	10/19/2022	10/31/2022
11/1/2022	11/30/2022	18	11/18/2022	11/30/2022
12/1/2022	12/22/2022	16	12/19/2022	12/30/2022
1/2/2023	1/31/2023	21	1/19/2023	1/31/2023
2/1/2023	2/28/2023	19	2/17/2023	2/28/2023
3/1/2023	3/31/2023	18	3/21/2023	3/31/2023
4/3/2023	4/28/2023	19	4/19/2023	4/28/2023
5/1/2023	5/31/2023	22	5/19/2023	5/31/2023
6/1/2023	6/16/2023	12	6/19/2023	6/23/2023
6/1/2023	6/16/2023	0	6/19/2023	6/29/2023
		214	DAYS IN CONTRACT	

The four days will be at the regular hourly rate

NON-PAID HOLIDAYS	
September 5	Labor Day
November 11	Veterans Day
November 23-25	Thanksgiving
December 23-30	Christmas Break
January 16	MLK, Jr. Day
March 13-17	Spring Break
April 7	Good Friday
May 29	Memorial Day

GADSDEN COUNTY SCHOOL DISTRICT
PROPOSED CALENDAR FOR ELEVEN MONTH EMPLOYEES (214 DAYS)
ASSISTANT PRINCIPALS
11 MONTH SECRETARIES, PSYCHOLOGISTS, THERAPISTS, ASSISTANT CUSTODIANS
SCHOOL YEAR 2022-2023

2022	
JULY 25	Report to Work
AUGUST	
SEPTEMBER 5	Labor Day Holiday (District-wide)
OCTOBER 10 – 14	FTE Survey Week
OCTOBER 14	End of First Grading Period
NOVEMBER 11	Veterans' Day Holiday (District-wide)
NOVEMBER 23 - 25	Thanksgiving Holidays/Fall Break
DECEMBER 19 -30	Christmas Holidays/Winter Break
2023	
JANUARY 2	Report to Work
JANUARY 16	MLK Jr Holiday (District-wide)
FEBRUARY 20	Presidents' Day Holiday (District-wide)
MARCH 13 – 17	Spring Break – District-wide
APRIL 7	Good Friday Holiday
MAY 29	Memorial Day (District-wide)
MAY 31	Last Day of School for Students
JUNE 11	Last Day of Work

**GADSDEN COUNTY SCHOOL DISTRICT
2022-2023**

**PAY TYPE 50
PAY TYPE 52**

**BUS DRIVERS - 180 DAYS IN CONTRACT
BUS AIDES - 180 DAYS IN CONTRACT**

PAY PERIOD		DAYS IN PAY PERIOD	REPORTS DUE	PAY DATE
FROM	TO			
8/10/2022	8/31/2022	16	8/19/2022	8/31/2022
9/1/2022	9/30/2022	21	9/19/2022	9/30/2022
10/3/2022	10/31/2022	18	10/19/2022	10/31/2022
11/1/2022	11/30/2022	12	11/18/2022	11/30/2022
12/1/2022	12/16/2022	12	12/19/2022	12/30/2022
1/3/2023	1/31/2023	20	1/19/2023	1/31/2023
2/1/2023	2/28/2023	19	2/17/2023	2/28/2023
3/1/2023	3/31/2023	16	3/21/2023	3/31/2023
4/3/2023	4/28/2023	19	4/19/2023	4/28/2023
5/1/2023	5/31/2023	22	5/19/2023	5/31/2023
6/1/2023	6/12/2023	5	6/9/2023	6/23/2023
6/1/2023	6/12/2023	0	6/9/2023	6/29/2023
		180	DAYS IN CONTRACT	



NON-PAID HOLIDAYS

September 5	Labor Day
November 11	Veterans Day
November 18	Non-Work Day
November 21-23	Non-Work Day
November 24-25	Thanksgiving
December 19-30	Christmas Break
January 16	MLK, Jr. Day
February 20	President's Day
March 13-17	Spring Break
May 29	Memorial Day

**GADSDEN COUNTY SCHOOL DISTRICT
 BUS DRIVERS AND AIDES CALENDAR (180 DAYS)
 SCHOOL YEAR 2022-2023**

2022	
AUGUST 10	Report of Work
SEPTEMBER 5	Labor Day Holiday (District-wide)
OCTOBER 17	Non-work day - Students Out
OCTOBER 28	Non-work day - Students Out
NOVEMBER 11	Veterans' Day Holiday (District-wide)
NOVEMBER 18	Non-work day - Students Out
NOVEMBER 21 – 25	Thanksgiving Holidays/Fall Break
DECEMBER 19 -30	Christmas Holidays/Winter Break
2023	
January 2	Non-work day – Students Out
JANUARY 3	Report to work
JANUARY 16	MLK Jr Holiday (District-wide)
FEBRUARY 20	Non-work day - Presidents' Day Holiday (District-wide)
MARCH 13 – 17	Non-work week - Spring Break – Students Out
MARCH 20	Non-work day - Students Out
MARCH 21	Report to work
APRIL 7	Non-work day - Good Friday Holiday – Students Out
MAY 29	Memorial Day Holiday
MAY 31	Last Day of work

**GADSDEN COUNTY SCHOOL DISTRICT
2022-2023**

PAY TYPE 15

PARA PROFESSIONALS - 191 DAYS IN CONTRACT

PAY PERIOD		DAYS IN PAY PERIOD	REPORTS DUE	PAY DATE
FROM	TO			
8/2/2022	8/31/2022	22	8/19/2022	8/31/2022
9/1/2022	9/30/2022	21	9/19/2022	9/30/2022
10/3/2022	10/31/2022	20	10/19/2022	10/31/2022
11/1/2022	11/30/2022	15	11/18/2022	11/30/2022
12/1/2022	12/16/2022	12	12/19/2022	12/30/2022
1/3/2023	1/31/2023	20	1/19/2023	1/31/2023
2/1/2023	2/28/2023	19	2/17/2023	2/28/2023
3/1/2023	3/31/2023	17	3/21/2023	3/31/2023
4/3/2023	4/28/2023	19	4/19/2023	4/28/2023
5/1/2023	5/31/2023	22	5/19/2023	5/31/2023
6/1/2023	6/6/2023	4	6/9/2023	6/23/2023
6/1/2023	6/9/2023	0	6/9/2023	6/29/2023
		191	DAYS IN CONTRACT	

NON-PAID HOLIDAYS

September 5	Labor Day
November 11	Veterans Day
November 18	Non-Work Day
November 21-23	Non-Work Day
November 24-25	Thanksgiving
December 19-30	Christmas Break
January 16	MLK, Jr. Day
February 20	President's Day
March 13-17	Spring Break
May 29	Memorial Day

**GADSDEN COUNTY SCHOOL DISTRICT
2022-2023**

PAY TYPE 23 VISITING TEACHERS/SOCIAL WORKERS - 193 DAYS IN CONTRACT

PAY PERIOD		DAYS IN PAY PERIOD	REPORTS DUE	PAY DATE
FROM	TO			
8/2/2022	8/31/2022	22	8/19/2022	8/31/2022
9/1/2022	9/30/2022	21	9/19/2022	9/30/2022
10/3/2022	10/31/2022	20	10/19/2022	10/31/2022
11/1/2022	11/30/2022	15	11/18/2022	11/30/2022
12/1/2022	12/16/2022	12	12/19/2022	12/30/2022
1/3/2023	1/31/2023	20	1/19/2023	1/31/2023
2/1/2023	2/28/2023	19	2/17/2023	2/28/2023
3/1/2023	3/31/2023	17	3/21/2023	3/31/2023
4/3/2023	4/28/2023	19	4/19/2023	4/28/2023
5/1/2023	5/31/2023	22	5/19/2023	5/31/2023
6/1/2023	6/8/2023	6	6/9/2023	6/23/2023
6/1/2023	6/9/2023	0	6/9/2023	6/29/2023
		193	DAYS IN CONTRACT	

NON-PAID HOLIDAYS

September 5	Labor Day
November 11	Veterans Day
November 18	Non-Work Day
November 21-23	Non-Work Day
November 24-25	Thanksgiving
December 19-30	Christmas Break
January 16	MLK, Jr. Day
February 20	President's Day
March 13-17	Spring Break
May 29	Memorial Day

**GADSDEN COUNTY SCHOOL DISTRICT
2022-2023**

PAY TYPE 24

10 MONTH EMPLOYEES - 195 DAYS IN CONTRACT

PAY PERIOD		DAYS IN PAY PERIOD	REPORTS DUE	PAY DATE
FROM	TO			
8/2/2022	8/31/2022	22	8/19/2022	8/31/2022
9/1/2022	9/30/2022	21	9/19/2022	9/30/2022
10/3/2022	10/31/2022	20	10/19/2022	10/31/2022
11/1/2022	11/30/2022	15	11/18/2022	11/30/2022
12/1/2022	12/16/2022	12	12/19/2022	12/30/2022
1/3/2023	1/31/2023	20	1/19/2023	1/31/2023
2/1/2023	2/28/2023	19	2/17/2023	2/28/2023
3/1/2023	3/31/2023	17	3/21/2023	3/31/2023
4/3/2023	4/28/2023	19	4/19/2023	4/28/2023
5/1/2023	5/31/2023	22	5/19/2023	5/31/2023
6/1/2023	6/12/2023	8	6/9/2023	6/23/2023
6/1/2023	6/12/2023	0	6/9/2023	6/29/2023
		195	DAYS IN CONTRACT	

NON-PAID HOLIDAYS

September 5	Labor Day
November 11	Veterans Day
November 18	Non-Work Day
November 21-23	Non-Work Day
November 24-25	Thanksgiving
December 19-30	Christmas Break
January 16	MLK, Jr. Day
February 20	President's Day
March 13-17	Spring Break
May 29	Memorial Day

GADSDEN COUNTY SCHOOL DISTRICT

**PROPOSED CALENDAR FOR PARAPROFESSIONALS (191 DAYS); SOCIAL WORKERS/VISITING TEACHERS
(193 DAYS); 10 MONTH EMPLOYEES (195 DAYS)**

SCHOOL YEAR 2022-2023

2022	
AUGUST 2	Report to Work
SEPTEMBER 5	Labor Day Holiday (District-wide)
OCTOBER 10 – 14	FTE Survey Week
OCTOBER 14	End of First Grading Period
OCTOBER 17	Teacher Planning/Inservice Day
OCTOBER 28	Teacher Paid Holiday (#1)
NOVEMBER 11	Veterans' Day Holiday (District-wide)
NOVEMBER 18	Non-work Day – Students Out of School
NOVEMBER 21-23	Non-work Days – Students Out of School
NOVEMBER 24 – 25	Thanksgiving Holidays/Fall Break
DECEMBER 19 -30	Christmas Holidays/Winter Break
2023	
JANUARY 3	Report to Work
JANUARY 16	MLK Jr Holiday (District-wide)
FEBRUARY 6 – 10	FTE Survey Week
FEBRUARY 20	Presidents' Day Holiday (District-wide)
MARCH 13 – 17	Spring Break – District-wide
MARCH 20	Teacher Planning/Inservice Day
MARCH 21	Students Return to School
APRIL 7	Good Friday Holiday – Students Out – Teacher Paid Holiday(#6)
MAY 31	Last Day of School for Students
MAY 29	Memorial Day (District-wide)
JUNE 6	Last Day of Work (Paraprofessionals)
JUNE 8	Last Day of Work (Visiting Teachers)
JUNE 12	Last Day of Work (10 Month)

GADSDEN COUNTY SCHOOL DISTRICT

2022 - 2023

PAY TYPE 12

TEACHERS & INSTRUCTIONAL - 196 DAYS IN CONTRACT

PAY PERIOD		DAYS IN PAY PERIOD	REPORTS DUE	PAY DATE
FROM	TO			
8/2/2022	8/31/2022	22	8/19/2022	8/31/2022
9/1/2022	9/30/2022	21	9/19/2022	9/30/2022
10/3/2022	10/31/2022	20	10/19/2022	10/31/2022
11/1/2022	11/30/2022	15	11/18/2022	11/30/2022
12/1/2022	12/16/2022	12	12/19/2022	12/30/2022
1/2/2023	1/31/2023	21	1/19/2023	1/31/2023
2/1/2023	2/28/2023	19	2/17/2023	2/28/2023
3/1/2023	3/31/2023	18	3/21/2023	3/31/2023
4/3/2023	4/28/2023	19	4/19/2023	4/28/2023
5/1/2023	5/31/2023	22	5/19/2023	5/31/2023
6/1/2023	6/9/2023	7	6/9/2023	6/23/2023
6/1/2023	6/9/2023	0	6/9/2023	6/29/2023
		196	DAYS IN CONTRACT	

NON-PAID HOLIDAYS

September 5	Labor Day
November 11	Veterans Day
November 21-23	Thanksgiving
December 19-30	Christmas Break
January 16	MLK, Jr. Day
February 20	President's Day
March 13-17	Spring Break
May 29	Memorial Day

PAID HOLIDAYS

Oct. 28	
Nov. 18	
Nov. 21-23	
Apr. 7	Good Friday

**GADSDEN COUNTY SCHOOL DISTRICT
CALENDAR FOR TEACHERS (196 DAYS)
SCHOOL YEAR 2022-2023**

2022	
AUGUST 2	Teachers Report
SEPTEMBER 5	Labor Day Holiday (District-wide)
OCTOBER 10 – 14	FTE Survey Week
OCTOBER 14	End of First Grading Period
OCTOBER 17	Teacher Planning/Inservice Day
OCTOBER 28	Teacher Paid Holiday (#1)
NOVEMBER 11	Veterans' Day Holiday (District-wide)
NOVEMBER 18	Teacher Paid Holiday (#2)
NOVEMBER 21-23	Teacher Paid Holidays (#s 3, 4, 5)
NOVEMBER 24 – 25	Thanksgiving Holidays/Fall Break
DECEMBER 16	End of Second Grading Period
DECEMBER 19 -30	Christmas Holidays/Winter Break
2023	
JANUARY 2	Teacher Planning Day
JANUARY 3	Students Return to School
JANUARY 16	MLK Jr Holiday (District-wide)
FEBRUARY 6 – 10	FTE Survey Week
FEBRUARY 20	Presidents' Day Holiday (District-wide)
MARCH 10	End of Third Grading Period
MARCH 13 – 17	Spring Break – District-wide
MARCH 20	Teacher Planning/Inservice Day
MARCH 21	Students Return to School
APRIL 7	Good Friday Holiday – Students Out – Teacher Paid Holiday(#6)
MAY 29	Memorial Day Holiday (District-wide)
May 31	Last Day of School for Students
JUNE 1 - 2	Teacher Planning/Inservice Day

Approved 4-26-2022

**GADSDEN COUNTY PUBLIC SCHOOLS
2022-2023**

PAY TYPE 42

FOOD SERVICE MANAGERS - 185 DAYS IN CONTRACT

PAY PERIOD		DAYS	REPORTS DUE	CHECKS ISSUED
FROM	TO			
8/8/2022	8/31/2022	18	8/19/2022	8/31/2022
9/1/2022	9/30/2022	21	9/19/2022	9/30/2022
10/3/2022	10/31/2022	18	10/19/2022	10/31/2022
11/1/2022	11/30/2022	12	11/18/2022	11/30/2022
12/1/2022	12/16/2022	12	12/19/2022	12/30/2022
1/2/2023	1/31/2023	21	1/19/2023	1/31/2023
2/1/2023	2/28/2023	19	2/17/2023	2/28/2023
3/1/2023	3/31/2023	17	3/21/2023	3/31/2023
4/3/2023	4/28/2023	19	4/19/2023	4/28/2023
5/1/2023	5/31/2023	22	5/19/2023	5/31/2023
6/1/2023	6/12/2023	6	6/9/2023	6/23/2023
6/1/2023	6/12/2023	0	6/9/2023	6/29/2023
		185	DAYS IN CONTRACT	

NON-PAID HOLIDAYS

September 5	Labor Day
November 11	Veterans Day
November 18	Non-Work Day
November 21-23	Non-Work Day
November 24-25	Thanksgiving
December 19-30	Christmas Break
January 16	MLK, Jr. Day
February 20	President's Day
March 13-17	Spring Break
May 29	Memorial Day

**GADSDEN COUNTY SCHOOL DISTRICT
2022-2023**

PAY TYPE 40

FOOD SERVICE WORKERS - 183 DAYS IN CONTRACT

PAY PERIOD		DAYS IN PAY	REPORTS DUE	PAY DATE
FROM	TO	PERIOD		
8/9/2022	8/31/2022	17	8/19/2022	8/31/2022
9/1/2022	9/30/2022	21	9/19/2022	9/30/2022
10/3/2022	10/31/2022	18	10/19/2022	10/31/2022
11/1/2022	11/30/2022	12	11/18/2022	11/30/2022
12/1/2022	12/16/2022	12	12/19/2022	12/30/2022
1/3/2023	1/31/2023	20	1/19/2023	1/31/2023
2/1/2023	2/28/2023	19	2/17/2023	2/28/2023
3/1/2023	3/31/2023	17	3/21/2023	3/31/2023
4/3/2023	4/28/2023	19	4/19/2023	4/28/2023
5/1/2023	5/31/2023	22	5/19/2023	5/31/2023
6/1/2023	6/12/2023	6	6/9/2023	6/23/2023
6/1/2023	6/12/2023	0	6/9/2023	6/29/2023
		183	DAYS IN CONTRACT	

NON-PAID HOLIDAYS

September 5	Labor Day
November 11	Veterans Day
November 18	Non-Work Day
November 21-23	Non-Work Day
November 24-25	Thanksgiving
December 19-30	Christmas Break
January 16	MLK, Jr. Day
February 20	President's Day
March 13-17	Spring Break
May 29	Memorial Day

**GADSDEN COUNTY SCHOOL DISTRICT
 PROPOSED CALENDAR FOR FOOD SERVICE
 MANAGERS (185 DAYS)
 FOOD SERVICE STAFF (183 DAYS)
 SCHOOL YEAR 2022-2023**

2022	
AUGUST 8	Managers Report to Work
AUGUST 9	Food Service Staff Report to Work
SEPTEMBER 5	Labor Day Holiday (District-wide)
OCTOBER 10 – 14	FTE Survey Week
OCTOBER 14	End of First Grading Period
OCTOBER 17	Teacher Planning/Inservice Day – Non-work Day
OCTOBER 28	Teacher Paid Holiday (#1) – Non-work Day
NOVEMBER 11	Veterans’ Day Holiday (District-wide)
NOVEMBER 18	Non-work Day – Students Out of School
NOVEMBER 21-23	Non-work Days – Students Out of School
NOVEMBER 24 – 25	Thanksgiving Holidays/Fall Break
DECEMBER 19 -30	Christmas Holidays/Winter Break
2023	
JANUARY 2	Managers Report to Work
JANUARY 3	Food Service Staff Report to Work
JANUARY 16	MLK Jr Holiday (District-wide)
FEBRUARY 6 – 10	FTE Survey Week
FEBRUARY 20	Presidents’ Day Holiday (District-wide)
MARCH 13 – 17	Spring Break – District-wide
MARCH 20	Teacher Planning/Inservice Day – Non-Work Day
MARCH 21	Students Return to School
APRIL 7	Good Friday Holiday – Students Out – Teacher Paid Holiday(#6)
MAY 29	Memorial Day (District-wide)
MAY 31	Last Day of School for Students
JUNE 2	Last Day of Work (Managers & Food Service Staff)

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: July 26, 2022

TITLE OF AGENDA ITEM:

Contractual Agreement for Inter-County Transfer of Exceptional Students and the Gadsden County School Board

DIVISION:

Exceptional Student Education

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

PURPOSE AND SUMMARY OF ITEM:

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

FUND SOURCE: None

AMOUNT: None

PREPARED BY: Sharon B. Thomas 

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

REVIEWED BY: _____



BOARD CHAIR

Darryl Jones

BOARD VICE CHAIR

Alva Swafford Striplin



BOARD MEMBERS

Rosanne Wood

DeeDee Rasmussen

Georgia "Joy" Bowen

SUPERINTENDENT

Rocky Hanna

SUPERINTENDENT

Rocky Hanna

CONTRACTUAL AGREEMENT
FOR INTER-COUNTY
TRANSFER OF EXCEPTIONAL STUDENTS

This agreement entered into the 10th day of August, 2022, by the School Board of Leon County and the School Board of Gadsden County is for the purpose of defining the responsibilities of each as it relates to exceptional students who reside in one county and attend schools in the other and delineating the conditions under which the contract shall be executed.

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

PROGRAM ASSIGNMENT	GRADE LEVEL	SITE
Special Day School	PK-12	Everhart
DHH Program	6-8	Swift Creek
DHH Program	9-12	Lincoln

Parents and home zone school sites must in all cases contact the Gadsden County ESE Director. The ESE Director will contact the Leon County School ESE Director for all Leon County school assignments. Gadsden County school sites may not directly contact Leon County school site administrators.

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

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www.leonschools.net

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- II. In providing these Special Education Programs, the School Board of Leon County shall be responsible for:
- A. Provision and maintenance of adequate and appropriate facilities to house the program(s);
 - B. Provision of sufficient certified instructional and qualified non-instructional personnel, necessary for a quality program, including teacher, therapists, and a supervisor or coordinator;
 - C. Notifying and obtaining the agreement of the participating district in any decision regarding the assignment of instructional staff in excess of the approved staffing ratio of the School Board of Leon County in order to provide appropriate instruction for a student from the participating district.
 - D. Provision of necessary equipment, materials and supplies for each student;
 - E. Provision of all other direct and indirect services necessary to conduct a quality program, except those responsibilities specifically designated in this agreement as the responsibility of the participating county;
 - F. Provision of dismissal or reevaluation information for students from the School Board of **Gadsden County**.
 - G. Initiating and conducting annual Individual Education Plan meeting and reevaluation consideration meeting in accordance with 6A-6.0331, FAC and in conjunction with the School Board of Gadsden County.
- III. As a participating school district, the School Board of **Gadsden County** is responsible for all of the following:
- A. Provision of transportation for those students from its county who are enrolled in the program. The transportation schedule shall enable students to participate in the program for at least the minimum number of hours required for the age or grade group;
 - B. Provision of the evaluation information and eligibility process conducted in accordance with Florida State Board of Education Administrative Rules 6A-6.0331, FAC, 6A-6.03011, FAC and 6A-6.03013, FAC;
 - C. Provision of the assignment and dismissal process in accordance with 6A-6.03028, FAC, 6A-6.0311, FAC and 6A-6.0331, FAC;
 - D. Initiating and conducting initial Individual Education Plan meeting in accordance with 6A-6.0331, FAC and in conjunction with the School Board of Leon County;
 - E. Legal costs incurred through the due process procedure as a result of a student's assignment;
 - F. The salary of personnel required to instruct students from the participating district in excess of the approved staffing ratio of the School Board of Leon County;
 - G. Adhering to the school calendar and hours designated by the School Board of Leon County.

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

A. The School Board of Leon County shall:

1. Provide the **2022-2023** formula calculation for the Regional Funding Fee;
2. Provide an invoice after the February FTE period to June 1 based on a formula using discretionary tax dollars in the general fund (FEFP calculation) projected total weighted FTE for contracted students multiplied by the Regional Funding Fee; and the salary of any teacher, classroom aide, interpreter or classroom support personnel required for individual instruction as a result of the behavior and/or communication needs of a **Gadsden County** student;
3. Submit or receive funds as an adjustment to the “Regional Funding Fee” following the June FTE and end-of-year close out, provided the actual end of year formula factors creates an under or over payment of \$100 or more for the current fiscal year.

B. The School Board of **Gadsden County** is responsible for all of the following:

1. Receive all FTE funds generated from Transportation of their students to Leon County; **all community based instructional trips will be invoiced separately by the Leon County Transportation Department.**
2. Submit payment to the School Board of Leon County based on the statement of account described under IV A of this section. This payment shall arrive no later than **July 31, 2023**;
3. Submit or receive funds as an adjustment to the Regional Funding Fee payment projections and actual salary reimbursement for any teacher related services provider, classroom aide, interpreter or classroom support personnel required for instruction as a result of the behavior and/or communication needs of a **Gadsden County** student, if actual weighted FTE creates an under or over payment of \$100 or more. This adjustment will be made following the June FTE and prior to October 1, 2022.

This Agreement shall take effect **August 10, 2022** and continue until **May 25, 2023** for the regular 2022-2023 school year. This contract supersedes any previous agreements. The School Board of Leon County and the School Board of **Gadsden County** shall abide by Section 1001.42(4)(d)(3.), Florida Statutes, for Settlement of Disagreements, which states “In the event an agreement cannot be reached relating to any phase of the project or activity, the matter may be referred jointly by the cooperating school boards, or by any individual school board of the cooperating districts, to the Department of Education for decision under regulations of the state board, and its decision shall be binding on all school boards of the cooperating districts”.

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Extended School Year Services (ESY)

- I. Services and dates of services for Extended School Year (ESY) will be determined by the IEP team based on the State of Florida Indicators for Extended School Year.
 - A. The School Board of Leon County agrees to make available extended school year exceptional student education services for students who are being served under this contract based upon IEP team determination (including representation from Gadsden County). Extended School Year services are defined as any services provided outside of the adopted Leon County School Board Calendar. All provisions agreed upon in the yearly contractual agreement are extended for extended school year services, i.e., among other things, **Gadsden County** will be required to pay for all costs associated with the employment of one-on-one aides for ESY services.
 - B. Funding: Extended School Year services will be provided by Leon County for **Gadsden County** students for a cost of thirty-five dollars per student per hour of ESY services.
 - C. Transportation: Transportation for those students from **Gadsden County**, who are determined to by the IEP Team, including representation from Gadsden County, in need of ESY services, will be provided by the School Board of **Gadsden County**.

The agreement executed the day and year first written above.

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

BY: _____
Board Chairperson

DATE: _____

BY: _____
Elijah Key, Jr., Superintendent

DATE: _____

THE SCHOOL BOARD OF LEON COUNTY, FLORIDA

BY: _____
Darryl Jones, Chair

DATE: _____

BY: _____
Rocky Hanna, Superintendent

DATE: _____

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Building the Future Together

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: July 26, 2022

TITLE OF AGENDA ITEM:

Contractual agreement between The School Board of Gadsden County and Talk of the Town Speech Therapy, LLC

DIVISION:

Exceptional Student Education

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

PURPOSE AND SUMMARY OF ITEM:

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

FUND SOURCE: FEFP Dollars

AMOUNT: \$57.00

PREPARED BY: Sharon B. Thomas *SBT*

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be uplicated on light blue paper.

REVIEWED BY: _____

SMF

AGREEMENT TO PROVIDE THERAPY SERVICES FOR GADSDEN COUNTY SCHOOL BOARD

I. SCOPE OF SERVICES

This contract agreement is between **Gadsden County School Board, Quincy, Florida** hereinafter referred to as **"AGENCY"** and **"Talk of the Town Speech Therapy LLC"**, hereinafter referred to as **"CONTRACTOR"** for the **2022-23 school year**.

The AGENCY is in the business of providing childhood services to children with special needs enrolled in its program, and in the conduct of such business, desires to enter into a service agreement whereby the CONTRACTOR shall provide Speech/Language Therapy and/or Physical Therapy Services upon the following terms and conditions:

II. NATURE OF WORK

CONTRACTOR shall provide Speech/Language Therapy and/or Physical Therapy services with respect to all matters relating or affecting the provision of speech language & physical therapy to the AGENCY. CONTRACTOR shall render services according to professional qualifications, and provide copies of appropriate registration, State of Florida licensure and/or permit, and proof of Professional Liability Insurance, all of which shall be maintained throughout the terms of this agreement. CONTRACTOR and AGENCY shall determine the schedule of days, hours, and locations for services performed under this agreement. It is understood that these services will be rendered at schools within the Gadsden County Public School System, Gadsden County, Florida.

The CONTRACTOR will:

- Provide direct and consultative Speech/Language Therapy and/or Physical Therapy services to eligible students enrolled with The Gadsden County School Board. Services shall be consistent with the goals/objectives in students' education/support plan.
- Maintain a student schedule including the hours of service for each student served and submit a monthly statement of services rendered by the CONTRACTOR to the AGENCY.
- Submit Medicaid billing in accordance with school/district procedures and timelines.
- Perform record reviews, evaluations and reevaluations according to referrals received by IEP committee, and prepare evaluation/reevaluation summaries.
- Request physician prescriptions as needed to provide Speech/Language Therapy and/or Physical Therapy to eligible students.
- Provide on-going progress reports/consultation logs consistent with the frequency timelines in the students' education/support plan.
- Refrain from disclosing highly confidential information that is acquired or is given access to unless disclosure is required by law or with authorization of the AGENCY.

The AGENCY will:

- Provide appropriate workspace for diagnostic, intervention, and consultation services.
- Provide access to a copier, fax machine, telephone, computer with internet access for completing internet-based documentation/IEPs for Gadsden.
- Provide supplies/equipment as needed for CONTRACTOR to carry out the Speech/Language Therapy and/or Physical Therapy goals/objectives outlined in the education/support plan.

III. PAYMENT

Services provided by the CONTRACTOR and authorized by the AGENCY shall be compensated at the following: **37.5 hours weekly at \$57.00 per hour**. This rate shall be applied to all treatment sessions and/or meetings associated with

each student. CONTRACTOR will submit invoices and upon verification of the services, the AGENCY will make payments to the CONTRACTOR within **thirty (30) days** from the date of receipt of the invoice. **PAYMENTS SHALL BE MADE PAYABLE TO:** Talk of the Town Speech Therapy LLC.

IV. NON-COMPETE CLAUSE

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

V. GOVERNING LAW/AMENDMENTS

Florida Law shall govern this instrument in reference to interpretation, construction and performance. The said agreement may not be changed, modified, altered, or amended except by a written instrument signed by both parties.

VI. MEDIATION

The AGENCY and the CONTRACTOR, or their respective designees, shall attempt to resolve any questions or disagreements arising out of the administration or performance of this Agreement before any litigation is instituted.

VII. STATUS OF CONTRACTOR AND RELATIONSHIP OF PARTIES

The relationship between the AGENCY and the CONTRACTOR, its employees and agents, shall be that of an independent contractor, and CONTRACTOR will not be considered an employee of the AGENCY for any purpose.

VIII. REPRESENTATIONS

The parties represent to each other:

- (a) Each party fully understands the provisions of this Agreement and each is signing this Agreement freely and voluntarily intending to be bound by its terms.
- (b) Each party understands and agrees that this Agreement constitutes the contract of the parties.

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

(CONTRACTOR) DATE

GADSDEN COUNTY SCHOOL BOARD

(DIRECTOR OF ESE) DATE

(SUPERINTENDENT OF SCHOOLS) DATE



Department of Health

SAMANTHA SPORE

License Number: SZ10457

Data As Of 1/12/2022

Profession	Provisional Speech-Language Pathologist
License	SZ10457
License Status	CLEAR/
License Expiration Date	7/7/2023
License Original Issue Date	10/07/2021
Address of Record	2034 Chowkeebin Nene Tallahassee TALLAHASSEE, FL 32301
Discipline on File	No
Public Complaint	No

The information on this page is a secure, primary source for license verification provided by the Florida Department of Health, Division of Medical Quality Assurance. This website is maintained by Division staff and is updated immediately upon a change to our licensing and enforcement database.

MEMORANDUM OF INSURANCE	Date Issued 09/03/2021
--------------------------------	------------------------

Producer Mercer Consumer, a service of Mercer Health & Benefits Administration LLC P.O. Box 14576 Des Moines, IA 50306-3576 1-800-375-2764	This memorandum is issued as a matter of information only and confers no rights upon the holder. This memorandum does not amend, extend or alter the coverages afforded by the Certificate listed below.
--	---


Insured Samantha Spore 2034 Chowkeebin Nene Tallahassee, FL 32301	Company Affording Coverage Liberty Insurance Underwriters Inc.
---	--

This is to certify that the Certificate listed below has been issued to the insured named above for the policy period indicated, notwithstanding any requirement, term or condition of any contract or other document with respect to which this memorandum may be issued or may pertain, the insurance afforded by the Certificate described herein is subject to all the terms, exclusions and conditions of such Certificate. The limits shown may have been reduced by paid claims.

The Memorandum of Insurance and verification of payment are your evidence of coverage. No coverage is afforded unless the premium is successfully paid in full.

Type of Insurance	Certificate Number	Effective Date	Expiration Date	Limits	
Professional Liability SpeechLangH E Speech Language Pathologist	AHY-1061081101	08/26/2021	08/26/2022	Per Incident/ Occurrence	\$1,000,000
				Annual Aggregate	\$3,000,000

PROOF OF INSURANCE

Memorandum Holder: PROOF OF COVERAGE ONLY	Should the above describe Certificate be cancelled before the expiration date thereof, the issuing company will endeavor to mail 30 days written notice to the Memorandum Holder named to the left, but failure to mail such notice shall impose no obligation or liability of any kind upon the company, its agents or representatives.
	Authorized Representative Mark Brostowitz
	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: July 26, 2022

TITLE OF AGENDA ITEM:

Contractual agreement between The School Board of Gadsden County and More Ability Therapy Services, LLC

DIVISION:

Exceptional Student Education

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

PURPOSE AND SUMMARY OF ITEM:

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

FUND SOURCE: FEFP

AMOUNT: \$60.00 per hour (for actual hours worked) Occupational Therapy
\$45.00 per hour (for actual hours worked) Occupational Therapy Assistant

PREPARED BY: Sharon B. Thomas 

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper.

REVIEWED BY: _____



MORE ABILITY THERAPY SERVICES, LLC

Agreement to Provide Occupational Therapy Services for

Gadsden County School Board

This contract is effective July 1, 2022, by and between, More Ability Therapy Services, LLC hereinafter referred to as "the CONTRACTOR" and Gadsden County School Board hereinafter referred to as "the AGENCY".

Whereas the CONTRACTOR is dutifully qualified to practice Occupational Therapy Services in the state of Florida,

Whereas the AGENCY desires Occupational Therapy Services for eligible students with special needs,

Whereas the CONTRACTOR and the AGENCY desire to enter into a service agreement whereby the CONTRACTOR shall provide Occupational Therapy Services upon the following terms and conditions:

1. The CONTRACTOR shall provide Services to eligible students enrolled with The Gadsden County School Board. The Administrator of the CONTRACTOR and the Director or their designee for the AGENCY shall determine the schedule of days, hours, and locations for services performed under this Agreement.
2. The CONTRACTOR shall be licensed by the State of Florida to perform Occupational Therapy services.
3. The CONTRACTOR will be fingerprinted and have their background checked upon request by the AGENCY consistent with the requirements of Florida Statutes, as a prerequisite for the CONTRACTOR to be on school property and/or have access to students.
4. During the term of this Agreement, the CONTRACTOR shall maintain professional liability Insurance.
5. The CONTRACTOR shall provide the Agency with copies of the professional licenses and liability insurance of Occupational Therapists and assistants who provide Services under this Agreement.
6. The CONTRACTOR shall complete Medicaid Billing for services provided as requested by the Director or their designee for the AGENCY.
7. Services provided by the CONTRACTOR and authorized by the AGENCY shall be compensated at the following rate: **\$60.00 per hour** for Occupational Therapist and **\$45.00 per hour** for Occupational Therapist Assistant. This rate shall be applied to all treatment sessions, documentation, and/or meetings associated with each student.
8. The CONTRACTOR shall maintain a student schedule and the total hours of services provided. A statement of services rendered by the CONTRACTOR shall be submitted to the AGENCY. Upon verification of the Services, the AGENCY will make payments to the CONTRACTOR within fourteen (14) days from the date of receipt of the CONTRACTOR'S statement.

Payments shall be made payable to:

**More Ability Therapy Services, LLC
1845 Acorn Ridge Trail
Tallahassee, FL 32312
F.E.I.N. 46-4476931**

9. This agreement shall be constructed for all purposes under the laws of the State of Florida and may not be changed, modified, altered, or amended except by a written instrument signed by both parties.

10. The CONTRACTOR and the leadership of the AGENCY or their respective designees shall attempt to resolve any questions or disagreements arising out of the administration or performance of this agreement before any litigation is instituted.

11. The relationship between the AGENCY and the CONTRACTOR, its employees and agents, shall be that of an independent contractor, and not that of employer/employee.

12. The term of this Agreement shall commence on July 1, 2022 and expire June 30, 2023.

13. Either party may terminate this Agreement without cause upon thirty (30) days written notice to the other party.

In witness Whereof, the parties hereto have set their hands and seals this day and year written above.

Gadsden County School Board

BY: _____ Date: _____

Print Name, Title: _____

Superintendent of Gadsden County Schools

Gadsden County School Board

BY: _____ Date: _____

Print Name, Title: _____

Chairman of School Board

More Ability Therapy Services, LLC.

BY: Deandrea Lee OTR/L Date: 6/9/2022

Print Name, Title: Deandrea Lee, OTR/L, Owner



DEANDREA VONTRESE LEE

License Number: OT9334

Data As Of 6/21/2022

Profession	Occupational Therapist
License	OT9334
License Status	CLEAR/ACTIVE
License Expiration Date	2/28/2023
License Original Issue Date	09/24/1999
Address of Record	35 Martin Luther King Jr. Blvd QUINCY, FL 32351
Discipline on File	No
Public Complaint	No

The information on this page is a secure, primary source for license verification provided by the Florida Department of Health, Division of Medical Quality Assurance. This website is maintained by Division staff and is updated immediately upon a change to our licensing and enforcement database.

C# 10220492

STATE OF FLORIDA
DEPARTMENT OF HEALTH
DIVISION OF MEDICAL QUALITY ASSURANCE

DATE	LICENSE NO.	CONTROL NO.
04/01/2021	OT 9334	95988

10220492

STATE OF FLORIDA
DEPARTMENT OF HEALTH
DIVISION OF MEDICAL QUALITY ASSURANCE

DATE	LICENSE NO.	CONTROL NO.
04/01/2021	OT 9334	95988

THE OCCUPATIONAL THERAPIST

NAMED BELOW HAS MET ALL REQUIREMENTS OF THE LAWS AND RULES OF THE STATE OF FLORIDA.

Expiration Date : FEBRUARY 28, 2023
DEANDREA VONTRESE LEE

LICENSEE SIGNATURE

THE OCCUPATIONAL THERAPIST

NAMED BELOW HAS MET ALL REQUIREMENTS OF THE LAWS AND RULES OF THE STATE OF FLORIDA.

Expiration Date: FEBRUARY 28, 2023
DEANDREA VONTRESE LEE
35 MARTIN LUTHER KING JR. BLVD
QUINCY, FL - 32351

Ron DeSantis
GOVERNOR

Scott A. Rivkees, MD
State Surgeon General

DISPLAY IF REQUIRED BY LAW

EXPIRATION DATE: FEBRUARY 28, 2023

Your license number is OT 9334. Please use it in all correspondence with your board/council. Each licensee is solely responsible for notifying the Department in writing of the licensee's current mailing address and practice location address. If you have not received your renewal notice 90 days prior to the expiration date shown on this license, please visit www.FLHealthSource.gov and click "Renew A License" to renew online.

The Medical Quality Assurance Online Services Portal gives you the ability to manage your license to perform address updates, name changes, request duplicate licenses and much more.

It's simple. Log onto your MQA Online Services account today at <http://flhealthsource.gov/>. Select the "Account Login" button to access your account. For changes to your name, address or to request duplicate licenses, choose your selection from the dropdown list under "Manage My License". Your profession will open for renewal 90 days prior to your expiration date. When the renewal cycle opens for your profession, the "Renew My License" header will automatically display on your license Dashboard.

IMPORTANT ANNOUNCEMENTS

ARE YOU RENEWAL READY?

The Department of Health will now review your continuing education records at the time of license renewal.

To learn more, please visit www.FLHealthSource.gov/AYRR

GROUNDS FOR DISCIPLINE

You should be familiar with the Grounds for Discipline found in Section 458.072(1), Florida Statutes, and in the practice act for the profession in which you are licensed. Florida Statutes can be accessed at www.leg.state.fl.us/Statutes



1100 Virginia Drive, Suite 250
Fort Washington, PA 19034-3278
Phone: 1-800-982-9491 Fax: 1-800-758-3635
Website www.hpso.com

06/15/22

Deandrea Lee
1845 Acorn Ridge Trl
Tallahassee, FL 32312-5143

Dear Deandrea Lee:

Enclosed is the replacement certificate of insurance that you requested.

If you have any questions or need assistance, please call us toll free at 1-800-982-9491. Our Customer Service Representatives are available weekdays from 8:00 a.m. to 6:00 p.m., EST.

Sincerely,

Customer Service

Enclosure

Dedicated To Serving The Insurance Needs of Healthcare Providers

Healthcare Providers Service Organization is a registered trade name of Affinity Insurance Services, Inc.; (AR 244489); in CA & MN, AIS Affinity Insurance Agency, Inc. (CA 0795465); in OK, AIS Affinity Insurance Services Inc.; in CA, Aon Affinity Insurance Services, Inc., (0G94493), Aon Direct Insurance Administrators and Berkely Insurance Agency and in NY, AIS Affinity Insurance Agency.

Q032



Certificate of Insurance OCCURRENCE PROFESSIONAL LIABILITY POLICY FORM

Print Date: 6/15/2022

The application for the Policy and any and all supplementary information, materials, and statements submitted therewith shall be maintained on file by us or our Program Administrator and will be deemed attached to and incorporated into the Policy as if physically attached.

Table with 5 columns: PRODUCER, BRANCH, PREFIX, POLICY NUMBER, POLICY PERIOD. Includes fields for Named Insured and Address, Program Administered by, Medical Specialty, and Code.

Professional Liability \$ 1,000,000 each claim \$ 3,000,000 aggregate

Your professional liability limits shown above include the following:

- * Good Samaritan Liability * Malplacement Liability * Personal Injury Liability
* Sexual Misconduct Included in the PL limit shown above subject to \$ 25,000 aggregate sublimit

Coverage Extensions

Table listing coverage extensions such as License Protection, Defendant Expense Benefit, Deposition Representation, Assault, Medical Payments, First Aid, Damage to Property of Others, Information Privacy (HIPAA) Fines and Penalties, and Media Expense.

Workplace Liability

Table for Workplace Liability including Workplace Liability, Fire & Water Legal Liability, and Personal Liability.

Total \$ 268.87

Base Premium \$267.00 Florida Insurance Guaranty Association - 2022 Regular Assessment \$ 1.87

Premium reflects Self Employed , Full Time

Policy Forms and Endorsements (Please see attached list of policy forms and endorsements)

Handwritten signature of Chairman of the Board

Chairman of the Board

Handwritten signature of Secretary

Secretary

Keep this Certificate of Insurance in a safe place. It and proof of payment are your proof of coverage. There is no coverage in force unless the premium is paid in full. To activate your coverage, please remit premium in full by the effective date of this Certificate of Insurance.

Coverage Change Date: CNA93692 (11-2018) Endorsement Date: Master Policy: 188711433

POLICY FORMS & ENDORSEMENTS

The following are the policy forms and endorsements that apply to your current professional liability policy.

COMMON POLICY FORMS & ENDORSEMENTS

FORM #	FORM NAME
G-121500-D (04-08)	Common Policy Conditions
CNA80989 (12-14)	Concealment, Misrepresentation, Fraud Condition Amendatory Endorsement - Florida
G-121503-C (07-01)	Workplace Liability Form
G-121501-C (07-01)	Occurrence Policy Form
CNA85582FL (04-16)	Florida Cancellation and Non-Renewal
CNA94164 (11-18)	Amendment Definition of Claim Endorsement
G-145184-A (06-03)	Policyholder Notice - OFAC Compliance Notice
G-147292-A (03-04)	Policyholder Notice - Silica, Mold & Asbestos Disclosure
GSL15563 (02-10)	Information Privacy Coverage Endorsement HIPAA Fines, Penalties & Notification Costs
GSL15564 (10-09)	Sexual Misconduct Sublimits of Liability Professional Liability & Sexual Misconduct Exclusion
GSL15565 (03-10)	Healthcare Providers Professional Liability Assault Coverage
GSL17101 (02-10)	Exclusion of Specified Activities Reuse of Parenteral Devices and Supplies
GSL13424 (05-09)	Services to Animals
CNA80051 (09-14)	Amended Definition of Personal Injury Endorsement
CNA80052 (10-14)	Distribution or Recording of Material or Information in Violation of Law Exclusion Endorsement
CNA81753 (03-15)	Coverage & Cap on Losses from Certified Acts Terrorism
CNA81758FL (01-21)	Notice - Offer of Terrorism Coverage & Disclosure of Premium
CNA82011 (04-15)	Related Claims Endorsement
CNA89027 (10-17)	Entity Exclusion Endorsement
CNA79575 (07-14)	Exclusion of Cosmetic Procedures
CNA89026 (05-17)	Media Expense Coverage

PLEASE REFER TO YOUR CERTIFICATE OF INSURANCE FOR THE POLICY FORMS & ENDORSEMENTS SPECIFIC TO YOUR STATE AND YOUR POLICY PERIOD.

For NJ residents: The PLIGA surcharge shown on the Certificate of Insurance is the NJ Property & Liability Insurance Guaranty Association.

For KY residents: The Surcharge shown on the Certificate of Insurance is the KY Firefighters and Law Enforcement Foundation Program Fund and the Local Tax is the KY Local Government Premium Tax. As required by 806 Ky. Admin Regs. 2:100, this Notice is to advise you that a surcharge has been applied to your insurance premium and is separately itemized on the Declarations page or billing instrument attached to your policy, as required KRS. §136.392.

For WV residents: The surcharge shown on the Certificate of Insurance is the WV Premium Surcharge.

For FL residents: The FIGA Assessment shown on the Certificate of Insurance is the FL Insurance Guaranty Association - 2022 Regular Assessment.

Form #: CNA93692 (11-2018)

Named Insured: Deandrea Lee

Master Policy #: 188711433

Policy #: 0696661209

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

DATE OF SCHOOL BOARD MEETING: July 26, 2022

TITLE OF AGENDA ITEM:

Cooperative Agreement between Gadsden County School Board and Positive Behavior Supports Corporation

DIVISION:

Exceptional Student Education

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

PURPOSE AND SUMMARY OF ITEM:

This agreement provides Registered Behavior Technician (RBT) services and Board Certified Behavior Analyst (BCBA) services. These services will provide trained specialists who will develop, implement and monitor behavior interventions for students.

FUND SOURCE: IDEA

AMOUNT: Registered Behavior Technicians: \$35.00 per/hour (as needed)
Board Certified Behavior Analyst: \$80.00 per/hour (as needed)

PREPARED BY: Sharon B. Thomas 

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper.

REVIEWED BY: _____





Contract for Services **Agreement**

THIS AGREEMENT dated this 24th day of May, by and between Gadsden County School District and Positive Behavior Supports Corp. Herein referred to as the “Agency”.

WHEREAS, the agency is to provide Gadsden County School District behavior analysis services.

Witnesses

For and in consideration of the mutual covenants contained herein, the parties to this Agreement agree as follows:

1. The Agency shall:

- A. Provide registered behavior technician services and 5% BCBA oversight
- b. provide training as requested – must be requested at least 14 days ahead of time
- b. Present a monthly summary of service rendered
- c. Furnish copies of evaluation/reviews as needed
- d. Provide oversight/supervision of any staff as requested
- e. Comply with all Federal, State, and Local Statues prohibiting discrimination, abuse, and neglect.

f. Insurance: The Agency agrees to maintain adequate liability insurance coverage on a comprehensive basis to hold such liability insurance at all times during the term of the contract. The Agency accepts full responsibility for identifying and determining the type(s) and extent of liability insurance necessary to provide reasonable financial protections for Gadsden County School District and the consumers to be served under this contract. Upon the execution of the contract, the Agency shall furnish Gadsden County School District written verification supporting both the determination and existence of such coverage. Such coverage may be provided by a self-insurance program established and operating under the laws of the State of Florida. At a minimum the following types of insurance will be maintained by the Agency during the term of this contract:

Type	Amount
Comprehensive General Liability (to include professional liability) with a minimum limit of	\$1,000,000/ occurrence \$2,000,000/ aggregate
Worker's Compensation	Statutory limit, as required



2. Gadsden County School District shall:

- a. Follow and pay for agreed upon services in the compensation agreement listed in below contract
- b. Obtain client consent as needed
- c. Be responsible for encouraging/overseeing that staff utilize behavioral management procedures learned during training and follow ethical guidelines
- d. Provide work space for staff as needed
- e. Provide any training space, equipment, and printed materials for training
- f. Establish a referral partnership for those clients served that are in need of ABA services
- g. Settle any outstanding invoices within 30 days of receipt

The term of this agreement shall be from July 1st , 2022 to June 30th, 2023

Either party with a thirty-day written notice can dissolve this Agreement at any time.

IN Witness Whereof, the parties, here to have her unto set their hand and seal the day and our hereinabove set forth.

Michael Nolan

Mike Nolan, President Positive Behavior Support Corp
7108 S Kanner Hwy Stuart, FL 34997

Gadsden County School District

5/24/2022

Date

Date



Cost Description

The following is a proposed summary of cost per service provided at an hourly rate. PBS provides an extensive list of services in addition to the standard daily supports within the school. These rates are derived based on what other state and private funding sources are currently reimbursing.

Type of Independent Contractor	Hourly Rate
Board Certified Behavior Analyst (BCBA or BCBA-D) 5% of hours of RBT	\$80.00
Bachelors level BCaBA	\$65.00
Registered Behavior Technician	\$35.00
Safety Care Training Full certification (minimum 5 people)	\$175pp
Safety Care Training re-certification (minimum 5 people)	\$100pp
Interventions must be designed and overseen by behavior analysts and therefore we are unable to provide behavior assistant services in isolation.	

This agreement shall take effect upon receipt of signatures and may be terminated or revised at the request of either party.

Superintendent of Gadsden School District

Name: _____

Title: _____

Signature: _____

Date: _____

Chairman of Gadsden School District Board

Name: _____

Title: _____

Signature: _____

Date: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7e

DATE OF SCHOOL BOARD MEETING: July 26, 2022

TITLE OF AGENDA ITEM:

Memorandum of Understanding between the School Board of Gadsden County and Healing Hearts Music Therapy.

DIVISION:

Exceptional Student Education

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

PURPOSE AND SUMMARY OF ITEM:

This contract provides Music Therapy for students with moderate to severe disabilities at Stewart Street Elementary, Gadsden County High School, Shanks Middle School, George W. Munroe Elementary and Gadsden Central Academy.

FUND SOURCE: IDEA Grant

AMOUNT: \$30, 500 (not to exceed) *SB*

PREPARED BY: Sharon B. Thomas

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper.

REVIEWED BY: _____



MEMORANDUM OF UNDERSTANDING

To: GADSDEN COUNTY SCHOOL SYSTEM

From: HEALING HEARTS MUSIC THERAPY LLC

Date: AUGUST 2022

Re: MUSIC THERAPY SERVICES

This Memorandum of Understanding (hereinafter “MOU”) is made and entered into by and between GADSDEN COUNTY SCHOOL SYSTEM, whose address is 35 Martin Luther King Blvd, Quincy, FL 32351 and HEALING HEARTS MUSIC THERAPY (hereinafter “HEALING HEARTS”), whose address is 1862 Newman Lane, Tallahassee, FL 32312.

- A. Purpose.** The purpose of this MOU is to establish the salient terms and conditions under which HEALING HEARTS will operate and function. HEALING HEARTS is a music therapy practice that provides music therapy services to various facilities in Florida and Georgia.
- B. Term.** This MOU is made and entered into upon the day and date signed and executed by the duly authorized representative of GADSDEN COUNTY SCHOOL SYSTEM and HEALING HEARTS and shall remain in full force and effect until MAY day 31st, 2023. This MOU may be terminated, without cause, by either party upon 30 days written notice, which notice shall be delivered by hand or certified mail to the address listed above. In case of termination all costs and fees due to HEALING HEARTS under this MOU shall paid on the date of such notice.
- C. Services.** During the term (as specified in Section B) HEALING HEARTS shall provide music therapy services to students who have been identified as appropriate candidates for services. HEALING HEARTS will provide a licensed Board-Certified Music Therapist (MT-BC) and/or Music Therapy Intern (MTI) to perform consultative, direct, and indirect music therapy services to the identified student(s). Music Therapy sessions will be designed by the MT-BC/MTI, according to the student or groups referred and assessed needs, taking into account consultation and recommendations of teachers and staff. MT-BC/MTI will create music therapy sessions for identified classrooms (programmatic services) and for individuals (direct services). Session plans may include objectives obtained from IEPs, performance-based outcomes, and curriculum. Documentation will be taken for each music therapy session. Feedback, in the form of a written report and/or verbally, will be provided to teachers and staff at the school or district level at the end of the quarter, year, or semester (by request) for progress monitoring of students. All services will be provided in the appropriate school environment according to each student’s Individual Education Plan (IEP).

2021-2022 Service Plan

Healing Hearts will be contracted for 13 hours per week to provide services to students of the Gadsden County School District (See Appendix A- Allocation of Services/Time). The first two weeks of school, MT-BCs will conduct music therapy assessments, observations, and teacher meetings for music therapy groups. MT periodic reassessment, such as seeking out IEP plans and/or functional goals to identify music therapy goals and observation of students in the natural school setting, will also be included within work time, when necessary to perform such tasks. When implementing services, each group/class of music therapy will be broken down into an average ratio of 1 hour of direct student contact to 15 minutes of preparation and documentation time (See Exhibit A-Allocation of Services/Time). Healing Hearts must turn in sign-in sheets (with signatures of a school representative and the music therapist facilitating services) and an invoice in order to receive payment, with the exception of the following provisions:

The MT-BCs reserve the right to complete documentation and planning, follow-up emails with teachers and/or administration, away from the school sites when school-mandated scheduling interferes with the scheduling of music therapy services. This will not affect direct student contact hours. Proof of this provision will be the documentation. This work will also be reflected on the invoice.

Up to 13 hours at the beginning of the school year and 13 hours at the start of the 3rd nine weeks will be allotted Healing Hearts to bill while doing work remotely. The purpose of these days is to produce initial/beginning of the year treatment plans and to produce middle of the year documentation, respectively. Any request for formal mid-year documentation will also be billed for an additional 6 hours. Proof of this provision will be the document. This work will also be reflected on the invoice.

D. Payment. The fee schedule for services provided is attached hereto as Exhibit B

E. Cancellation Policy: HEALING HEARTS will not bill GADSDEN COUNTY SCHOOL SYSTEM for emergency cancellation of services by the MT-BC. Additionally, HEALING HEARTS requires a 24-hour notice for cancellation of sessions (ie. field trips/school events etc.) or GADSDEN COUNTY SCHOOL SYSTEM will be billed for a full session. If the MT-BC arrives for the scheduled session ready to provide services and students/groups are unavailable for the scheduled session or cancels, HEALING HEARTS reserves the right to bill the scheduled session in full. Additionally, HEALING HEARTS reserves the right to reschedule sessions that may have been cancelled resulting from school closure, holiday, inclement weather, etc.

F. Billing. All billing will be on a calendar month basis. HEALING HEARTS will submit an itemized statement of services provided during the month on the 1st day of each month for services rendered the prior month. The itemized bill will include dates of services, services rendered, and balance due.

- G. Insurance.** HEALING HEARTS will provide GADSDEN COUNTY SCHOOL SYSTEM with the MT-BC's certification number, state licensure credentials, and proof of liability insurance. If requested by HEALING HEARTS, shall likewise provide proof of liability insurance to HEALING HEARTS, including but not limited to premises liability insurance sufficient to cover business invitees on the premises of GADSDEN COUNTY SCHOOL SYSTEM.
- H. Administrative.** No parts of this MOU will be construed to alter the legal rights and remedies available to each party otherwise.
- I. Obligations.** GADSDEN COUNTY SCHOOL SYSTEM will provide necessary and reasonable space on-site to facilitate performance of any and all services under this MOU. HEALING HEARTS will bear its own costs in the performance of its services not listed in Exhibit A.
- J. Applicable Law.** The construction, interpretation and enforcement of this MOU shall be governed by the laws of the State of Florida. The courts of the State of Florida shall have jurisdiction over any action arising out of this MOU and over the parties, and venue shall lie in Leon County, Florida.
- K. Entirety of Agreement.** This MOU represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations and agreements, whether written or oral. This agreement cannot be amended or modified, except in writing signed by authorized representatives of HEALING HEARTS and GADSDEN COUNTY SCHOOL SYSTEM.
- L. Severability.** Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect, and either party may renegotiate the terms affected by the severance.
- M. Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of a third party beneficiary, and this MOU shall not be construed so as to create such status. The rights, duties and obligations contained in this MOU shall operate only between the parties to this MOU, and shall inure solely to the benefit of the Parties to this MOU. The provisions of this MOU are intended only to assist the Parties in determining and performing their obligations under this MOU. The parties to this MOU intend and expressly agree that only parties signatory to this MOU shall have any legal or equitable right to seek enforcement of this MOU, to seek any remedy arising out of a party's performance or failure to perform any term or condition of this MOU, or to bring an action for the breach of this MOU.

IN WITNESS WHEREOF, the Parties to this MOU through their duly authorized representatives have executed this MOU on the day(s) and date(s) set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

The effective date of this MOU is the date of the signature last affixed to this page.

HEALING HEARTS MUSIC THERAPY

By: _____
Its Duly Authorized Representative Date

GADSDEN COUNTY SCHOOL SYSTEM

By: _____
Superintendent of Schools Date

By: _____
Chairman of the Gadsden County School Board Date

EXHIBIT A

Allocation of Services/Time

Based on services provided last year and new planned services for this year, Healing Hearts will be providing services to the following schools (below). While the classes provided and the overall services will reasonably stay the same, there may be some change in the specific classes scheduled to be served on a particular day based on logistic ability of the therapist and best interest of students as defined by therapists with input from teachers:

Gadsden County High School

-4 Hours of direct client contact split between self-contained classrooms and referred individual as needed.

-1 hour of set-up/travel between classes/documentation and planning

Shanks Middle School

-1 hour 30 minutes of direct client contact split between 3 self-contained classrooms

-30 minutes of set-up/travel between classes/documentation and planning

Stewart Street Elementary

-2 hours for direct client contact 3 split between 3 self-contained classes

-30 minutes set-up/travel between classes/documentation and planning

George Monroe

-2 hours of direct client contact time for 2 self-contained classes and 2 pre-school classes

-30 minutes of set-up/travel between classes/documentation and planning

Gadsden Central Academy

-50 minutes of direct contact

-10 minutes of documentation

EXHIBIT B
SCHEDULE OF FEES

Service Rendered	Costs
60 Minute Session- (includes Documentation and Group Music Therapy)	\$60.00 per hour
Written Mid-Year Evaluation (minimum 12 hours) as requested	\$60.00 per hour

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7f

DATE OF SCHOOL BOARD MEETING: July 26, 2022

TITLE OF AGENDA ITEM:

Contractual agreement between The School Board of Gadsden County and Independent Contractor Janice M. Gilchrist.

DIVISION:

Exceptional Student Education

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

PURPOSE AND SUMMARY OF ITEM:

This contract will provide additional counseling and clinical services to students with behavioral, emotional, and/or academic problems. These services will also include but not limited to intervention services, assessments, evaluations, consulting, collaboration, and support to families, school staff and administrators). These services will be provided mainly at Stewart Street Elementary and Havana Magnet School and other schools and assignments as needed (as designated by the Director of Exceptional Student Education).

FUND SOURCE: IDEA

AMOUNT: \$45.00 per hour

PREPARED BY: Sharon B. Thomas 

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3

CHAIRMAN'S SIGNATURE: page(s) numbered 3

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper.

REVIEWED BY: _____



Gadsden County School District
Exceptional Student Education
Contract with Independent Contractor
2022-2023 School Year

THIS CLINICAL SERVICES MASTER AGREEMENT ("Contract") is entered into as of this 1st day of July, 2022 by and between The Gadsden County School Board, a Florida corporation organized and existing under the law of the State of Florida, with its principal place of business at 35 Martin Luther King Jr. Blvd., City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, and Janice M. Gilchrist of Midway, County of Gadsden, State of Florida herein referred to as contractor.

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

RESPONSIBILITY OF CONTRACTOR

The contractor will provide clinical psychological services on behalf of the Board with respect to all matters relating to or affecting the provision of clinical psychology to the preschool and school age population as identified by the Board and for who such services are prescribed for by a duly licensed or licensed eligible psychologist in the State of Florida, and that are approved by the Director of Exceptional Student Education. The contractor will render such service according to her professional qualifications, and shall be maintained throughout the terms of this agreement. Janice M. Gilchrist shall provide the following services: (A.) Counseling (B.) Class wide behavioral plans (C.) Individual behavioral modification plans (D.) Consultation for clinical and/or behavioral modification plans (E.) Clinical observations for Response to Intervention (F.) Target group sessions (G.) Medicaid Billing as directed by the Gadsden School Board.

You are paying me only for those services listed above and no others. It is unlawful for me to make any guarantee or promise to you unless it is written in this contract and unless I have a factual basis for making the guarantee or promise.

STATUS OF THE CONTRACTOR

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

DESIGNATED WORK AREA

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

TIME ALLOTMENT FOR AGREED DUTIES

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

PAYMENT ARRANGMENT

The School Board will pay Janice M. Gilchrist for all work performed by contractor, on completion of the same, at the rate of \$45.00 per unit of services (\$45.00 per hour). Payment shall be made by the Board within (30) calendar days after statement for professional services are received. Such statements shall be presented monthly.

PAYMENT OF TAXES AND ASSESSMENTS

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

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

CONFIDENTIALITY

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

Duration and Termination

The parties hereto contemplate that this contract will run for one (1) fiscal school year from August 10, 2022 to May 31, 2023. Any party wishing to terminate this contract prior to its expiration date shall provide that other party with sixty day (60) written notice.

Amendments

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

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

Janice M. Gilchrist

Date

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

ATTEST: _____
Elijah Key: Superintendent

Date

Chairman: Gadsden County School Board

Date

Notice to Vendor/Contractor: By acceptance of a contract/order in excess of 1 \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with title 34, Section 80.36(i) code of Federal Regulation. Termination for cause and for convenience by the grantee of sub-grantee including the manner by which it will be effected on the bases for the settlement will be decided by the Gadsden County School Board.



Certificate of Insurance
OCCURRENCE PROFESSIONAL LIABILITY POLICY FORM

Print Date: 6/21/2022

The application for the Policy and any and all supplementary information, materials, and statements submitted therewith shall be maintained on file by us or our Program Administrator and will be deemed attached to and incorporated into the Policy as if physically attached.

PRODUCER 018098	BRANCH 970	PREFIX HPG	POLICY NUMBER 0299181072	POLICY PERIOD From: 09/12/21 to 09/12/22 at 12:01 AM Standard Time
Named Insured and Address: Janice M Gilchrist Po Box 528 Midway, FL 32343-0528			Program Administered by: Healthcare Providers Service Organization 1100 Virginia Drive, Suite 250 Fort Washington, PA 19034 1-800-982-9491 www.hpsso.com	
Medical Specialty: Mental Health Counselor Student		Code: 80723	Insurance Provided by: American Casualty Company of Reading, Pennsylvania 151 N. Franklin Street Chicago, IL 60606	

Professional Liability \$ 1,000,000 each claim \$ 3,000,000 aggregate

Your professional liability limits shown above include the following:

- * Good Samaritan Liability
- * Malplacement Liability
- * Personal Injury Liability
- * Sexual Misconduct Included in the PL limit shown above subject to \$ 25,000 aggregate sublimit

Coverage Extensions

Defendant Expense Benefit	\$ 1,000	per day limit	\$ 25,000	aggregate
Deposition Representation	\$ 10,000	per deposition	\$ 10,000	aggregate
Assault	\$ 25,000	per incident	\$ 25,000	aggregate
Includes Workplace Violence Counseling				
First Aid	\$ 10,000	per incident	\$ 10,000	aggregate
Damage to Property of Others	\$ 10,000	per incident	\$ 10,000	aggregate
Information Privacy (HIPAA) Fines and Penalties	\$ 25,000	per incident	\$ 25,000	aggregate
Media Expense	\$ 25,000	per incident	\$ 25,000	aggregate

Total \$ 35.00

Base Premium \$35.00

Policy Forms and Endorsements (Please see attached list of policy forms and endorsements)


Chairman of the Board


Secretary

Keep this Certificate of Insurance in a safe place. It and proof of payment are your proof of coverage. There is no coverage in force unless the premium is paid in full. To activate your coverage, please remit premium in full by the effective date of this Certificate of Insurance.

Coverage Change Date:

Endorsement Date:

Master Policy: 188711433

CNA93692 (11-2018)

POLICY FORMS & ENDORSEMENTS

The following are the policy forms and endorsements that apply to your current professional liability policy.

COMMON POLICY FORMS & ENDORSEMENTS

FORM #	FORM NAME
G-121500-D (04-08)	Common Policy Conditions
CNA80989 (12-14)	Concealment, Misrepresentation, Fraud Condition Amendatory Endorsement - Florida
G-121501-C (07-01)	Occurrence Policy Form
CNA85582FL (04-16)	Florida Cancellation and Non-Renewal
CNA94164 (11-18)	Amendment Definition of Claim Endorsement
GSL15563 (02-10)	Information Privacy Coverage Endorsement HIPAA Fines, Penalties & Notification Costs
GSL15564 (10-09)	Sexual Misconduct Sublimits of Liability Professional Liability & Sexual Misconduct Exclusion
GSL15565 (03-10)	Healthcare Providers Professional Liability Assault Coverage
GSL17101 (02-10)	Exclusion of Specified Activities Reuse of Parenteral Devices and Supplies
GSL13424 (05-09)	Services to Animals
CNA80051 (09-14)	Amended Definition of Personal Injury Endorsement
CNA80052 (10-14)	Distribution or Recording of Material or Information in Violation of Law Exclusion Endorsement
CNA84406 (01-16)	Student Endorsement
CNA89027 (10-17)	Entity Exclusion Endorsement
CNA89026 (05-17)	Media Expense Coverage

PLEASE REFER TO YOUR CERTIFICATE OF INSURANCE FOR THE POLICY FORMS & ENDORSEMENTS SPECIFIC TO YOUR STATE AND YOUR POLICY PERIOD.

For NJ residents: The PLIGA surcharge shown on the Certificate of Insurance is the NJ Property & Liability Insurance Guaranty Association.

For KY residents: The Surcharge shown on the Certificate of Insurance is the KY Firefighters and Law Enforcement Foundation Program Fund and the Local Tax is the KY Local Government Premium Tax. As required by 806 Ky. Admin Regs. 2:100, this Notice is to advise you that a surcharge has been applied to your insurance premium and is separately itemized on the Declarations page or billing instrument attached to your policy, as required KRS. §136.392.

For WV residents: The surcharge shown on the Certificate of Insurance is the WV Premium Surcharge.

For FL residents: The FIGA Assessment shown on the Certificate of Insurance is the FL Insurance Guaranty Association - 2012 Regular Assessment.

Form #: CNA93692 (11-2018)

Named Insured: Janice M Gilchrist

Master Policy #: 188711433

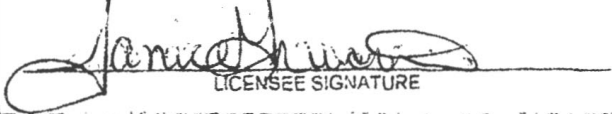
Policy #: 0299181072

STATE OF FLORIDA AC# 3820038
DEPARTMENT OF HEALTH
DIVISION OF MEDICAL QUALITY ASSURANCE

DATE	LICENSE NO.	CONTROL NO.
10/16/2009	IMH 6165	16403

The REGISTERED MENTAL HEALTH COUNSELOR
named below has met all requirements of
the laws and rules of the state of Florida.
Expiration Date: March 31, 2024

JANICE M GILCHRIST


LICENSEE SIGNATURE

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7g

DATE OF SCHOOL BOARD MEETING: July 26, 2022

TITLE OF AGENDA ITEM:

Contractual agreement between The School Board of Gadsden County and Independent Contractor Leslie Peterson, MS CCC SLP.

DIVISION:

Exceptional Student Education

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

PURPOSE AND SUMMARY OF ITEM:

This contract will provide (including, but not limited to intervention services, assessments, evaluations, counseling, consulting, collaboration, and support to families, school staff and administrators) at Havana Magnet School, and other schools as determined by the Exceptional Student Education and Student Services Director.

FUND SOURCE: FEFP Dollars

AMOUNT: \$59.00 per hour

PREPARED BY: Sharon B. Thomas 

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3, 5

CHAIRMAN'S SIGNATURE: page(s) numbered 5

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper.

REVIEWED BY: _____



AGREEMENT TO PROVIDE SPEECH THERAPY SERVICES

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA AND LESLIE PETERSON, MS CCC SLP.

This Agreement is entered into October 3, 2022, between LESLIE PETERSON MS CCC SLP., hereinafter referred to as “the VENDOR”, and THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, hereinafter referred to as “the BOARD”.

WITNESSETH:

WHEREAS, the VENDOR is duly qualified to practice Speech Therapy in the State of Florida; and

WHEREAS, the BOARD is in need of Speech Therapy services for eligible ESE students; and

WHEREAS, the VENDOR and BOARD desire to enter into a service agreement whereby the VENDOR shall furnish the following described Speech Therapy services (the “Services”) upon the following terms and conditions.

NOW, THEREFORE, in consideration of the mutual promises, covenants, and conditions hereinafter set forth, it is understood and agreed as follows:

1. The VENDOR shall provide Services to eligible ESE students in the Gadsden County School District. The VENDOR and the Director of Exceptional Student Education Services, or her designee, for the BOARD shall determine the schedule of days, hours, and location(s) for Services performed under this Agreement.
2. The VENDOR shall maintain licensure in the State of Florida to perform the Services set forth in Schedule “A” attached hereto and made a part hereof.
3. The BOARD shall perform the administrative functions set forth in Schedule “B” attached hereto. The BOARD shall provide equipment and Services as agreed upon by the VENDOR and the BOARD and listed in Schedule “B” attached hereto.
4. The VENDOR agrees that before being permitted on school grounds while students are present, she will be fingerprinted and have her background checked as provided by Florida law.
5. VENDOR will bear the cost of the fingerprinting/background checks. The BOARD has the right to refuse entry onto its school grounds to any individual whose background check does not meet the requirements established by the BOARD pursuant to Florida law.
6. The term of this Agreement shall commence on October 3, 2022, and expire on June 2, 2022, unless sooner terminated as hereinafter provided. The BOARD, through the Director of Exceptional Student Education Services, or her designee, shall have the right to reject the VENDOR as unsuitable, without showing cause. The BOARD shall have the option of canceling this Agreement upon ten (10) days written notice to the VENDOR.
7. District shall pay Contractor for services provided under this Agreement as follows: District should pay \$59 per hour for Speech Language Pathology. District shall pay

Contractor an hourly rate of \$59 for Speech-Language Pathology during extended school year and, upon pre-authorization through the Exceptional Student Education Department.

Partial workdays are reimbursed on a pro rata basis as per hourly rate.

Contractor will attend all district mandatory professional development with compensation.

Attendance at voluntary professional development is not reimbursed, unless prior written permission is obtained and attendance is authorized by the Exceptional Student Education Department or his/her designee, and the school principal.

The VENDOR shall maintain a student schedule including the hours of service for each ESE student served. A weekly statement of services rendered by the VENDOR shall be submitted to the BOARD by the first business day of the following week. Upon verification of the services, the BOARD will make payments to the VENDOR within 7 days from the date of receipt of the VENDOR's statement. Statements should be mailed to:

Gadsden County Public Schools: Exceptional Student Education Services
35 Martin Luther King Blvd
Quincy, FL 32351

8. During the entire term of this agreement and any extension or modification thereof, the contractor shall keep in effect a policy or policies of general liability insurance including professional liability coverage by contractor in relation to the performance of service(s) under this Agreement, of at least \$ 1,000,000 combined single limit for all damages arising out of death or injury to, or death from, each accident or occurrence and \$1,000,000 combined single limit for all damages arising out of injury to or destruction of property for each accident or occurrence.
9. This Agreement shall be construed for all purposes under the laws of the State of Florida and may not be changed, modified, altered, or amended except by a written instrument signed by both parties to this Agreement. If any provision of this Agreement is declared void, such provision shall be deemed severed so that all of the remaining terms and conditions of this Agreement shall otherwise remain in full force and effect. Any dispute in connection with this Agreement may be submitted to arbitration if mutually agreed by both parties. Sole and exclusive jurisdiction for any action brought in connection with this Agreement shall be in the County or Circuit Court for the Second Judicial Circuit in and for Gadsden County, Florida.
10. The VENDOR shall hold harmless, indemnify, and defend the BOARD, its agents, servants, or employees in their official and individual capacity from any demand, claim, suit, loss, cause, expenses, or damages, which may be asserted, claimed, or recovered against or from the BOARD, its agents, or employees, in their official or individual capacity by reason of any damage to property or injury or death of any persons which arises out of, is incident to, or in any manner connected with this Agreement. This provision shall survive termination of this Agreement and shall be binding on the parties, successors, representatives, and assigns and cannot be waived or varied. Nothing in this

Agreement is intended to waive or limit the sovereign immunity to which the BOARD is entitled under Florida law.

11. The failure of either party to object to or take affirmative action with respect to any conduct of the other party which is in violation of the terms hereof shall not be construed as a waiver thereof, or any future breach or subsequent misconduct.
12. The VENDOR will provide services consistent with the highest degree of care, and shall comply with all medical and ethical requirements imposed by the Florida Department of Education, or any other applicable regulatory agency, and shall comply with requirements of the Florida Department of Education and the BOARD pertaining to ESE students.
13. The VENDOR shall provide the BOARD with copies of the professional license of the Speech Therapist who provides Services under this Agreement.
14. The VENDOR will provide all necessary documentation required by the BOARD relating to Medicaid reimbursement for Services provided by the VENDOR under the terms of this Agreement.
15. Neither the VENDOR nor the BOARD shall assign or transfer any interest in this Agreement without the written consent of the other party.
16. The VENDOR and the Superintendent of Schools, or their respective designees, shall attempt to resolve any questions or disagreements arising out of the administration or performance of this Agreement before any litigation is instituted.
17. The relationship between the BOARD and the VENDOR, its employees and agents, shall be that of an independent contractor, and not that of employer/employee.
18. Either party may terminate this Agreement without cause upon thirty (30) days written notice to the other party.
19. Any notice given or requested to be given pursuant to this Agreement shall be hand delivered or mailed, first class postage pre-paid, to the BOARD at 35 Martin Luther King Blvd, Quincy, FL 32351, to the attention of the Director of Exceptional Student Education Services, and to the VENDOR at 303 NE 5th St. Havana, FL 32333 to the attention of Leslie Peterson MS CCC SLP, or at such other address as either party may direct in writing.

Leslie Peterson, MS CCC SLP

Date

SCHEDULE “A”

SERVICES PROVIDED BY SPEECH THERAPIST IN ACCORDANCE WITH FLORIDA STATE LICENSURE REQUIREMENTS:

1. Speech Therapy Treatments Evaluations
2. Consultative Service as related to Speech Therapy
3. Evaluations and quarterly reports on all students in the Program
4. Participation in IEP’s and eligibility staffings as necessary
5. Provision of written home programs when appropriate
6. Professional development activities as agreed upon by the VENDOR and the BOARD

NON-REIMBURSABLE ACTIVITIES:

1. Sick days
2. Holidays
3. Vacation days
4. Lunch Time (30 minutes)
5. Continuing Education activities other than those included in Item 6 above
6. Travel/Mileage

SCHEDULE “B”

The BOARD will provide the Speech Therapist with the following:

1. ENVIRONMENT:
 1. a) Adequate space, i.e., gym, cafeteria, clinic, and empty classrooms
 2. b) Utilities (lights, water, A/C)
 3. c) Housekeeping
 4. d) Other equipment and supplies as agreed upon by the Board and the Vendor
2. ADMINISTRATION:
 1. a) Coordination of overall program
 2. b) Communication with school district staff as appropriate



HEALTHCARE PROVIDERS SERVICE
ORGANIZATION PURCHASING GROUP



Certificate of Insurance
OCCURRENCE PROFESSIONAL LIABILITY POLICY FORM

Print Date: 11/01/2

The application for the Policy and any and all supplementary information, materials, and statements submitted therewith shall be maintained on file by us or our Program Administrator and will be deemed attached to and incorporated into the Policy as if physically attached.

PRODUCER 018098	BRANCH 970	PREFIX HPG	POLICY NUMBER 0713962639-8	POLICY PERIOD From: 01/15/22 to 01/15/23 at 12:01 AM Standard Time
Name Insured and Address: Leslie Peterson 303 NE 5th St Havana, FL 32333-1765			Program Administered by: Healthcare Providers Service Organization 1100 Virginia Drive, Suite 250 Fort Washington, PA 19034 1-800-982-9491 www.hpsso.com/renew	
Medical Specialty Speech Language Pathologist		Code 80716		Insurance Provided by: American Casualty Company of Reading, Pennsylvania 151 N. Franklin Street Chicago, IL 60606

Professional Liability **\$1,000,000 each claim** **\$3,000,000 aggregate**

Your professional liability limits shown above include the following:

- Good Samaritan Liability
- Malplacement Liability
- Personal Injury Liability
- Sexual Misconduct included in the PL Limit shown above subject to \$25,000 aggregate sublimit

Coverage Extensions

License Protection	\$ 25,000	per proceeding	\$ 25,000	aggregate
Defendant Expense Benefit	\$ 1,000	per day limit	\$ 25,000	aggregate
Deposition Representation	\$ 10,000	per deposition	\$ 10,000	aggregate
Assault <i>Includes Workplace Violence Counseling</i>	\$ 25,000	per incident	\$ 25,000	aggregate
Medical Payments	\$ 25,000	per person	\$ 100,000	aggregate
First Aid	\$ 10,000	per incident	\$ 10,000	aggregate
Damage to Property of Others	\$ 10,000	per incident	\$ 10,000	aggregate
Information Privacy (HIPAA) Fines & Penalties	\$ 25,000	per incident	\$ 25,000	aggregate
Media Expense	\$ 25,000	per incident	\$ 25,000	aggregate

Workplace Liability

Workplace Liability	Included in Professional Liability Limit shown above
Fire and Water Legal Liability	Included in the PL limit above subject to \$150,000 aggregate sublimit
Personal Liability	\$1,000,000 aggregate

Total \$95.00

Premium reflects employed, full-time rate.

Policy Forms and Endorsements (Please see attached list of policy forms and endorsements)

Chairman of the Board

Secretary

Keep this Certificate of Insurance in a safe place. It and proof of payment are your proof of coverage. There is no coverage in force unless the premium is paid in full. To activate your coverage, please remit premium in full by the effective date of this Certificate of Insurance.

Coverage Change Date:
CNA93692 (11-2018)

Endorsement Date:

Master Policy: 188711433

POLICY FORMS & ENDORSEMENTS

The following are the policy forms and endorsements that apply to your current professional liability policy.

FORM #	FORM NAME
G-121500-D	Common Policy Conditions
G-121501-C	Occurrence Policy Form
G-121503-C	Workplace Liability Form
CNA82011	Healthcare Providers Related Claims Endorsement
G-145184-A	Policyholder Notice - OFAC Compliance Notice
G-147292-A	Policyholder Notice - Silica Mold & Asbestos Disclosure
CNA81753	Cap on Losses from Certified Acts of Terrorism
CNA81758FL	Offer of Terrorism Coverage & Disclosure of Premium - Florida
GSL13424	Services to Animals
GSL15563	Information Privacy Coverage Endorsement HIPAA Fines, Penalties & Notification Costs
GSL15564	Sexual Misconduct Sublimits of Liability Professional Liability & Sexual Misconduct Exclusion
GSL15565	Healthcare Providers Professional Liability Assault Coverage
GSL17101	Exclusion of Specified Activities Reuse of Parenteral Devices and Supplies
CNA80052	Distribution or Recording of Material or Information in Violation of Law Exclusion Endorsement
CNA80051	Amended Definition of Personal Injury Endorsement
CNA85582FL	Florida Cancellation and Non-Renewal
CNA80989	Concealment, Misrepresentation, Fraud Condition Amendatory Endorsement - Florida
CNA94164	Amended Definition of Claim
CNA89027	Exclusion of Entity, Employees or Independent Contractors Endorsement
CNA89026	Media Expense Coverage

Self-employed individuals may be eligible for General Liability coverage subject to underwriting approval. Should an individual practitioner's status change from self-employed to employed, general liability coverage will be deleted and replaced with workplace liability. Please contact Healthcare Providers Service Organization for details.

Form #: CNA93692 (11-2018)

Named Insured: Leslie Peterson

Master Policy #: 188711433

Policy #: 0713962639-8

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7h

DATE OF SCHOOL BOARD MEETING: July 26, 2022

TITLE OF AGENDA ITEM: Head Start 2022-2023 Refunding Application and Program Improvement Plan

DIVISION: Head Start

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

PURPOSE AND SUMMARY OF ITEM:

Approval of the Head Start 2022-2023 Refunding Application and Program Improvement Plan

FUND SOURCE: Head Start

AMOUNT: \$2,415,960

PREPARED BY: Valencia Denson

rd

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 _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>	4. Applicant Identifier: <input type="text" value="04CH011096"/>	
5a. Federal Entity Identifier: <input type="text" value="N/A"/>	5b. Federal Award Identifier: <input type="text" value="04CH011096"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Gadsden County Board of Education"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="596000615"/>	* c. Organizational DUNS: <input type="text" value="152811279"/>	
d. Address:		
* Street1: <input type="text" value="35 Martin Luther King Jr Blvd"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Quincy"/>	County/Parish: <input type="text" value="Gadsden County"/>	
* State: <input type="text" value="FL: Florida"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="32351-4411"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Miss"/>	* First Name: <input type="text" value="Valencia"/>	
Middle Name: <input type="text" value="R"/>	* Last Name: <input type="text" value="Denson"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Director"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="(850) 627-3861 x1703"/>	Fax Number: <input type="text" value="(850) 875-8790"/>	
* Email: <input type="text" value="densonv@gcpsmail.com"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

ACF-Head Start

11. Catalog of Federal Domestic Assistance Number:

93.600

CFDA Title:

Head Start

*** 12. Funding Opportunity Number:**

eGrants-N/A

* Title:

N/A

13. Competition Identification Number:

Not Applicable

Title:

Not Applicable

14. Areas Affected by Project (Cities, Counties, States, etc.):

Gadsden County

*** 15. Descriptive Title of Applicant's Project:**

2022-2023 Head Start Refunding Application

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424	
16. Congressional Districts Of:	
* a. Applicant: <input type="text" value="FL-005"/>	b. Program/Project: <input type="text" value="FL-005"/>
Attach an additional list of Program/Project Congressional Districts if needed. <input type="text"/>	
17. Proposed Project:	
* a. Start Date: <input type="text" value="12/01/2022"/>	* b. End Date: <input type="text" value="11/30/2023"/>
18. Estimated Funding (\$):	
* a. Federal	<input type="text" value="2,415,960"/>
* b. Applicant	<input type="text" value="603,990"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text" value="0"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="3,019,950"/>
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/> .	
<input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", provide explanation and attach <input type="text"/>	
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)	
<input type="checkbox"/> ** I AGREE	
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.	
Authorized Representative:	
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Leroy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="McMillan"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Board Chairperson"/>	
* Telephone Number: <input type="text" value="(850) 627-9651"/>	Fax Number: <input type="text"/>
* Email: <input type="text" value="mcmillan1@gcpsmail.com"/>	
* Signature of Authorized Representative: <input type="text"/>	* Date Signed: <input type="text"/>

GADSDEN COUNTY SCHOOL BOARD HEAD START/PREKINDERGARTEN PROGRAM

Review/Approval of the 2022-2023 Head Start Refunding Application and Program
Improvement Plan

School Board Approval

The Gadsden County School Board reviewed and approved the 2022-2023 Head
Start Refunding Application and Program-Improvement Plan on 26th day of July 2022.

Leroy McMillan, Board Chair

Date



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

Valencia R. Denson, Director

35 Martin Luther King Jr. Blvd.

Quincy, FL 32351

TEL: (850) 627-3861/Fax: (850) 875-8790

Gadsden County School Board Head Start/Prekindergarten Program

2022-2023 Transportation Waiver

School Board Approval

The Gadsden County School Board met and approved the 2022-2023 Head Start Transportation Waiver on the 26th day of July 2022. The Transportation Waiver was approved with the 202-2023 Refunding Application.

Leroy McMillan, Board Chair

Date

2021-2022 Policy Council Officers

Kenyatta Lloyd
Chairperson

Latoria Riggins
Co-Chairperson

Ireshia Elias-Jackson
Secretary

**U.S. DEPARTMENT OF HEALTH AND HUMAN
SERVICES COMPENDIUM OF REQUIRED
CERTIFICATIONS AND ASSURANCES**

Office of Head Start

Updated July 29, 2014

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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Certification of Filing and Payment of Federal Taxes	4

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

SF424B Assurances – Non-Construction Programs

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form- LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Regarding Compliance with Compensation Cap (Level II of the Executive Schedule)

Federal funds will not be used to pay any part of the compensation of an individual employed by a Head Start and/or Early Head Start agency if that individual's compensation exceeds the rate payable for Level II of the Executive Schedule.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

Certification of Filing and Payment of Federal Taxes

As required by the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation Act, 2008 (Public Law 110-161, Division G, Title V, section 523), as a prospective financial assistance recipient entering into a grant or cooperative agreement of more than \$5,000,000, I, as the duly authorized representative of the applicant, do hereby certify to the best of my knowledge and belief, that:

1. The applicant has filed all Federal tax returns required during the three years preceding this certification
2. The applicant has not been convicted of a criminal offense pursuant to the Internal Revenue Code of 1986 (U.S. Code - Title 26, Internal Revenue Code)
3. The applicant has not, more than 90 days prior to this certification, been notified of any unpaid Federal tax assessment for which the liability remains unsatisfied, unless the assessment is the subject of an installment agreement or offer in compromise that has been approved by the Internal Revenue Service and is not in default, or the assessment is the subject of a non-frivolous administrative or judicial proceeding.

Submission Statement

<p>21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)</p> <p><input type="checkbox"/> ** I AGREE</p> <p><small>** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.</small></p>	
Authorized Representative:	
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Leroy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="McMillan"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Board Chairperson"/>	
* Telephone Number: <input type="text" value="(850) 627-9651"/>	Fax Number: <input type="text"/>
* Email: <input type="text" value="mcmillan@gcpsmail.com"/>	
* Signature of Authorized Representative: <input type="text"/>	* Date Signed: <input type="text"/>
* Submitted by: <input type="text"/>	Date Submitted: <input type="text"/>

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2022-2023 Head Start Refunding Application

Total Funds Requested	\$2,415,960
Program Operation:	\$2,389,418
T/TA Funding:	\$26,542
Non-Federal Share:	\$603,990
Program Option:	Center Based

Section I. Program Design and Approach to Service Delivery

Sub-Section A: Goals

Gadsden County School District, a Board of Education is applying to continue serving Head Start children ranging in age from three to five in Gadsden County, Florida. Gadsden County School District proposes two center-based service delivery options for Head Start children and families, 1) consists of 6.5 hours per day, five days per week for 180 days per year for a total of 1170 hours per year for 195 Head Start children, 2) consists of 10 hours per day, five days per week for 180 days per year for a total of 1800 hours per year for 32 Head Start children. A total of 227 Head Start children will be provided center-based services. Services will be provided in five elementary schools, and two community centers all owned and provided by the Gadsden County School District. All Gadsden County School District Head Start centers are accredited through Cognia, formerly known as AdvancEd.

The Gadsden County School District has administered comprehensive Head Start early childhood services since 1985. Also, administered the Florida Voluntary Pre-K (VPK) program since 2005 and STAR Early Literacy since 2018.

Program Goal 1: Increase parental involvement of families in Gadsden County’s Head Start/Pre-Kindergarten (HS/Pre-K) Program.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
{Description of objective}	{Expected outcome}	{progress/outcome}	...		
<p>A. Increase participation and engagement in school and community related activities by 10% for each year of the project period with 90% overall participation by 2024.</p>	<p>50% participation (#) families</p> <ul style="list-style-type: none"> participation in one or more Head Start (HS)/ school-wide functions chaperoning/attending filed trips volunteering in the classroom <p>Validation:</p> <ol style="list-style-type: none"> Pre/Post Surveys Sign-In Sheets ChildPlus (Data Collection/Reporting System) Reports <p>Challenge(s)</p> <ol style="list-style-type: none"> Access to transportation Access to technology 	<p>60% increase (#) families</p> <ul style="list-style-type: none"> On-going 	<p>70% increase (#) families</p> <ul style="list-style-type: none"> participation in two or more HS/ school-wide functions chaperoning /attending filed trips volunteering in the classroom Due to Covid-19 no field trips and volunteering in classrooms How to safely manage a Head Start Program during the Covid-19 Pandemic 	<p>80% increase (#) families</p> <ul style="list-style-type: none"> On-Going 	<p>90% overall (#) families</p> <ul style="list-style-type: none"> On-Going
<p>B. Parents of HS/Pre-K children will serve as members and/or advisors to the HS/Pre-K Policy Council, annually.</p>	<ul style="list-style-type: none"> Volunteer and/or attend HS/Pre-K sponsored events and activities at least three (3) times, annually. 95% Retention rate of HS/Pre-K Families who serve on the Council. 80% Attendance of Policy Council meetings. <p>Validation:</p>	<ul style="list-style-type: none"> On-Going 	<ul style="list-style-type: none"> On-Going Parents served as members and advisors to the Policy Council and Center Committee Groups. All meetings were held virtually to 	<ul style="list-style-type: none"> On-Going 	<ul style="list-style-type: none"> On-Going

Program Goal 1: Increase parental involvement of families in Gadsden County’s Head Start/Pre-Kindergarten (HS/Pre-K) Program.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
	1) <i>Meeting Agenda/Minutes</i> 2) <i>Sign-In Sheets</i> 3) <i>ChildPlus Data Reports</i> Challenge(s): None		allow for safe participations of all members. • Technology allowed all members to fully participate in meetings.		

Program Goal 2: Provide training and education to Gadsden County HS/Pre-K parents to improve their families’ emotional, social and economic well-being.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1	Year 2	Year 3	Year 4	Year 5
A. 100% of HS/Pre-K families will receive and/or have access to meeting and training information for each year of the project period through 2024.	HS/Pre-K offered training in family preservation to include <ul style="list-style-type: none"> • awareness of mental, physical, and emotional health issues • financial planning • family planning • Distribution of Flyers, Brochures and Public Service Announcements in newspapers and radio ads Validation: <ol style="list-style-type: none"> 1) <i>Pre/Post Surveys</i> 2) <i>Sign-In Sheets and</i> 3) <i>ChildPlus Data System Reports</i> 	<ul style="list-style-type: none"> • On-Going 	<ul style="list-style-type: none"> • On-Going. • Families had access to meetings and training information. • Virtual meetings and Trainings 	<ul style="list-style-type: none"> • On-Going 	<ul style="list-style-type: none"> • On-Going.

Program Goal 2: Provide training and education to Gadsden County HS/Pre-K parents to improve their families' emotional, social and economic well-being.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1	Year 2	Year 3	Year 4	Year 5
	Challenge(s): Low "turn-out" due to 1) <i>Access to transportation</i> 2) <i>Access to technology</i>				
B. Increase referral services to collaborating agencies by 10%, annually.	Referral Services to Collaborating Agencies, annually A. Continuing Education B. Career Planning and Job Placement C. Alcohol and Substance Abuse D. Domestic Abuse E. Child Abuse F. Children with Suspected Disabilities Validation: 1) <i>Needs Assessment Survey</i> 2) <i>ChildPlus Data System Reports</i> Challenges: 1) <i>Transportation to/from scheduled and follow-up appointments</i> 2) <i>Displacement of families due to economic instability and homelessness.</i>	<ul style="list-style-type: none"> • On-Going 	<ul style="list-style-type: none"> • On-Going. • Referrals were made to Collaborating Agencies on an as-needed-basis. <p>Access to services due to Covid-19 Pandemic</p>	<ul style="list-style-type: none"> • On-Going 	<ul style="list-style-type: none"> • On-Going.

Program Goal 3: Increase kindergarten readiness rates of Gadsden County HS/Pre-K students who demonstrate proficiency on pre-Kindergarten assessments.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1	Year 2	Year 3	Year 4	Year 5
<p>A. HS/Pre-K students will show gains on kindergarten readiness rates for each year of the project period with an overall 80% Readiness Rate (RR) by 2024.</p>	<p>55% current RR</p> <ul style="list-style-type: none"> Assess students three (3) times per program year using adopted/approved pre-k assessment tools that align to the Office of Head Start Learning Outcomes and Florida, state, standards. <p>A. Utilize individualized lesson plans to target student’s subject area deficiencies.</p> <p>B. Measure and record gains using initial and final assessment results.</p> <p>Validation:</p> <ol style="list-style-type: none"> VPK Readiness Rates Individualized Lesson Plans Curriculum Generated Assessments <p>Challenges:</p> <ol style="list-style-type: none"> Regular Classroom Attendance Parent Denial of Individualized Plans/Services 	<p>60% RR</p> <ul style="list-style-type: none"> On-Going 	<p>65% RR</p> <ul style="list-style-type: none"> On-Going Many families chose to enroll their children in the virtual classroom. <p>Access to internet services. Parents taking on the role of their child’s teacher.</p>	<p>75% RR</p> <ul style="list-style-type: none"> On-Going 	<p>80% RR</p> <ul style="list-style-type: none"> On-Going
<p>B. Gadsden County HS/Pre-K students will increase individual student performance by a minimum of 25%.</p>	<p>55% Mastery of four-year old FL standards</p> <p>C. Analyze Gadsden County HS/Pre-K students to State/ National assessment scores by assessment period(s) and by early learning outcomes (ELO).</p> <p>D. Analyze Gadsden County HS/Pre-K students’ scores by assessment period(s) and by ELO.</p> <p>Validation:</p>	<p>10% Gains</p> <ul style="list-style-type: none"> On-Going 	<p>15% Gains</p> <ul style="list-style-type: none"> On-Going 	<p>20% Gains</p> <ul style="list-style-type: none"> On-Going 	<p>25% Gains</p> <ul style="list-style-type: none"> On-Going

Program Goal 3: Increase kindergarten readiness rates of Gadsden County HS/Pre-K students who demonstrate proficiency on pre-Kindergarten assessments.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1	Year 2	Year 3	Year 4	Year 5
1) <i>ChildPlus Data System Reports</i> 2) <i>VPK Readiness Rates</i> Challenges: None					

Domains	Gains
Social Emotional Learning	40%
Physical Development	37%
Language & Literature	48%
Cognition	45%

Sub-Section B: Service Delivery

APPROACH

- 1. Service and Recruitment Area:** This section contains information about the proposed service area and program models that will be used by the Gadsden County School District to implement a model that will provide 1080 hours/year and up to 1800 hours per year of center-based Head Start (HS) services to 227 preschool children and their families in Gadsden County. Thirty-Two of the 227 children will receive extended day services, providing 10 hours per day of HS comprehensive services by Gadsden County School district HS staff. The remaining 195 children will receive services at the five elementary school sites and two community sites. In this section, the specific proposed services discussed are the professional development opportunities for staff and parents, the organizational experience and current capability of the HS staff and the entire school district, as well as the planning and implementation strategies to be used.
- 2. Needs of Children and Families:** Gadsden County School District proposes to provide center-based HS services in Gadsden County, Florida. Gadsden County is located in the northwestern corner of the Florida Panhandle, known as the Big Bend Region. The proposed service area encompasses 516 square miles of land, 12 square miles of water, and includes a population of 43,826 individuals in Gadsden County according to July 2020 US Census data. US Census data shows that Gadsden County has a declining population of 5.5 % from 2010 to 2020. Gadsden County is one of the least densely populated counties in the State with an average of 84.9% people per square mile compared to the state of Florida at 350.6 people per square mile. According to July 2020, US census data, the population of Gadsden County is comprised of 53.2% African American, 32.2%

Caucasian, 11.6% Hispanic and less than 3% other. Gadsden County is the only county in Florida where most of the population is African American. Hispanics are the fastest growing demographic in Gadsden County. Seasonal crops are grown around the city of Greensboro; attracting migrant workers who harvest seasonal crops in this area of Gadsden County. Much of Gadsden is rural, primarily agricultural, with limited job opportunities and wage-earning potential. As a result, more than half of the county has employed residents travel to neighboring counties to work. According to the Florida Legislature Office of Economic and Demographic Research (2020) Gadsden County's per capita personal income was \$38,507 annually, compared to the State average per capital personal income of \$55,675. Gadsden County's unemployment averages have shown a decrease from 11.4% in 2010 to 5.4% in 2021 according to the US Department of Labor, Bureau of Labor Statistics. Despite these decreases, the average unemployment rate of 5.4% for Gadsden County continues to exceed the State average unemployment rate of 4.6%. Job creation has occurred sporadically in Gadsden County over the past three years. The few jobs created recently have primarily come from expansions of existing industry and often require education, credentials and skills that low-income residents do not currently possess. Homelessness has been confirmed as a challenge for Gadsden County. The Florida Department of Education data in 2020-2021 school year reported 170 students in the entire school district as homeless in accordance with the definition set forth in the McKinney-Vento Act. Students sharing housing with others due to the loss of a home or other economic hardship make up 92% of the 170 students. Students reportedly living in cars, parks or campgrounds make up 8% of the 170 students. The HS program served 2 homeless children in the 2021-2022 school year and 22 homeless children during the 2020-

2021 school year. The recruitment of homeless children continues to be a priority for Gadsden County HS. In Gadsden County 21.9% of all residents lived below the federal poverty level compared to the State rate of only 12.4% according to the 2020 Census. Of all individuals living in poverty in Gadsden County, 32.5% were children, compared to Florida's 16.5% average. The 2020 Census data profile reveals that 47.2% of female-headed households with children under the age of five lived in poverty compared to the State rate of 38.1%. The poverty rate of female head of household is especially significant considering Gadsden County's high rate of births to unmarried mothers. The percent of unmarried mothers in Gadsden County was 85.3% from 2009-2013; significantly exceeding the State rate of 40.1%. This represents an increase of 29.7% for Gadsden County. The economic conditions in Gadsden County are reflected in the number of income eligible children and families that could benefit from a HS program. The 2014 - 2018 five-year data profile from the US Census American Community Survey website noted that there are 2,699 children under the age of five. With an estimated 21.5% of all children living in poverty in Gadsden County according to the US Census, there is an estimated 581 children under age five in families whose incomes are at or below poverty. Using estimated births per year, approximately 370 three, four and pre-k five-year-old children are living in poverty in Gadsden County. Enrollment for Gadsden County HS for September 2020 consists of 227 HS children, all of which are income eligible according to HS guidelines. Additionally, 52 children are currently waiting for HS services in Gadsden County. All Gadsden County School District schools qualify for free breakfast and free lunch as evidenced by the Florida Direct Certification Determination. The economic challenges present in the county have affected the presence of special populations, as well

as their needs. The number of young children with diagnosed disabilities continues to rise. The Gadsden HS Program served 32 children with diagnosed disabilities in 2021-2022. Majority of the children, each year, are diagnosed with speech and language delays and/or developmental delays. The Gadsden County School District is the Part B service provider and thus works very closely with the Gadsden County HS program as the grantee to identify preschool children, provide interventions, evaluate and diagnose children as well as provide services for children, when needed. The Gadsden County HS program works closely with three infant and toddler service providers along with Early Steps, the Part C provider. Collaboratively, these providers work together to identify children who are entering the HS program. Gadsden County HS collaborates with Florida State University, the Early HS provider, in the county by conducting joint screening and recruitment efforts in the spring when pre-kindergarten registration is held. The school district Child Find Coordinator also participates in the screening process. Along with the Early HS program in the county, Gadsden County HS also collaborates with two home visiting programs for infants and toddlers. Healthy Start and Healthy Families Gadsden meet to ensure resources are maximized and not duplicated. These efforts resulted in the formation of the Gadsden County Home Visiting Partnership. Gadsden County HS is a part of this collaborative partnership that results in preliminary screening for children with referrals.

There are few children under the age of five who are moved to foster care in Gadsden County. Most children who are subject to removal are placed with relatives as reported by the Gadsden County HS staff. The statistics for Gadsden County, Florida from the Fostering Court Improvement.org website confirms this information. The website indicated that from October 2016 to September 2017, there were 15 children removed to foster care for all age groups at a rate

of 18.3% compared to the State rate of 35.8%. Gadsden County HS is committed to serving foster children, however, there is a low incidence if foster children placed out of the care of relatives in the county. Daily attendance will be a priority of the HS program. Data will be shared at parent orientation comparing children's regular attendance to their educational growth. Parents will be contacted when a child is absent from school 30 minutes after the scheduled arrival time. Family services staff will contact families when a child has been absent for three (3) consecutive days. Families will be offered support and resources to ensure children are in school daily, unless they are sick.

3. **Rationale for Proposed Program Option and Funded Enrollment Slots:** There is no updates or changes to program option. Program option will continue to be center-based. There are no updates or changes to Funded Enrollment Slots.
4. **Centers and Facilities:** Head Start classrooms will be located on the campuses of five elementary schools and two community sites. Two HS sites will remain within the community, one in Midway and one in Quincy. No updates of changes to facilities. Gadsden County School District will develop and implement a COVID-19 Plan, adhering to guidance from the CDC, Department of Health, and the local Health Department.
5. **Eligibility, Recruitment, Selection, Enrollment, and Attendance:** The Gadsden County Head Start Program has been using the ChildPlus Tracking System for a number of years, but not with fidelity. Beginning with the 2020-2021 program year, the ChildPlus Data Tracking System was used to fully implement ERSEA. Eligibility, Selection, Enrollment, and Attendance reports will be used for enrollment and tracking of Head Start Children.

6. **Education and Child Development:** Gadsden County will use the Ready to Advance Curriculum. School Readiness goals will be centered around the four developmental domains (physical development, social emotional learning, language/literature, and cognition. For each goal, objectives and strategies will be created. Goals and objectives will continue to be aligned with the Head Start Early Learning Outcomes Framework, Ages Birth to Five and with Florida's Early Learning and Development Standards.
7. **Health:** Gadsden County Head Start Program will continue to ensure that all Head Start children will have access to a wide array of health services. The ChildPlus Data Tracking System will be used to collect data, monitor service delivery, and evaluate the program's progress towards meeting health goals. Physical Health, Nutrition, Oral Health, and Mental Health services will continue to be provided to all Head Start children and families.
8. **Family and Community Engagement:** There are no changes or updates. The Gadsden County School District's COVID-19 Plan will still be implemented at a minimum.
9. **Services for Children with Disabilities:** There are no changes or updates.
10. **Transition:** The Transition Plan will be updated to include, but not limited to the following: Quarterly meetings between Head Start teachers and Kindergarten teachers; Kindergarten expectations for entering students, etc.
11. **Services to Enrolled Pregnant Women:** Not Applicable
12. **Transportation:** There are no changes or updates to transportation.

Sub-Section C: Governance, Organizational, and Management Structures

1. **Governance:** There are no changes or updates to Governance.
2. **Human Resources Management:** There are no changes or updates to Human Resources Management.

3. **Program Management and Quality Improvement:** Gadsden County HS will continue to implement the Focus Area 1 Corrective Action Plan.

Section II. Budget and Budget Justification Narrative

Gadsden County School Board believes that each employee contributes directly to the District Head Start program's mission "to ensure that all children participating in the Gadsden County Head Start 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". The Gadsden County School District is committed to hiring and maintaining highly qualified and educated staff to ensure our classrooms are accredited and recognized nationally. Staff will be hired to offer extra support to teachers in the classrooms. Our salaries are in line with the latest wage comparability study completed by the Florida Head Start Association in 2019.

A. Personnel:

Head Start Cost: \$1,829,992

Positions	# of Staff	Cost
Program Managers & Experts	6	\$289,173
Teachers	14	\$655,149
Teacher Aides	15	\$343,009
Health Coordinator & Assistant	2	\$71,194
Disabilities/Mental Health Coordinator	1	\$45,162
Nutrition	1	\$25,412
Family Service & Parental Coordinator	2	\$99,356
Family Service Workers & Male Involvement	6	\$162,678
Director	1	\$71,611
Clerical	1	\$29,077
Administrative Assistant	1	\$38,171
Totals	50	\$1,829,992

B. Fringe Benefits:

Head Start Cost: \$428,409

Gadsden County school Board has found that offering a comprehensive and generous benefit package to employees, has been most helpful when trying to recruit and retain qualified staff. Gadsden County School Board has remained committed to assisting staff with the increasing cost of medical premiums. All employees' basic dental premiums will continue to be paid by the School Board.

	Cost
FICA (6.20%)	\$110,297
Medicare (1.45%)	\$26,751
Unemployment (0.4300%)	\$7,894
Health/Dental/Life (4.6200%)	\$84,822
Retirement (10.82%)	\$198,645
Total	\$428,409

C. Travel:

\$0

D. Equipment:

\$0

E. Supplies:

\$5,000

F. Supplies are necessary and essential to the operations of the program. Office supplies include computers, and office supplies for programmatic staff (those who are not directly in the classroom). Food service supplies are sundry items used by the food service staff at the centers and community sites to prepare and package meals. Items may include utensils, storage containers, food trays, cambro and small kitchen

appliances. Program supplies include, but not limited to curriculum, furniture, manipulatives, puzzles, books, mats, cots, pull-ups, wipes and consumable supplies such as glue, paper, crayons, marker, paint, sets, etc. that are required to fulfill the school readiness goals of the program. Custodial supplies are also needed for cleaning purposes. include, but not limited to curriculum, furniture, manipulatives, puzzles, books, mats, cots, pull-ups, wipes and consumable supplies such as glue, paper, crayons, markers, paint, sets, etc. that are required to fulfill the school readiness goals of the program. Custodial supplies are also needed for cleaning purposes.

	Cost
Office Supplies	\$2,500
Child and Family Service Supplies	\$2,500
Total	\$5,000

G. Contractual: **\$0**

H. Construction: **\$0**

I. Other: **\$1,000**

The other line item budget category reflects building occupancy costs to include utilities, building maintenance, garbage, telephone, postage, etc. Parent services are the costs associated with parental involvement projects that provide family education, training, outings. Projects include but are not limited to policy and advisory council meetings.

	Cost
Parent Services	\$1,000
Total	\$1,000

J. Indirect Cost

\$117,320

Gadsden County School Board has a state approved Indirect Cost Rate of 4.91%. This rate is valid for the period of July 1, 2021 thru June 30, 2022. The rate covers the cost of the following annual audit, accounting, human resources, information technology and administrative functions. Common cost, such as communication (telephone, internet, and cell phone) and clerical for the administration building are all a part of indirect costs.

	Cost
Indirect Cost	\$117,320
Total	\$117,320

Total All Charges (Program Operations) - \$2,389,418

Total Training and Technical Assistance - \$26,542

Grand Total Funding - **\$2,415,960**

Volunteers: \$19,795

	<u># of Vol.</u>	<u># of Hours</u>	<u>Value</u>
Parents, Community Members			\$19,795
Total Volunteers	69	557	<u>\$19,795</u>

As an existing grantee the estimation of donation of time is based upon documented donation from parents and community volunteers. The rates are based on the services wages from human resource

State Voluntary Prekindergarten Program: \$517,088

VPK Program: State of Florida # Of Children: 208 X \$2,486 Cost: \$517,088

The State Voluntary Prekindergarten Program (VPK) is available to all four-year-old children who are four by September 1 of the current school year and reside in the state of Florida. The VPK Program has allowed the Gadsden School Board to serve additional children in Head Start.

Total Non-Federal Share from Gadsden County School Board: \$32,902

Total Non-Federal Share from State: \$571,874

Grand Total: \$603,990

Gadsden County School Board Head Start Program

Grant# 04CH011096

Funding Year: 2022-2023

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 2022-2023 Training and Technical Assistance Plan began in the Spring of 2022. The Gadsden County Head Start Program's T/TA Plan was developed with the assistance of the Head Start Management Team, the Health Advisory Council, Head Start/Pre-K Program Director, Policy Council and Board. 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 Coordinators reviewed all documents, and each Coordinator 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. Challenging Behaviors in children at home and in school continue to be areas of concern in the Community Assessment and the Self-Assessment. As a result, the need to work closely with staff and families in the areas of Challenging Behaviors and understanding mental health issues affecting children and adults were 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 this area. 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 to adequately address the behavior mental health concerns within the Head Start Program. Teaching Teams will continue to improve CLASS scores as they relate to School Readiness and program quality. These are just some of the ongoing needs that were identified during the Self-Assessment process. Although this issue was addressed in the 2021-2023 Training Plan, a continuation of training and education in these areas are still needed. Therefore, these training needs were subsequently included in the 2022-2023 Program Improvement Plan and Training Plan.

The Head Start Roadmap to Excellence, Head Start Early Learning Outcomes Framework and the state's Early Learning Standards 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 **July 14, 2022** 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 Program Improvement Plan, and Training Plan was approved by the Policy Council on **July 14, 2022.** The Board's approval was given on **July 26, 2022.**

Participants

Title

Executive Director (if applicable)	Elijah Key
Head Start Director	Valencia Denson
Fiscal Manager	LaClarence Mays
Education Coordinator	Clarissa York
Health Coordinator	Natasha Richardson
Disabilities Coordinator	Erica Tryman
Family & Community Partnerships	Dana Street
Policy Council Chairperson	Kenyatta Lloyd
Head Start Parent	Monique Barnes
Head Start Parent	Doris Jackson
Head Start Community Rep.	Fabiola Garcia
Parent Involvement Coordinator	Shannon Brown

TRAINING AND TECHNICAL ASSISTANCE

Line Item	Description	Costs
Travel	see details below	16,925
Contractual	Consultant Fees	7,300
Supplies	Training Materials	<u>2,317</u>
Total Budget		\$26,542

Travel **\$16,925**

Out of town travel costs are costs such as per diem, airline transportation, hotel reservations, mileage, car rental, etc. that are associated with staff development, training and technical assistance, conferences, located outside of Gadsden County. These trainings are held in many different cities across the United States. The destinations for National HS conferences change from year to year. There are numerous conferences and trainings held in Atlanta, Georgia in conjunction with the Regional Office, where the Region IV office is based. There are other various trainings such as Florida Association for the Education of Young Children (FLAEYC), Florida Head Start Association annual training, and CLASS trainings throughout the state of Florida. Depending on staff, organization's events, and availability, the district will try to ensure that the director, managers, staff, parents, and board members are provided the opportunity to attend conferences. Attendance will be based on the topics offered at the conference.

Conference	# of Trips	# of Days	# of Staff	Location	Cost
Florida Head Start	1	4	3	Daytona, FL	2,450
FLAEYC	1	3	6	Orlando, FL	2,300
Region IV-Annual	1	4	4	Atlanta, GA	3,200
Region IV-Leadership	1	4	4	Atlanta, GA	2,650
One Goal	1	3	2	Tampa, FL	1,500
FL HS -Parent Conf.	1	4	7	New Orleans	<u>4,825</u>
Total Travel					\$16,925

Contractual **\$7300**

Although out of town trainings are offered throughout the year, there will be times when it is necessary to provide on-site trainings. These trainings, such as various local trainings offered by

other agencies, seminars, first aid/CPR classes, updates for state standards and regulations are necessary to operate an effective and quality program.

Contractual Costs

ChildPlus Trainings	5,000
Ready to Advance Pre-k Training	<u>2,300</u>
Total Contractual	\$7,300

Supplies **\$2,317**

These funds will be used to purchase needed supplies to be used during trainings or in-service days. Supplies could include training materials for CLASS trainings, curriculum materials, and classroom materials to assist with state mandated requirements.

Supplies Cost

Program/Classroom Supplies	<u>\$2,317</u>
Total Supplies	\$2,317

Total Training and Technical Assistance **\$26,542**

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program

YEAR: 2022-2023

Part 1: Identified T/TA Goals T/TA

T/TA Goal

Improve Overall Child Health/Mental

Health

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
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.	Child/Children's health information up-to-date Parent implementation of healthier eating habits. Appropriate child behaviors in the home and at school. Knowledge of resources/information available to address mental health issues in children and adults.	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

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HSMgt. System	Responsible Manager	Timeline	Estimated Cost
<p><i>List each strategy, event, or activity</i></p> <p>Training Strategies:</p> <p>a. Train parents on making healthy food choices for their families (newsletters, handouts, trainings, etc.)</p> <p>b. Train parents and staff on appropriate ways to manage challenging behaviors at school and 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>e. Train staff on how to promote healthy eating at school and home.</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>e. Health Coord/Ed. Coord.</p>	<p>a. Parents</p> <p>b. Parents/Staff</p> <p>c. Parents</p> <p>d. Staff</p> <p>e. 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>e. Health Coord</p>	<p>a. Dec.'22- June'23& Aug'23- Nov'23</p> <p>b. Dec.'22- June'23& Aug'23- Nov'23</p> <p>c. Dec'22</p> <p>d. Dec.'22- June'23& Aug'23- Nov'23</p> <p>e. Aug'23</p>	<p>a.\$500</p> <p>b.\$750</p> <p>c.\$500</p> <p>d.\$0</p> <p>e.\$0</p>

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program

YEAR: 2022-2023

Part 1: Identified T/TA Goals

T/TA Goal: Ensure Student Success in the Classroom and in the Community

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. Implementation of The Practice - Based Coaching Model.	Attainment of School Readiness goals. Appropriate classroom behavioral/educational techniques. Appropriate implementation of Curriculum. Accurate administration of assessment tools. Classroom safety measures. CLASS Scores	Classroom Observation Reports Monitoring Reports Assessment Data Staff meeting agendas/minutes Training agendas Teacher Reports Individualized training reports Professional Learning Opportunities

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>					
a. Train ALL staff on the New Curriculum, Ready to Advance, the BCA assessment, and the CLASS Observation Tool.	a. Ed. Coord./ Resource Teachers/Coach Consultant	a. Teaching Teams all staff	a. Ed. Coord.	a. Dec.'22- May'23& Aug'23- Nov'23	a.\$1,800
b. Train parents and staff on goals outlined in the School Readiness Plan (Parent Orientation and Pre-service Training)	b. Ed. Coord/	b. Parents/Teaching Teams	b. Ed. Coord./ FSvcs Coord	b. Aug' 23	b. -\$0-
c. Provide individualized teacher training based on results of CLASS observations, and data from BCA and VPK Assessment and ISA's.	c. Ed. Coord/ Res.Teachers Coach	c. Teaching Teams	c. Ed. Coord. Res. Teachers	c.Dec.'22 June'23& Aug'23- Nov'23	c. -\$0
d. Train parents and staff on importance of social skills education	d.Fsvc. Coord. Ed. Coord./ Consultant	d. Parents/Staff	d. Ed. Coord. Fsvc. Coord	d. July'23- Aug'23	d. -\$0-
e. Train staff on the use of appropriate teaching strategies for children with special needs and on different learning styles in children	e. Ed. Coord/ Res.Teachers/ Consultant	e. Staff	e. Ed. Coord.	e. Dec.'22- June'23& Aug'23- Nov'23	e \$1,317

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program

YEAR: 2021-22

Part 1: Identified T/TA Goals

T/TA Goal: (From IPP and AI process): Implementation of a Research-Based Parent Curriculum

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
<p>Family Services Staff will have the techniques necessary to assist parents in attaining their goals and improving the lives of themselves and their children.</p> <p>Increased parental involvement in their child's daily life experiences (home and school)</p> <p>Children being successful in school and in the community</p>	<p>Parent attainment of FP A Goals</p> <p>Accurate Recordkeeping</p> <p>Different levels of parent participation</p> <p>Positive Parent Outcomes</p> <p>Attainment of Family Engagement Plan Goals</p>	<p>Child Plus Reports</p> <p>Home Visit Records</p> <p>Family Services Monitoring Reports</p> <p>Workshop agendas/sign-in sheets</p> <p>Parent Involvement Reports</p> <p>Classroom Volunteer Reports PIR Reports</p> <p>Family Services meetings/agendas</p> <p>Parent Surveys</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>a. Train Family Service Staff and Teaching Teams on how to engage parent participation in daily activities in the classroom and at home.</p> <p>b. Train Family Service Staff on Positive interactions with families, goal setting, and accurate documentation.</p> <p>c. Train Staff on implementation of Research-Based Parent Curriculum "Conscious Discipline"</p>	<p>a. Family Svcs Coord./Ed. Consultant</p> <p>b. Family Svcs Coord./ Consultant</p> <p>c. Family Svcs Coord./Consultant</p>	<p>a. Teachers</p> <p>b. Family Svcs. Staff</p> <p>c. Family Svcs. Staff</p>	<p>a. Family Svc Coord. Ed.Coord</p> <p>b. Family Svc Coord.</p> <p>c. Family Svcs Coord.</p>	<p>a. Dec.'22- May'23& Sept'23- Nov'23</p> <p>b Dec.'22- May'23& Aug'23- Nov'23</p> <p>c. Sept'23</p>	<p>a.\$0</p> <p>b.\$2,500</p> <p>c.\$0</p>

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program

YEAR: 2022-2023

T/T A Goal: Governing Board, Policy Council and Staff maintain compliance with Required State and Federal Regulation!!

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
<p>Governing Board, Policy Council, and Head Start Staff will have a greater understanding of Revised Policies and Procedures.</p> <p>Staff proficient in using Data Tracking System.</p> <p>Using Data to support Program Goals (School Readiness and Family Outcomes).</p>	<p>Increased awareness of data as it relates to School Readiness Goals.</p> <p>Increased collaboration between Head Start, Governing Board, and Policy Council.</p> <p>Revised Policies and Procedures</p> <p>Accurate Fiscal Reports.</p> <p>Head Start Program compliance with mandates and standards.</p>	<p>School Board Minutes/Agendas</p> <p>Training Agendas/Sign-in Sheets</p> <p>Fiscal Reports</p> <p>Head Start Monitoring Reports</p> <p>Policy Council Minutes</p> <p>Head Start Director Reports</p> <p>Approved Policies and Procedures</p>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>					
a. Train Governing Board, Policy Council, and Head Start staff on Performance Standards and Federal Regulations.	a. Consultant	a.G. Board /Policy Council/ H.S.Staff	a.H.S. Director	a. Dec.'22- July'23	a.\$0
b. Train Governing Board, Policy Council, and Head Start staff on how to understand difference between CLASS and School Readiness	b. Consultant	b. G. Board /Policy Council/ H.S. Staff	b. H.S. Director	b. Dec.'22- July'23	b.\$0
c. Governing Board, Director, and Fiscal Staff will be trained on Fiscal Tracking System.	c. Consultant	c.G.Board/Director/ Fiscal Staff	c.H.S. Director	c. Dec.'22- Nov'23	c.-\$0-
c. Train Governing Board, Policy Council, and Staff on how to analyze Data to Support Program Goals.	d. Consultant	d. G. Board /Policy Council/ H.S. Staff	d.H.S. Director	d. Dec.'22- June'23	d.-2,800

Part 2: Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program

YEAR: 2022-2023

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<p>Head Start Act Section 640(a)(3)(B)(ii) 1302.31(2)(ii)(4) Developing skills in working with children with non-English language background and children with disabilities, as appropriate</p>	<p>ESOL Coordinator/ Education Coordinator Teachers</p>	<p>Teachers Paraprofessionals</p>	<p>Teaching staff will provide appropriate experiences for children with non-English language backgrounds and children with disabilities</p>	<p>Education Coordinator</p>	<p>Dec'22- Nov.'23</p>	<p>\$0</p>
<p>1302.92(b)(2) 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</p>	<p>Consultant/ Family Services Coordinator</p>	<p>All Staff</p>	<p>Cases of child abuse and/or neglect will be identified and reported</p>	<p>Family Services Coordinator</p>	<p>Aug '23</p>	<p>-0-</p>
<p>1302.70(d) Transition training for Early Head Start or Head Start staff and school or other child development staff</p>	<p>Education Coordinator, Consultant</p>	<p>Director, Management Staff, Teaching Teams</p>	<p>Children and families will successfully transition into and out of the Head Start program</p>	<p>Transition Coordinator</p>	<p>April '23</p>	<p>\$1,900</p>
<p>1302.92(a) Orientation for new staff, consultants and Volunteers</p>	<p>Director, Education Coordinator, Resource Teachers, Consultant</p>	<p>New Staff</p>	<p>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.</p>	<p>Director</p>	<p>Dec'22- Nov.'23</p>	<p>-0-</p>
<p>1302.47(4) Safety Training for Staff</p>	<p>Consultant</p>	<p>All Staff and Volunteers</p>	<p>All Staff and Volunteers will promote safety throughout the program year</p>	<p>Health Coordinator</p>	<p>Dec '22- Nov ' 23</p>	<p>\$1,500</p>

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program

YEAR: 2022-2023

<p>1302.92(b)(1) 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. '23</p>	<p>\$3,200</p>
<p>1302.92(a) 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.'23</p>	<p>-0-</p>
<p>45 CFR 1310.17(b)(l) 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. '23</p>	<p>\$0</p>
<p>45 CFR 1310.17 (b)(2) 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. '23</p>	<p>-0-</p>
<p>45 CFR 1310.17(b)(3) 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. '23</p>	<p>-0-</p>
<p>45 CFR 1310.17(b)(4) 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. '23</p>	<p>-0-</p>
<p>1303.72(2)(i)</p>	<p>Transporta-</p>	<p>Bus Drivers/</p>		<p>Transporta-</p>	<p>Aug. '23</p>	<p>-0-</p>

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program

YEAR: 2022-2023

Operate special equipment	tion Director	Monitors	Staff and volunteers will obtain knowledge and skill in operating special equipment.	tion Director		
1303.72(2)(i) Conduct maintenance and safety checks and maintain accurate records.	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. '23	-0-
1303.72(d)(l) 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. '23	-0-
1302.34 (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 '23	\$4,825
1302.12(m) Determining, verifying and documenting Eligibility	Family Services Coord.	All Staff	Staff will obtain knowledge on how to collect complete and accurate information.	Family Svc. Coordinator	Aug. '23	-0-
1302.71 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 skills in exercising their rights as parents in the school setting.	Family Svc. Coordinator/Tr ansition Coordinator	April '23	\$2.650

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program

YEAR: 2022-2023

<p>1302.46(b)(v) 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. '23</p>	<p>-0-</p>
<p>1302.46(b)(ii) 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. '23</p>	<p>-0-</p>
<p>1302.34 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.'23</p>	<p>-0-</p>
<p>1302.45(b)(4)(5) Parent and staff 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. '22</p>	<p>\$0</p>

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program

YEAR: 2022-2023

Part 3: Required State Training

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<i>List of Required trainings from state regulations</i>						
CDA Training/60 Hrs. College Credits	Tallahassee Community College/ Children's Forum	Paraprofessional	Paraprofessionals will gain knowledge and skills in the area of child development and children behaviors.	Education Coordinator	Dec '22 Nov '23	\$700
Bus Driver/Monitor Training	Transportation Director	Family Services Staff/Monitors	Safe and dependable transportation for Head Start children, staff, and parents.	Director	July '23	\$0
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. '23	-0-
Administration of Medication	Health Department	All Staff	To ensure medication is administered properly to children in their care	Health coordinator	Aug '23	-0-
Emergency Preparedness First Aid/CPR	School Safety Coordinator	All Staff	To ensure the safety of children and staff.	Health Coordinator	Aug '23	\$1,600

Gadsden County School Board
Head Start Program
2022-2023

Cost Allocation Plan

Purpose/General Statements

The purpose of this cost allocation plan is to summarize in writing, the methods and procedures that this organization will use to allocate costs to various programs, grants, contracts and agreements.

OMB Circular A-122, "Cost Principles for Non-Profit Organizations," establishes the principles for determining costs of grants, contracts and other agreements with the Federal Government. Gadsden County School Board Head Start Program's Cost Allocation Plan is based on the Direct Allocation method described in OMB Circular A-122. The Direct Allocation Method treats all costs except general administration and general expenses.

Direct costs are those that can be identified specifically with a particular final cost objective. Indirect costs are those that have been incurred for common or joint objectives and cannot be readily identified with a particular final cost objective.

Only costs that are allowable, in accordance with the cost principles, will be allocated to benefiting programs by the Gadsden County School Board.

General Approach

The general approach of the Gadsden County School Board in allocating costs to grants and contracts is as follows:

- A. All allowable direct costs are charged directly to the Program.
- B. Allowable direct costs that can be identified to more than one program is prorated individually as direct costs using a base most appropriate to the particular cost being prorated.
- C. All other allowable general and administrative costs (costs that benefit all programs and cannot be identified to a specific program) are allocated to programs, grants, etc. using a base that results in an equitable distribution.

Allocation of Costs

The following information summarizes the procedures that will be used by the Gadsden County School Board Head Start Program beginning December 1, 2022.

- A. Compensation for Personal Services - Documented with timesheets showing time distribution for all employees and allocated based on time spent on each program or grant. Salaries and wages are charged directly to the program for which work has been done. Costs that benefit more than one program will be allocated to these programs based on the ratio of each program's salaries to the total of such salaries. Costs that benefit all programs will be allocated based on the ratio of each program's salaries to total salaries.
 - 1. Fringe benefits (FICA, UC, and Workman's Compensation) are allocated in the same manner as salaries and wages. Health insurance, dental insurance, life and disability and other fringe benefits are also allocated in the same manner as salaries and wages.
 - 2. Vacation, holiday, and sick pay are allocated in the same manner as salaries and wages.
- B. Travel Costs -Allocated based on purpose of travel. All travel costs (local and out of town) are charged directly to the program for which the travel was incurred.
- C. Professional Services Costs (such as consultants, accounting and auditing services) Allocated to the program benefiting from the services. All professional services costs are charged directly to the program for which the service was incurred.
- D. Office Expense and Supplies (including office supplies and postage)- Allocated based on usage. Expenses used for a specific program will be charged directly to that program. Postage expenses are charged directly to programs to the extent possible,
- E. Equipment - The Gadsden County School Board depreciates equipment when the initial acquisition cost exceeds \$750. Items below \$750 are reflected in the supplies category and expensed in the current year. Unless allowed by the awarding agency, equipment purchases are recovered through depreciation. Depreciation costs are allowable equipment used

solely by one program are charged directly to the program using the equipment. If more than one program uses the equipment, then an allocation of the depreciation costs will be based on the ratio of each program's expenses to the total of such expenses. Costs that benefit all programs will be allocated based on the ratio of each program's expenses to total expenses.

- F. Printing (including supplies, maintenance and repairs)-Expenses are charges directly to programs that benefit from the service.
- G. Insurance- Insurance cost for all programs is charged directly to the Head Start program.
- H. Telephone/Communications- Long distance and local calls are charged to programs if readily identifiable.
- I. Facilities Expenses-All facilities' expenses are covered by the Gadsden County School Board.
- J. Training/Conferences/Seminars - Allocated to the program benefiting from the training, conferences or seminars.
- K. Other Costs (including dues, licenses, fees, etc.) -All other allowable costs will be charged to programs on a basis determined to be appropriate to the costs.

Unallowable Costs - Costs that are unallowable in accordance with OMB Circular A122, including alcoholic beverages, bad debts, contributions, entertainment, fines and penalties. Lobbying and fundraising costs are unallowable.

A. Personnel

\$1,829,992

Position	# of Staff	Cost
Program Managers & Experts	6	\$289,173
Teachers	14	\$655,149
Teacher Aides	15	\$343,009
Health Coordinator & Assistant	2	\$71,194
Disabilities/Mental Health Coordinator	1	\$45,162

Nutrition	1	\$25,412
Family Service & Parental Coordinator	2	\$99,356
Family Service Workers & Male Involvement	6	\$162,678
Director	1	\$71,611
Clerical	1	\$29,077
Administrative Assistant	1	\$38,171
Totals	50	\$1,829,992

B. Fringe Benefits \$428,409

Gadsden County school Board has found that offering a comprehensive and generous benefit package to employees, has been most helpful when trying to recruit and retain qualified staff. Gadsden County School Board has remained committed to assisting staff with the increasing cost of medical premiums. All employees' basic dental premiums will continue to be paid by the School Board.

	Cost
FICA (6.20%)	\$110,297
Medicare (1.45%)	\$26,751
Unemployment (0.4300%)	\$7,894
Health/Dental/Life (4.6200%)	\$84,822
Retirement (10.82%)	\$198,645
Total	\$428,409

C. Travel \$0

D. Equipment \$0

E. Supplies **\$5,000**

Supplies are necessary and essential to the operations of the program. Office supplies include computers, and office supplies for programmatic staff (those who are not directly in the classroom). Food service supplies are sundry items used by the food service staff at the centers and community sites to prepare and package meals. Items may include utensils, storage containers, food trays, cambro and small kitchen appliances. Program supplies include, but not limited to curriculum, furniture, manipulatives, puzzles, books, mats, cots, pull-ups, wipes and consumable supplies such as glue, paper, crayons, marker, paint, sets, etc. that are required to fulfill the school readiness goals of the program. Custodial supplies are also needed for cleaning purposes.

	Cost
Office Supplies	\$2,500
Child and Family Service Supplies	\$2,500
Total	\$5,000

F. Contractual **\$0**

G. Construction **\$0**

H. Other **\$1,000**

The other line-item budget category reflects building occupancy costs to include utilities, building maintenance, garbage, telephone, postage, etc. Parent services are the costs associated with parental involvement projects that provide family education, training, outings. Projects include but are not limited to policy and advisory council meetings.

	Cost
Parent Services	\$1,000
Total	\$1,000

I. Indirect Cost \$117,320

Gadsden County School Board has a state approved Indirect Cost Rate of 4.91%. This rate is valid for the period of July 1, 2021 thru June 30, 2022. The rate covers the cost of the following annual audit, accounting, human resources, information technology and administrative functions. Common cost, such as communication (telephone, internet, and cell phone) and clerical for the administration building are all a part of indirect costs.

	Cost
Indirect Cost	\$117,320
Total	\$117,320

Total All Charges (Program Operations) - \$2,389,418

Total Training and Technical Assistance - \$26,542

Grand Total Funding - \$2,415,960

Gadsden County School Board



"Putting Children First"

2022-2023



Head Start/Pre-K Program Improvement Plan

Head Start/Pre-k Program Improvement Plan

2022-2023

Children's Services (Child Health, Safety and Nutrition)

Strengths:

- Gadsden County uses a computer-based system (ChildPlus) to monitor and track the provision of health services.
- Gadsden County ensures that all children participate in the required amount of developmentally- appropriate physical/gross motor activity daily.
- Gadsden County established and maintained partnerships with several medical and dental providers to provide access to services during COVID-19 closures
- Gadsden County ensured that 96% of student physicals were complete
- Gadsden County ensures that all sites' center-based facilities and equipment comply with state and local licensing requirements, including health and safety compliance issues.
- Gadsden County has systems in place to ensure that the children are only released to designated escorts. ● Gadsden County has procedures in place to ensure that the center environment is free of toxins. All staff are trained yearly regarding the storage of toxins. Pesticide treatments and grease trap cleanings are scheduled when children are not present.
- Gadsden County provides physical environments that reflect various stages of child development (developmentally appropriate furniture and materials).
- Gadsden County has a defined system to ensure that all indoor and outdoor locations are cleaned regularly.

Areas Needing Improvement

- Gadsden County will work to ensure that all children receive the appropriate health, cognitive and social-emotional screenings within the required forty-five calendar days.
- Implement the Health History form into the intake process.
- Gadsden County staff works with the families of children with known or suspected health, dental or developmental problems to ensure that there is appropriate follow-up.
- Gadsden County will contract with a licensed Health consultant and Nutrition consultant for the provision of services for families, children, and staff
- Gadsden County will provide more education on preventative medical and oral health. Gadsden County will conduct bi-monthly Health & Safety inspections to ensure that all facilities and

equipment are safe and in working order, in compliance with the health, safety and developmental needs of the children

Areas Need Immediate Improvement:

- Finding a provider to partner with for hearing referrals
- Finding a provider to partner with for dental exams

Persons Responsible:

Health Coordinator

Corrective Actions:

- Gadsden County will work to ensure that all children receive the appropriate health, cognitive and social emotional screenings within the required forty-five calendar days.

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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- Implement the Health History form into the intake process.

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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- Educate parents on effective ways to manage challenging behaviors in the home and efficient collaboration with teachers to effectively induce healthy behaviors at school.

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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- Ensure health information is obtained and up-to-date for all enrolled children through follow-ups and consistent communication with parents. Follow-up with families to obtain Individual Health Care Plans.

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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Children's Services (Education/CLASS)

Strengths:

- The curriculum is used in conjunction with several assessment tools including the Early STAR Literacy Assessment, which is used as a progress monitoring tool.
- Gadsden County's exceptional student education department and GADSDEN COUNTY HEAD START staff work together to conduct home/center visits to share information and seek input from parents about the program and children's cognitive and social-emotional development.
- Services for students with disabilities are provided by the Gadsden County School District
- Seventy-nine percent of Head Start teachers have met requirements for state educator certification
- Bilingual staff available to assist with communication barriers with families whose native language is not English
- Education component area began utilizing ChildPlus for data entry and monitoring of Head Start requirements
 - Gadsden County Head Start Program has CLASS Observers that conduct bi-annual observations of teachers in preschool classrooms (3-5 years old) in the areas of Emotional Support; Classroom Organization & Instructional Support.
- Gadsden County Head Start Program has a certified CLASS trainer on staff
- All members of the education team are CLASS certified observers
- CLASS observations were completed bi-annually on 95% of the classrooms despite COVID-19 ● CLASS data was monitored utilizing ChildPlus

Areas Needing Improvement:

- The data will be aggregated and analyzed after each checkpoint on various levels.
- All Early Childhood Education staff will be trained on the use and implementation of the Benchmark Ready to Advance Curriculum.
- Ensure educational requirements are completed at a rate of 85% or higher.
- Gadsden County will decrease the number of classes scoring below a 3.00 in the Instructional Support Domain
- Gadsden County will utilize Training and Technical Assistance as a resource for improving overall scores in the Instructional Support Domain

Areas Needing Immediate Improvement:

Improving CLASS Scores

Improving student performance in phonological awareness

Persons Responsible:

Education Team (Resource Teachers) (Program Specialist)

Education Coordinator

Disabilities Coordinator

Corrective Actions:

- All Early Childhood Education staff will be trained on the use and implementation of the Benchmark Ready to Advance Curriculum.

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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- Ensure educational requirements are completed at a rate of 85% or higher

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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- Gadsden County will decrease the number of classes scoring below a 3.00 in the Instructional Support Domain

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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- Provide individualized teacher training based on the results of CLASS observations, and data from BC A and VPK assessments

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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- Train staff on the ol' appropriate teaching strategies for children with special needs

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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Children's Services (Disability and Mental Health Services)

Strengths:

- Gadsden County ensures that the learning environment supports the needs of all children and provides ways for all children to participate in all program activities, including children with special needs.
- Services provided for children with special needs are aligned with the goals as written in the IEP. All services are coordinated with the Service Area Disabilities/Mental Health Coordinator, Health & Safety, and the service providers, along with input from others (i.e., the parent, Educational Director, Mental Health Coordinator). Teachers use the IEP goals as part of their individual plans for these children.
- Gadsden County ensures that at least 10% of its total funded enrollment is filled by children eligible for services under IDEA.
- Gadsden County ensures that all children receive the appropriate health, cognitive and social-emotional screenings within the required forty-five calendar days.
- Gadsden County uses a computer-based system (ChildPlus) to monitor and track the provision of health services.
- Gadsden County contracts with a licensed Health consultant, Mental Health consultant and Nutrition consultant for the provision of services for families, children, and staff.
- All consultants have a defined monthly schedule and remain flexible in case situations arise that require extra visits or a change in schedule. They are available to observe children on site and meet with families or staff members.
- The Mental Health consultant assists with the timely and effective identification and intervention of children with possible mental health concerns. This is done in conjunction with information from a multi-disciplinary team.

Areas Needing Improvement:

- Create and utilize an effective internal referral and review system
- Establish and utilize a multi-disciplinary team
- Improve communication with mental health consultant to ensure that performance standards are met in a timely manner
- Establish and utilize a multidisciplinary team for mental health/behaviorat concerns

Areas Needing Immediate Improvement:

- Establishing the multidisciplinary team to serve as a response-to-intervention for students exhibiting language, cognitive, social/emotional, and behavioral concerns until eligibility for services under IDEA has been established

Persons Responsible:

Disabilities/Mental Health Coordinator

Family Service Coordinator

Education Team

Education Coordinator

Health Coordinator

Director

Time Line:

- Create and utilize an effective internal referral and review system

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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Time Line:

- Establish and utilize a multi-disciplinary team

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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Time Line:

- Improve communication with mental health consultant to ensure that performance standards are met in a timely manner

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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Family and Community Engagement (ERSEA, Family Engagement, and Community Engagement)

Strengths:

- Gadsden County Head Start staff educate parents during registration on the Head Start Program standards and requirements to prepare them for a partner relationship (Family Partnership Agreement).
- During COVID-19 80% of referrals were completed.
- Implemented Online Application
- Updated Head Start / Pre-K section on the Schools District webpage
- All sites maintained an average daily attendance of 85% or above during COVID-19
- Overall program maintained an average daily attendance of 90% during COVID-19
- Maintained an average of 96% funded enrollment during COVID-19
- Translators provided for all ELL families during the enrollment process
- Program enrollment included at least 10% of children with disabilities during COVID-19

Areas Needing Improvement:

- To provide parents with a comprehensive orientation of all services.
- Follow-up with families each month regarding immediate needs and established family goals.
- Establish goals that are obtainable within the program year to provide reportable outcomes. ● Assessment data aggregation and analysis:

Monitoring the program to ensure compliance in ERSEA

Areas Needing Immediate Improvement:

- Provide consistent, solution-driven services to families
- Ongoing participation in community events
- Seek every opportunity to participate in community platforms and organizations to enhance networking opportunities

Persons Responsible:

Family Services

Family Service Coordinator

Parent Involvement Coordinator

- To provide parents with a comprehensive orientation of atl services

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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- Follow-up with families each month regarding immediate needs and established family goals

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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- Establish goals that are obtainable within the program year to provide reportable outcomes.

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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- Family Service Team participate in Community Events.

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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Program Design and Management (Financial Management, Planning and Operation, Governance and Human Resources)

Strengths:

- Gadsden County has a well-functioning and effective management system of operation.
- The three branches of management (Governing Board, Policy Council and Management) have a strong and positive relationship.
- Gadsden County governance structure meets the criteria detailed in the HSPPS.
- The composition of the Gadsden County Board includes: one licensed attorney, four early childhood educators, one accountant, three parent alumni and one current parent.
- Gadsden County has an effective system for reporting program operations and financial status to the Board and Policy Council.
- Gadsden County has established effective oversight from the Policy Council and the Governing Board. ● Gadsden County provides ongoing training for the Policy Council and Governing Board.

- Gadsden Policy Council meets monthly or as needed, except for the summer months.
- Gadsden County has a strong internal control system.
- Gadsden County has strong financial transparency and fiscal oversight from the PC and GB, including monthly submission of quarterly fiscal reports (statement of Revenue and Expenses; Variance report; CACFP report; aging report; credit card, etc.).
- Gadsden County offers a comprehensive fringe benefits package to attract qualified applicants for employment. ● Fiscal team collaborates closely with the auditor during audits.

Areas Needing Improvement:

- Gadsden County will strengthen its use of data collection to plan and make informed decisions across the program.
- Review self-assessment data and program goals quarterly:
- Revise parent's annual survey to evaluate the program's performance:
- Review all staff credentials to ensure they have at least the minimum qualifications for their position
- Use of data in presenting financial reports and incorporating of graphics for reliability ease and disaggregation
- Revision of Financial Manual
- Ongoing Staff Training

Areas Needing Immediate Improvement:

- e Analyzing and utilizing data to support program goals, classrooms, and families
- Provide training for staff on Fiscal Management system (Skyward)
- Training for key management staff on roles and responsibilities

Persons Responsible

Corrective Actions:

- Gadsden County will strengthen its use of data collection to plan and make informed decisions across the program

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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Review self-assessment data and program goals quarterly

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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Revise parent's annual survey to evaluate the program's performance

Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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Training for staff on Fiscal Management system (Skyward/FOCUS)

Time Line:

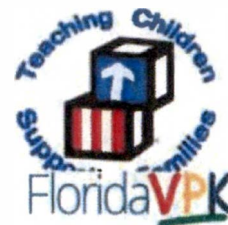
Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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Time Line:

Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023
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GADSDEN COUNTY SCHOOL DISTRICT'S HEAD START/PREKINDERGARTEN PROGRAM



School Readiness Plan **2022-2023**

MISSION AND GOAL OF THE GADSDEN COUNTY SCHOOL

DISTRICTS 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 experience 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 experience 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 school with individual experiences that affect his/her acquisition of skills. It is important that we look at each child to ensure 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 four development domains on which to base its school readiness plan:

Physical Development

Social Emotional Learning

Language and Literacy

Cognition

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, not all children can be expected to achieve all these goals by kindergarten entry.

Physical Development:

- Children will perform locomotor and non-locomotor skills.

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

- Children will engage independently in several self-help skills. Children will begin to independently make choices that promote a healthy lifestyle.

Social Emotional Learning

- 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).

Cognition

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, guidance and independent daily living skills
 - Each child will reach the developmental stage of the Social- Emotional Development domain of the Benchmark Comprehension Assessment (BCA) by the end of the school year

- Maintaining classrooms that promotes independent daily living skills
 - Each child will make at least a year's gain in the Self-Help domain of the BCA assessment by the end of the school year

- Maintaining classrooms that support how children learn
 - Ongoing Monitoring Checklists will be completed during weekly classroom visits
 - Classroom Environment Checklists will be completed 2 times per year
 - CLASS observations will be completed quarterly with each classroom achieving 6 or above in the Emotion Support Domain

- Maintaining classrooms that promote physical development
 - Each child will make at least a year's gain on the Gross and Fine motor domains of the BCA assessment by the end of the school year

- Maintaining a safe classrooms environment that encourages active exploration that promotes Perception, motor and physical development
 - Each child will engage in regular, moderate-to-vigorous physical activities planned and observed by teacher
 - Each child will interact in physical development activities (gross and fine motor skills) extended as key concepts across the curriculum

- Maintaining classrooms that support literacy and language development
 - Each child **will** reach the developed stage in Oral Language, Phonological Awareness, Alphabet Knowledge, and Mathematics domains of the Benchmark Comprehension assessment by the end of the year
 - Each ELL will show progress in English acquisition
 - Each 4-year old child will show progress in each section of the STAR Early Literacy by the end of the school year
 - Each classroom will score an average of 2.9 in level Instructional Support Domain of the CLASS observation

DATA COLLECTION PLAN:

Alignment with Head Start Child Development and Early Learning Framework
Florida Early Learning and Development Standards aligned with OHS Standards
BC Assessment aligned with OHS Standards
Curriculum objectives aligned with Framework weekly and codes included in lesson plans
Plans for written alignment of curriculum and standards

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 Checklist (quarterly)
Health and Safety Check (quarterly)
Ongoing Monitoring Checklist (weekly)
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 (weekly)
CLASS Observations and training (quarterly/annually)

Individualization

Developmental Screening (Early Screening Profile)*Parent
Observation Checklist
Ongoing Assessment BCA
Individual Student Assessment
STAR Early Literacy Assessment
Individualized Education Plan (IEP)
Portfolios
Child Assessment Report/Individual Learning Plan *

Health

Hearing and Vision Screenings
Dental Screening 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
Conscious Discipline Social Skills Curriculum
Early Learning Coalition Consultant

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
Individual 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*
Ready to Advance Pre-K Parent Letters*
Parent Transition Training*
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
Review and approve Refunding Application Review
and approve Waivers

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 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.



GADSDEN COUNTY SCHOOL DISTRICT HEAD START/PREKINDERGARTEN PROGRAM

Valencia R. Denson, Director

35 Martin Luther King Jr. Blvd.

Quincy, FL 32351

TEL: (850) 627-3861/Fax: (850) 875-8790

July 1, 2022

Head Start Transportation Waiver Request

Cleverex Systems 1891

Robert Fulton Drive

Suite 500

Reston, VA 20191

Dear Sir/Madam,

The Gadsden County Head Start Program currently has a total enrollment of 227 children, 227 federally funded and 63 additional children, funded through the state's Voluntary Prekindergarten Program. Of the 290 children, approximately 202 of them ride to school on the county's school buses. We are requesting a waiver, for the 2022-2023 program year, as to the transportation regulation requirement that each bus have at least 1 bus monitor; 45 CRF Part 1310.150. The Gadsden School Board, which serves as our Grantee, provides free transportation to our Head Start children. We are continuing to work with the school board's transportation department to comply with the transportation regulations. All buses are equipped with child safety restraints for our children, but at this time, we do not have funds to supply a bus monitor for each bus. After reviewing the applications of children accepted into the program, it appears over 54 buses will be providing transportation for our Head Start children. Although we have been able to hire some monitors, we are nowhere near the number needed for 54 buses.

We are requesting this waiver to allow us time to continue working with the Gadsden County School Board to help ensure our children are transported to school. It is still our future goals to designate buses for only Head Start children. Until this goal has been accomplished, we are asking you to grant us this waiver.

If this waiver is not granted, the only transportation option at this time would be to discontinue transporting our children for future programs years. Parents would, therefore, be responsible for providing transportation for their children to and from school.

Transportation has been and still is a major problem in Gadsden County. If parents had to transport their children, this would place a hardship on both the Head Start Program and the families that we serve.

Your prompt consideration of this waiver request will be greatly appreciated. If you have any additional questions, please contact me at (850) 627-3861.

Sincerely,



Valencia R. Denson
Head Start Director

2021-2022 Policy Council Officers

Kenyatta Lloyd
Chairperson

Latoria Riggins
Co-Chairperson

Ireshla Elias-Jackson
Secretary

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: July 26, 2022

TITLE OF AGENDA ITEM: Request to Waive Purchasing Policies for Purchase Orders

DIVISION: Department of Facilities

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

PURPOSE AND SUMMARY OF ITEM: Request for Board approval to waive

purchasing policies for the issuance of five purchase orders as follows:

1. Ahead Clean Care LLC in the amount of \$22,000.00 for Gadsden County HS
2. Parker Business Solutions, LLC in the amount of \$24,578.00 for Havana Magnet
3. Brothers Keeper 365, Inc. in the amount of \$23,100.00 for Shanks Middle
4. C & E Cleaning Services in the amount of \$17,000.00 for Stewart Street Elementary
5. Barkley's Detailing LLC in the amount of \$22,800.00 for West Gadsden Middle

The waiver is requested to accomplish the cleaning at the multiple locations in the time available before students return in August.

FUND SOURCE: to be determined

AMOUNT: Total of \$109,478.00

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY:  7/14/22

Professional Tile Maintenance Proposal

Prepared for:

Gadsden County High School

**27001 Blue Star Hwy
Havana , Florida 32333**

Submitted By:

Ahead Clean Care, LLC

1547 SpruceWood Trail
Tallahassee, Florida 32311
aheadcleancare@gmail.com

June 01, 2022

Gadsden County High School
Professional Tile Maintenance Proposal

Compensation

Complete Machine Stripping and Refinishing of the Tile: \$1.74 per square footage (per unit price includes furniture arrangements and supplies. Price quoted also include carpet care for front office suite, and media center. \$22,000 /sq ft

Invoicing

Invoicing will be itemized according to the tile maintenance service(s) described in the attached Work Specifications. Invoicing will be detailed and submitted promptly to coincide with the completion of all, or part, of the tile maintenance services.

Due to the labor intensive nature of tile maintenance and its associated payroll requirements, our payment policy is net 15 days.

Our Philosophy

Ahead Clean Care, LLC is committed to providing quality tile maintenance services that deliver the highest levels of customer satisfaction. We bring together the best people, most effective methods, highest quality supplies and latest equipment to deliver on this commitment.

Term

This tile maintenance proposal shall be valid for a period of three (3) months provided there are no changes to the nature, details or scope of work required.

Cancellation

This agreement may be terminated or canceled at any time with a minimum of thirty (30) days written notice from either party.

Agreement

This Agreement ("this Agreement") is made and entered into as of _____, 20____, by and between Ahead Clean Care, LLC, with its principal place of business located at 1547 SpruceWood Trail, Tallahassee, Florida 32311 and Gadsden County High School located at 27001 Blue Star Hwy, Havana , Florida 32333.

NOW, THEREFORE, in consideration of the mutual promises and benefits to be derived by the parties they mutually agree to the terms and conditions as outlined above in this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement effective as of the date and year first written above.

Ahead Clean Care, LLC

Gadsden County High School

Signature: _____

Name: _____

Date: _____

Title: _____

Signature: _____

Name: _____

Date: _____

Title: _____

Gadsden County High School

Work Specifications

Strip & Refinish - One-time

Area will be cleared of chairs, floor mats, trash containers and cardboard boxes

Items stuck to the floor will be carefully removed using a putty knife or scraper

Floor will be dust mopped or swept to remove surface dirt and debris

Finish will be removed using floor machine and/or auto scrubber and appropriately diluted chemical stripper solution

Careful attention will be given to thoroughly stripping of edges

Baseboards will be cleaned as possible using edge machine, hand held pad or brush along with baseboard cleaner

Dirty stripper solution will be picked up using wet-vac or squeegee and mop

Floor will be rinsed several times with clean water, followed by a neutralizer solution, then allowed to completely dry before finish is applied

Four (4) to six (6) coats of sealer and/or finish will be applied using flat microfiber applicator or 100% rayon finish mop head to achieve hi-solid content and desired appearance

Standard Procedures

All necessary supervision, equipment and supplies will be furnished by cleaning company

Safety signs, cones and/or barriers may be used to control access to area being serviced

Cleaning Company will be provided with all necessary security codes, fobs or access keys prior to start of work

Cleaning Company will return items such as chairs and trash containers as close to original location as possible

Upon completion of work, all equipment, safety signs/barriers and used supplies will be removed from building

Upon completion of work, building alarms and lights will be secured per instructions

Gadsden County High School

Measurement Summary

Area	Square Footage				Total
	Carpet	Waxable	Non-wax	Wood	
Entrances	---	---	5,700.0	---	5,700.0
School Hallways	---	22,348.0	---	---	22,348.0
Library	---	20.0	---	---	20.0
Cafeteria	---	12,600.0	---	---	12,600.0
Gym	---	3,520.0	---	---	3,520.0
Totals:		38,488.0	5,700.0		44,188.0 sq ft

The information contained in this report is an estimate only.

E

1090 Seashore Ave.
Alford, FL 32420

(850) 209-2250 or (850) 209-8437 phone
(850) 579-2999 or (850) 482-7009 fax

Gadsden County School District
Attn: Ms. Amy O'Donnell
805 S. Stewart
Quincy, Florida 32351

Scope: This proposal is to provide carpet and deep cleaning services for Stewart Street Elementary located at 749 S. Stewart St., Quincy, FL 32351.

We hereby submit specifications and estimates subject to all terms and conditions as set forth below:

Tile Floor Cleaning Services

This bid includes stripping & waxing of tile floors with 5 coats of wax, along with removal and replacement of furniture.

ITEMIZE BID PROPOSAL:

- Building 1: \$300.00
- Building 2: \$2,350.00
- Building 3: \$3,300.00
- Building 4: \$3,800.00
- Building 5: \$4,600.00
- Building 7: \$2,650.00

TOTAL BID - \$17,000.00

Authorized Signature: _____

Date: _____

Accepted: The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified.

Authorized Signature:  _____

Date: 4/21/20

Barkley's Detailing

1118 West Jefferson Street Quincy FL
32351
850-510-7740

Quote # 320

Date: 5/25/2022

Bill To

West Gadsden Middle School
200 Providence Road
Quincy FL 32351

For

School Full Cleaning

Item Description	Amount
Full Cleaning include (Carpet Cleaning, Floor Strip/Wax, Full cleaning of ALL rooms, ALL hallways and ALL restrooms)	\$22,800.00
Subtotal	\$22,800.00
Tax Rate	
Other Costs	
Total Cost	\$22,800.00

Payment Method: Cash, Check, Venmo, Cashapp

If you have any questions concerning this invoice, use the following contact information:

Travis Barkley, 850-510-7740, travisbarkley07@gmail.com

Thank you for your business!

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

DATE OF SCHOOL BOARD MEETING: July 26, 2022

TITLE OF AGENDA ITEM: Gadsden County Public School Virtual Instruction Program (GC-VIP) Guidelines and Procedures Manuel

DIVISION: K12 Education

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

PURPOSE AND SUMMARY OF ITEM:

The State of Florida requires each district to have a virtual instruction program pursuant to F.S.1002.45. Approval of the Gadsden County’s Virtual Instruction Program (GC-VIP) Guidelines and Procedures Manual provides guidance and support to the offerings of virtual opportunities available in the district. These opportunities are open to all eligible students within the district. GC-VIP is an innovative educational experience that takes place in an interactive learning environment created through technology. The Gadsden County Public School (GCPS) district remains steadfast to a commitment of excellence and provides virtual education opportunities to the students of Gadsden County as a school choice option.

FUND SOURCE: FEFP

AMOUNT: Undetermined – based upon enrollment

PREPARED BY: Carolyn Francis


POSITION: Virtual School Administrator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered 24

CHAIRMAN’S SIGNATURE: page(s) numbered 24

REVIEWED BY: 



VIRTUAL INSTRUCTION PROGRAM MANUEL

*Guidelines and
Procedures*

2022-2023

ELIJAH KEY, JR.
SUPERINTENDENT OF SCHOOLS

Gadsden County's Virtual Education

Gadsden County's Virtual Instruction Program (GC-VIP) is open to all eligible students within the district. GC-VIP is an innovative educational experience that takes place in an interactive learning environment created through technology. The Gadsden County Public School (GCPS) district remains steadfast to a commitment of excellence. Subsequently, GCPS holds all stakeholders in all settings—traditional and/or non-conventional—to the same standards established in following vision and belief statements:

VISION STATEMENT

The Gadsden School District embraces systems of excellence to prepare ALL students to live and successfully compete in a global society.

MISSION STATEMENT

The district mission is to collaborate with and engage all stakeholders in providing safe, caring, rigorous and engaging environments in which students can learn and succeed.

BELIEF STATEMENTS

The Gadsden County School District believes that . . .

- All students can and will learn when instruction is engaging, rigorous, differentiated and individualized.
- Everyone must contribute to and be held accountable for student achievement.
- Each child is important and unique.
- Understanding and respecting *diversity* enriches students' lives.
- Every student has a right to a high quality education.
- Education is a shared responsibility of the student, parents, educators, and the community.
- Engaged families combined with highly effective teachers and school leaders are essential to a successful school.
- A well-trained professional teacher is the most important resource in a child-centered classroom.
- High-quality customer service is a necessary component of high-quality education.
- Everyone must be held to the highest ethical standards to achieve excellence.
- Everyone has the right to feel physically and emotionally safe at school.
- A highly effective support staff is an integral and essential component of the school district.

Gadsden County's Virtual Instruction Program

Guidelines and Procedures

Enrollment

Criteria for Eligibility (see Appendix A)

Florida Statute 1002.455 Student eligibility for K-12 virtual instruction

All students, including home education and private school students, are eligible to participate in any of the following virtual instruction options:

- School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1002.45(1)(b);
- Full-time virtual charter school instruction authorized under s. 1002.33 to students within the school district or to students in other school districts throughout the state pursuant to s. 1002.31;
- Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498;
- Florida Virtual School instructional services authorized under s. 1002.37.
History.—s. 5, ch. 2011-137; s. 5, ch. 2012-192; s. 31, ch. 2014-39; s. 51, ch. 2017-116.

Methods to Enroll

Students may apply to for participation in the GC-VIP through using one of the following methods:

- 1) Parents/Guardians may obtain and submit an application or request to the district's Parent and Community Involvement Office at (850) 627-9651 x 1252;
or
- 2) Applications may be submitted online via a web-based application on the district's homepage.

Three enrollment periods will be offered throughout the academic year. Though the specific dates for the periods vary based on the start dates of the school year, the enrollment will be at least 90 days in duration and conclude 30 days prior to the first day of school/term per F.S. 1002.455.

Application Process

1. Application/Letter of Intent submission by Parents/Guardians (see Appendix B).
2. Letters of eligibility or ineligibility distributed.
3. Parents/Guardians must submit registration packets and participate in an online education orientation (see Appendix C).
4. Students are enrolled.

Gadsden County's Virtual Education Team (VET)

Coordinators

The primary points of contact and overseers of GC-VIP are the Instructional Media and Technology Department and a designee from the Federal Program Office with Curriculum experience. In addition to the district level points of contact, each school offering on-line courses will be required to designate at least one site-based support person with curriculum experience. In most cases, the site level point of contact will be the Assistant Principal for Curriculum (APC). However, in cases where there is no APC, a guidance counselor(s) or other teacher leader(s) will be assigned the task by the leader of the school.

Parent & Community Notification

Parents and members of the community will be notified of both the virtual education options and dates for open enrollment through use of the multiple marketing campaigns via varied modes of communication. The following highlights the major strategies that will be implemented to distribute information regarding GC-VIP:

GC-VIP Web-based portal

The GC-VIP web-based portal serves a clearinghouse of resources and tools offering information, forms, and registration materials will be readily accessible.

Telephone Announcements

GCPS will utilize the Skylert Communication system as a means to directly contact parents and families throughout the county. Skylert enables the district to disseminate critical, timely information regarding the GC-VIP to all stakeholders and the system enables the VET to accurately verify receipt of the information. Telephone announcements will include the dates of enrollment periods.

Media (Print & Audiovisual)

The district will make direct contact with parents and families through use of mailers, flyers, direct phone calls, and/or postcards marketing the GC-VIP as well as advising potential registrants of critical enrollment dates and criteria for eligibility. In addition, all schools shall be required to display posters and flyers related to virtual education.

Attendance Requirements & Recording

Compulsory Attendance Requirements

- All student enrolled in GC-VIP are mandated to adhere to the compulsory attendance requirements mandated by the state of Florida and prescribed by the GCPS Student Code of Conduct. 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. 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 21 unexcused absences within 90 calendar days. Minors who fail to satisfy attendance requirements are ineligible for driving privileges (s. 322.091, F.S.)

Attendance Recording Expectations

All providers will be required to consistently record and maintain reports regarding student attendance, potential truancy issues, and/or chronic absenteeism so that early, proactive intervention measures can be assumed to support the student.

Attendance Audits

During each 9-week period of the school year, the VIP providers shall provide attendance documents and documentation as part of an attendance audit. This audit will require that all virtual education instructors provide a list of students that have missed a substantial amount of instruction time and/or have made little progress in terms of course completion. The student and his/her family will be asked to work with district and/or site level personnel, along with the support of the virtual educator, to develop an action plan resolve the issue(s).

Student Progression

The district's student progression plan (see Appendix D) establishes the procedures/requirements with regard to students progressing from one grade to another. Requirements related to student progression, including retention, promotion, and grade assignment, are the same for school district VIP students as they are for other students enrolled in the district.

Accessibility for All Students

Students with disabilities are not restricted from participation in the virtual program. Current Individual Education Plans (IEP) of student applicants who meet the entrance criteria will be evaluated on an individual basis in order to determine the appropriateness of the virtual education option. Parents must be part of the IEP review process. Per Florida Department of Education guidelines, district virtual schools are choice options and are not required to fundamentally alter their instructional programs to meet the needs of every student with a disability.

Quality Control

Contractual Agreements

Only VIP providers approved by the Florida Department of Education (FDOE) will be considered for contracts with the GCPS. All contractual agreements will clearly address the following provisions: a) student/teacher ratio, b) data quality requirements, c) security controls, and d) quality of instruction. (See Appendix H)

Programs Under Consideration for Adoption (Review Process)

The district's VET will conduct an annual review of all virtual offerings and make adjustments in course offerings, vendors/providers, and district-wide implementation framework as warranted. This process will be initiated the January prior to the implementation year. Through use of the provider qualifications outlined in the Florida Education Statute 1002.45(2)(3), the district will meticulously vet each potential vendor. Following the vetting process, a vendor will be selected and the contract negotiation process will begin. The district will use the contract template provided by the FLDOE as the model for all Virtual Education contractual agreements. Contracts should be finalized by late spring/early summer prior to the year of implementation.

Program Evaluation (Quality & Services)

The currently adopted Virtual Education program and processes will be evaluated semi-annually to ensure adherence to current statutory provisions and assess how well the program is working to meet the needs of the learning community. The program evaluation process, which will be spearheaded by the Virtual Education Team (VET), will consist of acquiring and analyzing both qualitative and quantitative data and correlating the data with the goals and objectives for the program as defined by the district's VET. While program evaluation will be systematic and on-going, it is imperative to note that a meticulous analysis will be conducted at the close of the academic year. (See Appendix E)

Background Checks & Screenings

Prior to the beginning of each semester, the district will acquire and analyze all documents and/or records related to background checks, security screenings, and licensing information for any individual that will be in contact with students. Personnel will not have access to students and/or student data until he/she has been cleared by the district's Human Resources office in accordance to F.S. 1012.32.

Materials & Resources

Within the first 20 days of each school term, the district will verify receipt of instructional materials and resources. Each family enrolled in Gadsden County's Virtual Education Program will be contacted directly and required to complete and submit the district's verification (See Appendix G) form through one of the following methods:

- Email
- Postal Mail, or
- online submission

State Requirements for Virtual Education

Each virtual instruction program under this section must:

- (a) Align virtual course curriculum and course content to the Sunshine State Standards under F. S. 1003.41;
- (b) Offer instruction that is designed to enable a student to gain proficiency in each virtually delivered course of study;
- (c) Provide each student enrolled in the program with all the necessary instructional materials.
- (d) 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:
 - a. 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
 - b. Internet services necessary for online delivery of instruction.
- (e) Not require tuition or student registration fees.

STUDENT ELIGIBILITY — A student may enroll in a virtual instruction program provided by the school district or by a virtual charter school operated in the district in which he or she resides if the student meets eligibility requirements for virtual instruction pursuant to F.S. 1002.455.

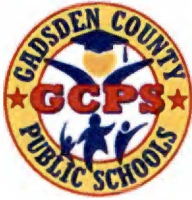
**For Additional Information Please See
The Gadsden County VIP Timeline/Action Plan
(See Appendix F)**

APPENDIX A
Virtual Instruction Program
Criteria and Eligibility Chart

CRITERIA VERIFICATION
<p>Students who enroll in some of the virtual options must meet at least one of the criteria specified in s.1002.455, F.S.</p> <p>(1) School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. <u>1002.45(1)(b)</u>.</p> <p>(2) Full-time virtual charter school instruction authorized under s. <u>1002.33</u> to students within the school district or to students in other school districts throughout the state pursuant to s.<u>1002.31</u>.</p> <p>(3) Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. <u>1003.498</u>.</p> <p>(4) Florida Virtual School instructional services authorized under s. <u>1002.37</u>.</p>
<p>Student eligibility is determined by either reviewing the student’s previous year enrollment history with the district or, for those students who have transferred from another district, using the Student Locator function available from the department. Specific instructions for using the Student Locator function are available by either contacting a district’s management information system staff or the department’s Office of Education Information and Accountability Services (ASKEIAS@fldoe.org).</p>
<p>Siblings are eligible if their brother or sister is currently enrolled in a full-time public virtual school and was also enrolled at the end of the previous year. Districts may use paperwork normally gathered at registration/enrollment, such as a birth certificate or adoption papers to determine sibling eligibility.</p>
<p>A review of transfer orders will satisfy the verification requirement for dependent children of members of the United States Armed Forces.</p>
<p>Section 1002.20 (18) (a), F.S., states students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities. In addition, section 1006.15 (5) (b), F.S., states “any organization or entity that regulates or governs extracurricular activities of public schools...shall not discriminate against any eligible student based on an educational choice of public, private, or home education.”</p>

The School Board of Gadsden County

Elijah Key, Jr.
SUPERINTENDENT OF SCHOOLS



"Putting Children First"

35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FL 32351
TEL: (850) 627-9651
FAX: (850) 627-2760
<http://www.gadsdenschools.org>

TO: Superintendent of Schools

RE: Notice of Intent to Establish and Maintain a Home Education or Virtual Instruction Program

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

Please Print

Child Name	Date of Birth	Current School/Grade Level <i>(Optional)</i>

Parent's Name *(please print)* _____

Home Address, City/Zip Code *(please print)* _____

Phone Number _____ Second Phone Number _____

Reason for Virtual Instruction or Home School Program (Optional) _____

Email: _____

Parent's Signature _____ Date _____

Mail, bring or fax to:
Superintendent of Schools
Gadsden County Schools
35 Martin Luther King Jr. Blvd.
Quincy, FL 32351 FAX: 850-627-7594

CATHY S. JOHNSON
DISTRICT NO. 1
HAVANA, FL 32333
MIDWAY, FL 32343

STEVE SCOTT
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

Leroy McMillan
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

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

KAREMA D. DUDLEY
DISTRICT NO. 5
QUINCY, FL 32353

APPENDIX C

The School Board of Gadsden County

Elijah Key, Jr.
SUPERINTENDENT OF SCHOOLS



"Putting Children First"

35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FL 32351
TEL: (850) 627-9651
FAX: (850) 627-2760
<http://www.gadssdenschools.org>

VIRTUAL INSTRUCTION REGISTRATION and ORIENTATION FORM

TO: Superintendent of Schools

RE: Registration and Parent Orientation for Home Education or Virtual Instruction Program

This letter is to inform you of our intent to provide registration materials to the district for virtual or home instruction; participate in an online orientation for the virtual instruction; and our commitment to maintain a quality virtual program for our child(ren), according to Florida Statutes 1002.41.

Parent's Name *(please print)* _____
Home Address, City/Zip Code *(please print)* _____
Phone Number _____ Second Phone Number _____
Reason for Virtual Instruction *(Optional)* _____

Parent's Signature _____ Date _____

SEX: Female Male
RACE: White/Non-Hispanic Black, Non Hispanic Asian/Pacific Islander American Indian or Alaska Native Multiracial/Other
ARE YOU HISPANIC or LATINO: Yes No
Hispanic or Latino – A person of Cuban, Mexican, South or Central American, or other Spanish culture or origin regardless of race

Please Print

Child Name	Date of Birth	Current School/Grade Level (Optional)
Email:		

Required Attachment: Birth Certificate / Driver License

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

CATHY S. JOHNSON
DISTRICT NO. 1
HAVANA, FL 32333
MIDWAY, FL 32343

STEVE SCOTT
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

Leroy McMillan
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

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

KAREMA D. DUDLEY
DISTRICT NO. 5
QUINCY, FL 32353

APPENDIX D

Student Progression Plan

Available at: www.gadsdenschools.org

(type keywords 'student progression plan' into search box at top right of page)

Revised annually

APPENDIX E
Gadsden County’s Virtual Education Review Tool

Program Name: _____ **Date of Review:** _____

Submitted by:	Reviewed by:
Decision Recommended:	Decision Made:
Rationale:	Rationale:

Directions:

For each standard please review the relevant information or materials in the course and determine if the standard is not in place, is developing, is developed with inconsistent implementation and fidelity, or is developed and implemented with fidelity. Place a check mark in the appropriate location. Please use the following guidelines to make these determinations:

The Virtual Learning Program Rubric includes examples that convey one component of a fully met standard. These examples are meant to serve as a model for what the scale looks like in action and to assist you in your review; however, they are not exhaustive or mandatory for each standard.

A Virtual Learning Program Standard consists of all or a combination of certain characteristics, a process for implementation, a process for assessing the fidelity of implementation, and alignment or integration with other efforts.

Scale:

Fully Met – All characteristics of the standard are developed. A process to implement is in place. Implementation is done consistently and with fidelity across the system.

Partially Met – Characteristics of the standard are developed. A process to implement is developed. Implementation is not done consistently or with fidelity across the system.

Developing – Characteristics of the standard are being developed. A process to implement is being developed.

Beginning – There is little or no development of the standard and little or no implementation of the standard.

Please use the Evidence, Notes, Comments section to indicate why a particular score was given, to provide brief suggestions for improvement (if necessary), or to include a description of why something was particularly well done. It is strongly recommended that you explain how you scored standards with multiple variables (e.g., The course content comprehensively and rigorously addresses identified course objectives).

Gadsden County's Virtual Education Review Tool

1. Program Design: This domain reflects the Virtual Learning Program's mission and goals and addresses the accessibility and understanding of these to relevant stakeholders, including students, parents, and community members.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 1.1: The Virtual Learning Program mission statement reflects the importance of virtual learning and is informed by K12 research and best practices	A mission statement has been developed that reflects the importance of virtual learning and the desired program impacts. It is informed by K12 virtual learning research and/or practices.	A mission statement has been developed that reflects the importance of virtual learning and the desired program impacts. It is not informed by K12 virtual learning research and/or practices.	A mission statement is being developed that reflects the importance of virtual learning. It is not informed by K12 virtual learning research and/or practices.	No mission statement has been developed.	
<i>Evidence, Notes, Comments</i>					
Standard 1.2: The Virtual Learning Program goals and objectives are clearly defined, specific, measurable, achievable, results focused, and time bound.	Virtual learning goals and objectives have been developed that reflect the program's mission. Goals and objectives are specific, measurable, achievable, results focused, and time bound.	Virtual learning goals and objectives have been developed that reflect the program's mission. Goals and objectives are not specific, measurable, achievable, results focused, or time bound.	Virtual learning goals and objectives are being developed that reflect the program's mission.	Virtual learning goals and objectives have not been developed.	
<i>Evidence, Notes, Comments</i>					
Standard 1.3: Consistent efforts are made to communicate the program mission, goals, and objectives to all stakeholders.	Information about the program mission, goals, and objectives is consistently communicated through the use of multiple methods. A plan exists and is being implemented to measure stakeholder understanding and to continuously improve communication efforts.	Information about the program mission, goals, and objectives has been communicated through the use of multiple methods. A plan has been developed for measuring stakeholder understanding.	Information about the program mission, goals, and objectives has been communicated through some other methods. No plan has been developed for measuring stakeholder understanding.	The Virtual Learning Program mission, goals, and objectives have not been communicated to stakeholders.	
<i>Evidence, Notes, Comments</i>					
Standard 1.4: The Virtual Learning Program goals encourage the development of strong working relationships with the broader community to support students' academic progress and social and emotional well-being.	The Virtual Learning Program has goals to engage the broader community in support of students' academic progress and social and emotional well-being. Partnerships have been developed, are active, and are continually assessed to ensure desired outcomes are achieved.	The Virtual Learning Program has goals that reflect the need to develop working relationships with the broader community to support students' academic progress and social and emotional well-being. These goals have been communicated to a variety of stakeholders.	The Virtual Learning Program is developing goals that reflect the need to develop working relationships with the broader community to support students' academic progress and social and emotional well-being.	The Virtual Learning Program goals do not reflect the need to develop working relationships with the broader community to support students' academic progress and emotional well-being.	
<i>Evidence, Notes, Comments</i>					
Standard 1.5: The Virtual Learning Program goals include developing strong working relationships with	The Virtual Learning Program includes goals to work with the broader community to continually increase access for all	The Virtual Learning Program includes goals to work with the broader	The Virtual Learning Program is developing goals to include the	The Virtual learning Program goals do not include working with the	

1. Program Design: This domain reflects the Virtual Learning Program's mission and goals and addresses the accessibility and understanding of these to relevant stakeholders, including students, parents, and community members.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
the broader community to support access for all students.	students. It frequently measures access to ensure all students have equitable opportunities.	community to continually increase access for all students.	broader community to increase access for some students.	broader community to increase access for students.	
<i>Evidence, Notes, Comments</i>					

2. Curriculum/Instruction: This domain reflects the design and rigor of the Virtual Learning Program curriculum as well as the fidelity of its implementation.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 2.1: Virtual Learning Program curriculum is aligned to state/district standards and performance goals.	The Virtual Learning Program curriculum has been aligned to the state/district standards and contains clearly stated performance goals. There is a process to continually assess alignment across all standards and grades.	The Virtual Learning Program curriculum has been aligned to the state/district standards and contains clearly stated performance goals. There is no process to continually assess alignment across all standards and grades.	A plan is being developed to align the Virtual Learning Program curriculum to the state/district standards and performance goals.	Virtual learning Program curriculum is not aligned to state/district standards and is not mapped to performance goals.	
<i>Evidence, Notes, Comments</i>					
Standard 2.2: The implementation of the Virtual Learning Program curriculum is monitored for quality and fidelity.	A plan has been developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity. The monitoring process is implemented with consistency and fidelity. There is a process for reflecting on and using feedback from monitoring for ongoing curriculum and instructional enhancement.	A plan has been developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity. The monitoring process is being implemented but not consistently or with fidelity.	A plan is being developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity.	There is no plan developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity.	
<i>Evidence, Notes, Comments</i>					
Standard 2.3: Virtual Learning Program curriculum is organized (i.e., clear, coherent, and aligned vertically between grades and horizontally across subjects on the same grade level) and rigorous (i.e., embeds critical thinking, problem solving, analysis, integration, creativity, and collaboration and provides guidance for differentiation according to student abilities).	The Virtual Learning Program curriculum has a detailed plan, has clear conceptual organization, and adheres to standards, which provide for deeper learning opportunities that challenge and engage students.	The Virtual Learning Program curriculum shows evidence of planning and has clear conceptual organization. However, it does not adhere to standards and/or lacks in deeper learning opportunities.	A plan is in place to strengthen both the organization and rigor of the Virtual Learning Program curriculum.	The Virtual learning Program curriculum is neither organized nor rigorous.	
<i>Evidence, Notes, Comments</i>					
Standard 2.4: Virtual Learning Program curriculum and assessments are competency based (i.e., students progress as they demonstrate mastery).	Virtual learning Program curriculum is aligned to a competency-based learning approach and includes competency-based assessments that allow students to demonstrate mastery.	Virtual Learning Program curriculum is aligned to a competency-based learning approach but does not include competency-based assessments that allow students to demonstrate mastery.	There is a process in place to ensure the Virtual Learning Program curriculum and assessments are aligned to a competency-based learning approach.	Virtual learning Program curriculum and assessments are not aligned to a competency-based learning approach.	
<i>Evidence, Notes, Comments</i>					

2. Curriculum/Instruction: This domain reflects the design and rigor of the Virtual Learning Program curriculum as well as the fidelity of its implementation.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 2.5: Virtual Learning Program instruction reflects pedagogical preparation (i.e., coursework and/or training/practice designed to prepare instructors) toward college and career readiness.	The design of the Virtual Learning Program instruction incorporates and models current college and career readiness standards, and the instruction is being implemented with consistency and fidelity.	The design of the Virtual Learning Program instruction incorporates and models current college and career readiness standards. The instruction is not being implemented with consistency or fidelity.	There is a plan to ensure the design and implementation of the Virtual Learning Program instruction incorporates and models current college and career readiness standards.	The design and implementation of the Virtual learning Program instruction does not incorporate or model current college and career readiness standards.	
<i>Evidence, Notes, Comments</i>					
Standard 2.6: Virtual Learning Program curriculum includes objectives that require interactive collaboration between students to students and students to teachers.	The curriculum includes objectives that require high levels of interactive collaboration between students to students and students to teachers and is being implemented consistently with fidelity.	The curriculum includes objectives that require high levels of interactive collaboration between students to students and students to teachers. It is not being implemented consistently or with fidelity.	A plan is being developed to ensure the curriculum consistently reflects objectives that require high levels of interactive collaboration between students to students and students to teachers.	The curriculum does not include objectives that require high levels of interactive collaboration between students to students and students to teachers.	
<i>Evidence, Notes, Comments</i>					
Standard 2.7: The Virtual Learning Program reflects instructional methods that support personalized learning (i.e., learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students).	Virtual Learning Program instructional methods support personalized learning for all students and are being implemented with fidelity.	Virtual learning Program instructional methods support personalized learning for all students but are not being implemented with fidelity.	Virtual Learning Program instructional methods are being developed to support personalized learning for all students.	The Virtual Learning Program does not reflect instructional methods that support personalized learning for all students.	
<i>Evidence, Notes, Comments</i>					

3. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.

Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
<p>Standard 3.1: The Virtual Learning Program has all the educational materials needed to be successful in a virtual learning environment.</p>	<p>Program has all the materials needed to be successful in a virtual environment, including hardware, software, internet, manipulatives, textbooks, etc. These materials are accessible to all essential stakeholders.</p>	<p>Program has all the materials needed to be successful in a virtual environment, including hardware, software, internet, manipulatives, textbooks, etc. These materials are accessible to most, but not all, essential stakeholders. Plans are developed to reach full accessibility for all essential stakeholders.</p>	<p>All materials needed to be successful in a virtual environment are in the process of being acquired. Plans to make these materials available to all essential stakeholders are being developed.</p>	<p>Materials needed to be successful in a virtual environment are being identified and acquired. No plan has been developed to make these materials available to all essential stakeholders.</p>	
<p><i>Evidence, Notes, Comments</i></p>					
<p>Standard 3.2: The Virtual Learning Program provides opportunities for training regarding program methodologies and the proper use of the learning management system.</p>	<p>Administrators, teachers, staff, students, parents, and other stakeholders have access to training regarding Virtual Learning Program methodologies and the proper use of the learning management system. All essential stakeholders are using the training consistently.</p>	<p>Administrators, teachers, staff, students, parents, and other stakeholders have access to training regarding Virtual Learning Program methodologies and the proper use of the learning management system. All essential stakeholders are using the training, but not consistently.</p>	<p>A plan is being developed to train stakeholders regarding Virtual Learning Program methodologies and the proper use of the learning management system.</p>	<p>The Virtual Learning Program has little to no evidence of access to training for stakeholders regarding program methodologies and the proper use of the learning management system.</p>	
<p><i>Evidence, Notes, Comments</i></p>					
<p>Standard 3.3: Staff and students have reliable access to resources and support for learning.</p>	<p>Staff and students have access with 90 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.</p>	<p>Staff and students have access with 80 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.</p>	<p>Staff and students have access with 50 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.</p>	<p>Staff and students have access with less than 50 percent reliability to support hardware, software, and human resources for the Virtual Learning Program.</p>	
<p><i>Evidence, Notes, Comments</i></p>					
<p>Standard 3.4: The governance system (i.e., the distribution of power among levels of government and roles of various officials, administrators, teachers, parents, and students) provides stewardship and oversight of the Virtual Learning Program.</p>	<p>There is a governance system to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team have been developed. The governance system is enacted with consistency and fidelity.</p>	<p>There is a governance system to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team have been developed. The governance system is enacted but without consistency and fidelity.</p>	<p>There is a governance system being developed to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team are being developed.</p>	<p>There is no governance system to ensure the success and sustainability of the Virtual Learning Program.</p>	
<p><i>Evidence, Notes, Comments</i></p>					

3. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.

Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 3.5: The governance system for the Virtual Learning Program has established an effective process for decision making and communication.	The governance system has clear and well-understood processes for decision making and communication. The processes are implemented with consistency.	The governance system has clear and well-understood processes for decision making and communication. The processes are implemented but without consistency.	The governance system is developing or clarifying processes for decision making and/or communication.	The governance system has no clear processes for decision making and/or communication.	
<i>Evidence, Notes, Comments</i>					
Standard 3.6: The governance system for the Virtual Learning Program includes a process to approve and update policies related to virtual learning.	A plan has been developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations. The implementation of this plan is consistent, and revisions are made as needed.	A plan has been developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations. The implementation of this plan is inconsistent.	A plan is being developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations.	There is no plan developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations.	
<i>Evidence, Notes, Comments</i>					
Standard 3.7: The governance system for the Virtual Learning Program addresses evaluation of instructional quality and program delivery using clear policies, measures, and procedures.	The governance system has developed an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures. The evaluation plan is being implemented with consistency and fidelity. Feedback is used to guide program and instructional enhancements.	The governance system has developed an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures. The evaluation plan is being implemented but without consistency and fidelity.	The governance system is developing an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures.	The governance system has no evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures.	
<i>Evidence, Notes, Comments</i>					
Standard 3.8: The Virtual Learning Program provides opportunities for educators to reflect on the implementation of the program, curriculum, instructional practices, and student results.	A mechanism has been developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results. The reflection process is effective and informs changes as needed.	A mechanism has been developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results. The reflection process requires enhancement (e.g., more frequency, more substance, greater participation).	A mechanism is being developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results.	A mechanism has not been developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results.	
<i>Evidence, Notes, Comments</i>					
Standard 3.9: The Virtual Learning Program has staffing and supervision plans that define and	A plan has been developed to address staffing and supervision of the Virtual Learning Program. Staffing and supervision	A plan has been developed to address staffing and supervision of the Virtual Learning Program. There is no	A plan is being developed to address staffing and supervision of the Virtual Learning Program.	A plan has not been developed to address staffing and supervision of the Virtual Learning Program.	

3. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.

Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
<p>delineate roles and responsibilities among leaders, faculty, staff, and other stakeholders.</p>	<p>are consistently reviewed, and inefficiencies are mitigated as needed.</p>	<p>process for reviewing inefficiencies in staffing/supervision and/or mitigating these on an ongoing basis.</p>			
<i>Evidence, Notes, Comments</i>					
<p>Standard 3.10: The Virtual Learning Program has monitoring and evaluation plans in place to ensure that all essential stakeholders have the knowledge and skills to participate in and implement the program with fidelity.</p>	<p>A plan has been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed. The plan is being implemented with consistency and fidelity.</p>	<p>A plan has been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed. The plan is being implemented but not with consistency and fidelity.</p>	<p>A plan is being developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed.</p>	<p>A plan has not been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed.</p>	
<i>Evidence, Notes, Comments</i>					
<p>Standard 3.11: The governing system for the Virtual Learning Program includes essential stakeholders.</p>	<p>A plan has been developed to form a governing system for the Virtual Learning Program that includes essential stakeholders. All essential stakeholders are represented.</p>	<p>A plan has been developed to form a governing system for the Virtual Learning Program that includes essential stakeholders. Outreach and recruitment is ongoing to form this governing system. Not all essential stakeholders are yet represented.</p>	<p>A plan is being developed to form a governing system for the Virtual learning Program that includes essential stakeholders.</p>	<p>There is no governing system for the Virtual Learning Program that includes essential stakeholders.</p>	
<i>Evidence, Notes, Comments</i>					

APPENDIX F
Gadsden County's Virtual Instruction Procedural Plan

Task	Timeframe	Evidence, Artifacts, and/or Documentation	Persons Responsible
Development of the Gadsden County School's Virtual Education Team (VET).	Late Summer/Early Fall (prior to implementation)	<ul style="list-style-type: none"> - Team rosters - Sign in Sheets - Agenda, notes, and minutes from meetings 	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.
Decision making regarding the option and/or framework to be used for Virtual Education for the upcoming school year. And, develop, collaboratively, a draft calendar for virtual instruction.	Late Summer/Early Fall (prior to implementation)	<ul style="list-style-type: none"> - Sign in sheets - Agendas, notes, and minutes from meetings - Calendar outlining enrollment dates as well as critical points within the year such as completion dates and deadlines for submitting grades to the district office - 	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (Finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.
Launch the content review/vetting process for prospective Virtual Instruction Providers for the next school. Potential vendors will be selected from the FLDOE's list of approved providers.	January-March preceding the academic year of implementation Contracts must include: student-teacher ratios; data quality requirements; minimum required security controls, and provider compliance with contract terms or quality of instruction.	<ul style="list-style-type: none"> - Team rosters - Agendas, notes, and minutes from meetings - Rubrics and other paperwork associated with analyzing the curricula and quality of service 	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (Finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.
Selection of program(s), acquisition of quotes and/or cost analyses, and drafting of contract(s).	March-May	<ul style="list-style-type: none"> - Cost Analyses - Budgets - Quotes - Contracts 	The Director of Media and a designee from the Deputy Superintendent's Office.
Submission of contract to the School Board for approval.	June of the summer prior to the year of implementation	<ul style="list-style-type: none"> - School Board approval (notes/minutes) 	Designee from the Deputy Superintendent's Office.
Development of advertisement in various formats and/or mediums to notify parents, families, and the community of the option of virtual education and open enrollment periods for Virtual Education.		<ul style="list-style-type: none"> - Gadsden County's Virtual Education Portal (web-based) - Post cards distributed to all students registered in GCPS (preK-12) - Flyers and postings to be displayed in every school's office and guidance department 	Media and Technology
Distribution of media both digital and print notifying parents, families, and community members of the Virtual School options and advising them of the open enrollment periods.	No later than March 1 st for Summer Open Enrollment No later than May 1 st for Fall Open Enrollment No later than October 1 st for Spring Open Enrollment	<ul style="list-style-type: none"> - Gadsden County's Virtual Education Portal (web-based) - Instant messages (via Lan, mobile, and email) through use of the district's home-to-school communication tool - Postal Receipts - Mailing Lists 	Media and Technology; site-based administrators and guidance counselors; designee from Deputy Superintendent's Office <i>NOTE: Skylert notification must be 90 days before the open enrollment date and must include the enrollment dates.</i>

Task	Timeframe	Evidence, Artifacts, and/or Documentation	Persons Responsible
	<i>(per F.S. 1004.25(1)(b) – 90 days before open enrollment dates)</i>	<ul style="list-style-type: none"> - Flyers and postings to be displayed in every school's office and guidance department 	
Initiate the enrollment process.	Varies based on enrollment period(s) – but it will be 90+ days ending 30 days prior to the first day of the school year (per Section 1002.45 F.S.)	<ul style="list-style-type: none"> - Enrollment documents - Course schedule 	Site-based guidance counselors and administrators for curriculum
Verify students' receipt of instructional materials, tools and equipment, including internet access.	Varies based on enrollment period. However, all verifications will be completed prior to the commencement of the first day of the course(s).	<ul style="list-style-type: none"> - Verification records from the VIP 	Designee from Deputy Superintendent's Office
Attendance Audits	Every 9 weeks	<ul style="list-style-type: none"> - Attendance records - Early Warning Systems (EWS) data 	Designee from Deputy Superintendent's Office Curriculum and Instruction
Program Evaluation	Ongoing A comprehensive summative analysis will take place at the close of each academic year.	<ul style="list-style-type: none"> - Sign in sheets - Agendas, minutes, notes, etc. - Evaluation analyses paperwork (See Appendix D) 	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (Finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.

APPENDIX G
Gadsden County Public Schools Virtual Instruction Program
Acknowledgement/Verification of Materials Received

Parent/Guardian's Name	
Street Address	
City, State, and Zip Code	
Telephone Number	
Email Address	

I _____ (*Print Name-Parent/Guardian*), hereby acknowledge that I received all of the materials listed on the attached page and further acknowledge that the merchandise has been inspected and is without defect.

Virtual Providers Name (*Print*) _____

Parent/Guardian's Signature: _____

Student Name: _____

Date: _____

Important Note: *Please submit this document and copies of the packing slips to the Gadsden County School Board within ten (10) business days of delivery of the materials and resources. Thank you in advance for your cooperation and assistance.*

Ensure you have included the following documents:

- Packing Documents
- Acknowledgement/Verification Form Fully Completed

Please send the above documents via:

Postal Mail:

Gadsden County School Board
 Attention: Carolyn Francis
 35 Martin Luther King Jr. Blvd.
 Quincy, FL 32351

Fax:

(850) 627-3530

Or, email:

franciscc@gcpsmail.com

APPENDIX H

AVERAGE STUDENT TEACHER RATIOS AND TEACHER LOADS

FUEL/K12 takes into account the needs of the individual students, families, schools, and teachers in assigning teacher loads. An average teacher load for elementary grades K-3 full-time core courses is 65; grades K-3 part-time core courses (0.5 teacher) is 35; average teacher load for K-3 full time electives is 250, and K-3 part time (.5) electives is 125. For the grade level band of 4-8 the average teacher load is calculated taking into consideration the 4-5th grade average teacher load and the 6-8th grade average teacher load. The grades 4-5 average teacher load mirrors the grades K-3 average teacher load, and the grades 6-8 average teacher load mirrors the grades 9-12 average teacher load. As such, the average teacher load for grades 4-8 full-time core courses is 132; grades 4-8 part-time core courses (0.5 teacher) is 67; average teacher load for grades 4-8 full time electives load is 250, and grades 4-8 part time (.5) electives is 125. An average teacher load for grades 9-12 full time core courses is 200; grades 9-12 part-time core courses (0.5 teacher) is 100; average grades 9-12 full time electives load is 250, and grades 9-12 part time (.5) electives is 125.

Students in the online environment are not divided up into class periods, and as such student-teacher ratios in this environment are complex to calculate. Teachers most often work with students in a 1:1 ratio to review course content, provide individualized feedback or deliver instructional support. Teachers *may* also work in small groups with students in a 5:1 or 10:1 or 25:1 setting for support or direct instruction. Other interactions or class meetings can be up to 200:1 if the full class is invited to a synchronous session. The student teacher ratio is fluid based on the nature of the student-teacher interaction. Using the average teacher loads, and considering a typical brick and mortar school day of 6 periods for grades 6-12 and electives (with grades K-3 not divided into class periods), the average student-teacher ratios can be calculated as follows: grades K-3 full time core courses 65:1; grades K-3 part time core courses 35:1; grades K-3 full time electives 42:1; grades K-3 part time electives 21:1; grades 4-8 full time core 22:1; grades 4-8 part time core 11:1; grades 4-8 full time electives 42:1; grades 4-8 part time electives 21:1; grades 9-12 full time core 33:1; grades 9-12 part time core 17:1; grades 9-12 full time electives 42:1; and grades 9-12 part time electives 21:1.

Edgenuity commits to a student-teacher ratio consistent with the Florida Virtual School program, which is one teacher per 30 students for grades K-5, one teacher per 65 students for grades 6 – 8 and one teacher per 200 students for grades 9 – 12.

PAEC maintains the student teacher ratio average of all instructors for K-12 at 30:1 with no single teacher classroom exceeding 150 active students at any one time..

Data Quality Requirements/Reporting:

The Gadsden school district will monitor compliance with data requirements at the end of each semester. The dates are as follows:

First Semester Ends: December 16, 2022

Second Semester Ends: May 31, 2023

Minimum Required Security Controls:

Virtual Instructional 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. All providers has secured clearinghouses that is password protected and allows the VIP district Liaison to retrieve confidential information anytime needed.

Provider compliance with contract terms or quality of instruction:

A VIP district Liaison acts for the district in all matters pertaining to their contract, including but not limited to monitoring compliance with contract terms and quality of virtual instruction pursuant to State and Client policy, and to accept and approve all deliverables and invoices.

Accepts standard publications of the Virtual Instructional 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**). *The following are links to VIP Provider's Disclosure Website:*

Florida Virtual School (<https://www.flvs.net/>)

K-12 STRIDE Learning Solutions (<http://www.k12.com/>)

PAEC FLVS Franchise (<http://my.paec.org/>)

Edgenuity (www.edgenuity.com)

IN WITNESS WHEREOF, the Gadsden County School Board have APPROVED the 2022 – 2023 Gadsden County Public Schools Virtual Instruction Program (VIP) Guidelines and Procedures Manual as of the last written date below:

Mr. Elijah Key, Jr. Superintendent of Schools

Date: _____

Mr. Leroy McMillan, School Board Chairperson

Date: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9b

DATE OF SCHOOL BOARD MEETING: July 26, 2022

TITLE OF AGENDA ITEMS: Code of Conduct 2022-2023

DIVISION: School Safety

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the 2022-2023 Student Code of Conduct

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Matthew J. Bryant

POSITION: District Safety & Security Specialist

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the Comptroller has signed the budget page.

Gadsden County Public Schools

2022-2023

STUDENT CODE OF CONDUCT



Elijah Key

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Board Approved
00/00/0000

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"The Gadsden County School District does not discriminate against any person on the basis of sex (including transgender status, gender nonconforming, and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, or genetic information."

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SUPERINTENDENT'S MESSAGE

In order for the Gadsden County School District to perform effectively, it 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 that 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 Pre-K -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 all the 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.leg.state.fl.us/statutes/>

The administrators and school personnel will continue to promote and maintain the kind of leadership 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. We want to ensure that each student will have positive experiences in a safe, nurturing learning environment.

Respectfully yours,

Superintendent of Schools

EK:jb

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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 (brick and mortar or remote learning)

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 2021-2022 SCHOOL TERM

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 Board Policy 3.18 and 5.40).
- 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. [F.S. 1002.20, 1003.21, 1003.24, 1003.26, 1003.27, 1006.09](#)

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

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.

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.

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. Jeans are allowed to be worn at the discretion of the principal.
- 5) Uniform knee-length shorts/skirts will be acceptable.
- 6) Shoes must be safe and appropriate covering the student's feet.
- 7) Socks must be black, white, or other color as approved by the principal.
- 8) Boys and girls must wear belts if pants/shorts have belt loops. No sagging of pants will be allowed.
- 9) Outer garments for cold weather are permissible. Hooded sweatshirts are allowed but hoods may not be worn during school hours. Uniform shirt is required underneath.

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. Safe and appropriate shoes covering the feet.

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.

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

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. Students may also be removed from extracurricular activities by the Principal.

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.

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 that are deemed inappropriate by administration
- 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(2)(d) and F.S. 1006.15(4))
- Hooded sweatshirts are allowed, but hoods may not be worn during school hours. Must meet all clothing guidelines.

* 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.

VIII. 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 used for educational purposes for grades K-8 and at the discretion of the principal in grades 9-12.

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 5.321 – 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 5.321 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\(2\)](#)

IX. 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.

X. 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.

XI. 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.

XII. 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.

XIII. STUDENT RECORDS

Rights:

Students/Parents/guardians have the following rights:

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

Rules/Procedures Relating to Student Records:

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

- I. Purposes. Rules cover all school records of all students.
- II. Definitions:
 - A. Education Records: Records required by law containing information about the student
 1. Category A - Permanent Information: student information that is required by law to be kept indefinitely.
 2. Category B - Temporary Information: student information that may be kept for a short time then discarded or changed
 - B. Child: a person who is under 18 years of age
 - C. Pupil/Student: a person who is enrolled in a school
 - D. Eligible Student: a person who is 18 years old or older and who is enrolled in one or more offered educational programs by the Gadsden County district (see section IV.)

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

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

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

B. Content of Category B Records:

1. Health information
2. Information about the student's family
3. Test scores
4. School and vocational plans
5. Honors and school activities
6. Reports of special classes required by law
7. List of schools attended
8. Driver education certificate
9. Letters from other groups
10. Written requests for permission to review the record
11. List of people who requested and received a copy of the record
12. Written information indicating any changes made in the record
13. Summary of state student assessment test results
14. Copies of exceptional student education placement reports as required by law.
15. Records of discipline, suspension, and expulsion
16. Records of counselors' and teachers' conferences with students
17. Free lunch applications, work experience interviews, and other records

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

A. A written request must be submitted to the principal, clearly identifying the part of the record to be changed, and specifying why it is inaccurate or misleading.

B. If the request is approved, the change or removal shall be made in writing and signed and dated by the eligible student or parent/guardian and a school official. The written agreement shall show only that the record has been corrected or a portion removed.

C. If the District denies the request for the change of record, the District will notify the eligible student or parent/guardian of the decision, advising them of their right to a hearing. Information regarding the hearing procedures will be provided to the eligible student or parent/guardian.

D. If a hearing is held and a decision is made to keep the record intact without the proposed change, the eligible student or parent/guardian may include a written statement in the

record. The statement may indicate disagreement with the decision and state reasons for disagreement.

V. Procedures for Transfer of Education Records.

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

Notification of Rights for Elementary and Secondary Schools

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

- 1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents/guardians or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
- 2. The right to request the amendment of the student’s education records that the parent/guardian or eligible student believes are inaccurate or misleading. Parents/guardians or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
- 3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. (Optional) Upon request, the School discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

Parents/guardians have the following rights:

- 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.

XIV. 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 has the authority to control students while on school campus or at any school event.

- B. Florida Statutes [F.S. 1003.32 \(4\)](#) 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. **(Refer to F.S. 1003.32 for more details.)**

III. OFFENSES

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

- G. If a student is to be suspended, he/she will be told why before being suspended and will also get an explanation of the evidence and a chance to tell his/her side. Every effort will be made to notify the parent/guardian(s) as soon as possible. A principal may suspend for five days. If the suspension is for more than five days, or if the student is recommended for expulsion, a hearing will be held. If the student is a danger to other students or constantly keeps others from learning, he/she may be immediately removed from class and/or school. Only the School Board can expel a student. (See VIII A-B.) When a student is suspended, privileges to participate in extra-curricular activities will be revoked.
- H. All disciplinary referrals will be maintained in the district's student database.

IV. DEFERRED PUNISHMENT FOR OFFENSES

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

BULLYING AND HARASSMENT – Gadsden School Board Policy #5.321

(F.S. 1006.147)

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 includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or school employees.

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.
14. Private humiliation

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. 784.048\(d\)](#) means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

D. **Cyberbullying** means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photooptical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

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 Board Policy 2.70 ([F.S. 1000.05\(2\)\(a\)](#))
- 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 Family and Community Engagement 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 Family and Community Engagement 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. Receiving Reports of Acts 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 begins with a report of such an act. Incidents that require a reasonable investigation when reported to appropriate school authorities shall include alleged incidents of bullying or harassment allegedly committed against a child while the child is en route to school aboard a school bus or at a school bus stop.
 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.
3. The policy includes, but not limited to, student behavioral assemblies, Parent Teacher Meetings, Pre-Planning, Staff Awareness Training, grade level meetings with students on identifying, preventing, and responding to bullying or harassment, including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventative action based on those observations. These programs/trainings are available, but not limited to:

Students	School administrators
Parents	Counseling staff
Teachers	School volunteers

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.

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 PREKINDERGARTEN STUDENTS

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
- Arriving late to class (up to 5 minutes)
- Refusing to do classroom work
- Sleeping in class
- Using offensive language in general conversation with peers
- Disrupting the classroom (talking out loud, getting out of seat, laughing or talking at inappropriate times)
- Displaying intimate affection in public
- Possessing inappropriate items, (toys, games, tape players,)
- Disrupting the class by any other minor offense

Actions To Be Taken By Teachers

1st Offense

- Contact the parent/guardian. [required]
- Hold a teacher/student conference with documentation [complete applicable section of Classroom Behavior Management Form (CBM)].

- Collect inappropriate items from the student and return them at end of the day or when a parent/guardian collects them.

2nd Offense

- Use creative teacher interventions (may include behavior improvement plan, disciplinary work, etc.).
- Refer the student to the homeroom teacher (If student is an athlete, refer to coaches)
- Hold formal teacher-student conference and contact the parent/guardian. **(complete applicable section of CBM)**
- Refer the student to the team leader or designee, if applicable.
- Refer the student to the Guidance Counselor/Resource person/Student Study Team.
- Arrange peer mediation for the student.

3rd Offense

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

4th Offense

ACTIONS TO BE TAKEN BY ADMINISTRATORS

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

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

CLASS II	INTERMEDIATE OFFENSES
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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, including vaping
- 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 (page 10)
- Repeating Class I offenses
- Unauthorized usage of electronic devices
- Drop Pants / Saggy Pants (reference page 10)
- 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. For educational purposes at the discretion of use by the school principal.
- 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.
- d. Phones should not be used to violate other's privacy (pg. 9)

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; 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.
- Corporal punishment (one to two paddlings)

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.
- Corporal punishment (two to three paddlings)

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

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

Actions To Be Taken By Administrators

1st Offense

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5-10 days out-of-school suspension. (High School)
- An administrator assigns 5 days out-of-school suspension. (Middle School)
- An administrator assigns up to 5 days out-of-school suspension. (Elementary)
- Guidance Counselors assist in fact finding and counseling of student.
- An administrator reads the second offense consequences to the students and parent/guardian.
- An administrator provides peer mediation.

2nd Offense

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

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

CLASS III	GROUP C	MAJOR OFFENSES
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ZERO TOLERANCE OFFENSES

**REFER TO THE GADSDEN COUNTY SCHOOL BOARD CODE OF STUDENT CONDUCT.
Florida 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 [F.S. 790.001](#)) 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 by bringing, possessing, using or selling a firearm, imitation firearm, or explosive on campus

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. [F.S. 784.081](#), he/she shall be expelled or placed in an alternative school setting ([F.S. 1006.13\(5\)](#)).
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 F.S. 790.001, 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.

CERTAIN DRUGS PROHIBITED

1. The use, distribution, sale and/or unlawful possession of mood modifiers, MDMA/"Molly", FLAKKA, synthetic drugs, edibles, 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 WITH 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.
1. If the principal proposes a felony transfer, he/she will, in accordance with Section 1006.09(2), Florida Statutes, conduct an administrative hearing for the purpose of determining whether or not the student should be assigned to an alternative program pending determination of his/her guilt or innocence, or the dismissal of the charge, by a court of competent jurisdiction. The following procedures shall be followed if the principal proposes a felony transfer.
 - a. Upon receiving proper notice that a student has been formally charged with a felony or with a delinquent act which would be a felony if committed by an adult, the principal shall notify the parent/guardian of the student, in writing of the specific charges against the student and of the right to a hearing.
 - b. Such notice shall set a date for the hearing which shall not be less than two (2) school days nor more than five (5) school days from date of postmark or delivery. It shall also advise the parent/guardian of the conditions under which a waiver of discipline may be granted.* A hearing can be held without the attendance of the parent/guardian after proper notification.

***Waiver of Discipline:**

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

- i. If the pupil divulges information leading to the arrest and conviction of the person who supplied such controlled substance to him/her, or if the pupil voluntarily discloses his/her unlawful possession of such controlled substance prior to his/her arrest. Any information divulged which leads to such arrest and conviction is not admissible in evidence in a subsequent criminal trial against the pupil divulging such information, or

- ii. If the pupil commits himself/herself, or is referred by the court in lieu of sentence, to a state licensed drug abuse program and successfully completes the program. Florida Statutes 1006.09.
2. 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.
 3. 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

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.

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

- I. Corporal punishment is permitted pursuant to School Board Policy 5.31. [F.S. 1003.32](#)

Corporal punishment as used in this policy means paddling or spanking a child on the buttocks. Corporal punishment may be administered according to school board policy and procedures established by the superintendent. At a minimum, the following procedures shall apply:

- A. The use of corporal punishment shall be approved in principle by the principal before it is used, but approval is not necessary for each specific instance in which it is used.
- B. The child's parent must have provided written approval for the use of corporal punishment on an annual basis.
- C. The principal shall prepare guidelines for administering such punishment which identify the types of punishable offenses, the conditions under which the punishment shall be administered, and the specific administrative personnel on the school staff authorized to administer the punishment.
- D. The principal or other authorized administrator may administer corporal punishment only in the presence of another adult who is informed beforehand, and in the student's presence, of the reason for the punishment.
- E. The principal or other authorized administrator who has administered punishment shall, upon request, provide the student's parent with a written explanation of the reason for the punishment and the name of the other adult who was present and witnessed the punishment.

REASONABLE FORCE

[Florida Statute 1003.32\(j\)](#) 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: [F.S. 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, students' that have written permission from a parent/guardian and the request has been approved by the principal or designee and the Transportation Department may be transported to an alternate stop provided the bus has sufficient occupancy. 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.
- 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, including school buses.

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

Attendance - the action or state of going regularly to or being present at a place or event.

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](#))

Edibles - commercially produced food items made with marijuana oil, but no other form of marijuana, that are produced and dispensed by a medical marijuana treatment center.

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 [F.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.S. 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

Incendiary device - means any material, substance, device, or combination thereof which is capable of supplying the initial ignition and/or fuel for a fire and is designed to be used as an instrument of willful destruction.

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

Remote learning - is where the student and the educator, or information source, are not physically present in a traditional classroom environment. Information is relayed through technology, such as discussion boards, video conferencing, and online assessments.

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 Statutes 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, including bus seats and buses, 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

DRAFT

Gadsden Public School District
Declaration of Intent to Terminate School Enrollment



Compulsory Attendance Requirements

- All youths between the age of 6 and under 16 per [Florida Statute 1003.21](#) must attend school.
- Students ages 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.

Elijah Key, 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 check the response that best describes your experience or provide a description of your experience in the tables provided.

1. Which of the following best describes your **primary** reason for terminating school enrollment?

- | | |
|--|---|
| <ul style="list-style-type: none"> Classes were not interesting/bored Missed too many days and could not catch up Did not like school Failing classes couldn't keep up with school work Illness Became a parent Getting married Felt like I did not belong Expelled from school | <ul style="list-style-type: none"> Student-teacher conflict Employment have to work full-time Friends dropped out Failed to pass Florida Required Assessment Intimidated Threatened Bullied Migrant Homeless Family Problems Other |
|--|---|

2. Which of the following best describes your **secondary** reason for terminating school enrollment?

- | | |
|---|---|
| <ul style="list-style-type: none"> Classes were not interesting-bored Missed too many days and could not catch up Did not like school Failing classes couldn't keep up with school work Illness Became a parent Getting married Felt like I did not belong Suspended from school often Expelled from school | <ul style="list-style-type: none"> Student-teacher conflict Employment have to work full-time Friends dropped out Failed to pass Florida Required Assessment Intimidated Threatened Bullied Migrant Homeless Family Problems Other |
|---|---|

3. What would have improved your chances of staying in school? (Check all that apply.)

- | | |
|---|--|
| <ul style="list-style-type: none"> Opportunities for real-world learning (internships, service learning) Better teachers Smaller classes More individualized instruction Better communication with your teachers | <ul style="list-style-type: none"> Better communication with your parents Increased parental involvement Less freedom and more supervision from parents Less freedom and more supervision from school officials Other |
|---|--|

Exit Interview Student Survey (continued)

4. What actions did your school personnel take to keep you enrolled in school?

- Provide student counseling
- Scheduled a conference with parent(s), guardian(s), student, and school staff
- Discussed and offered options for tutoring
- Discussed the consequences of dropping out
- Discussed and offered options for continuing education in a different environment (e.g., Adult Education, home school, virtual school, hospital homebound)
- Discussed and offered alternative options for graduation (e.g., diploma options, GED Exit Option or GED Testing)
- Conducted home visits
- Referred student to agencies/programs to address problems interfering with school success (e.g., substance abuse counseling, psychological counseling, family counselor)
- Discussed and offered participation in a credit recovery course/program
- Discussed and offered access to Dropout Prevention Program(s) (e.g., alternative education, disciplinary, teenage parent)
- Tracked student progress (by teacher, counselor, social worker, graduation coach, etc.)
- Changed or revised course schedule
- Implemented intervention contracts (e.g. attendance or behavior)
- Student reported that school staff took no action
- Other

Please check and sign below to certify that each of the following statements were 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: (if student is under 18 years of age)	Date:
School Personnel Signature:	Date:

Optional:

1. What is the highest level of education completed by your maternal parent/guardian? (check one)
 Elementary Middle School High School College Graduate School Unknown
2. What is the highest level of education completed by your paternal parent/guardian? (check one)
 Elementary Middle School High School College Graduate School Unknown

**DECLARATION OF INTENT
TO TERMINATE ENROLLMENT**

HEREBY ANNOUNCE MY INTENT TO TERMINATE ENROLLMENT IN SCHOOL AND ACKNOWLEDGE THAT THIS ACTION IS LIKELY TO REDUCE MY FUTURE EARNING POTENTIAL. I ALSO UNDERSTAND THAT I MAY LOSE MY DRIVING PRIVILEGE BECAUSE THE SCHOOL DISTRICT IS REQUIRED TO NOTIFY THE DEPARTMENT OF HIGHWAY SAFETY AND MOTOR VEHICLES OF STUDENTS WHO TERMINATE SCHOOL ENROLLMENT.

STUDENT ID: _____

Print Name: _____ Date of Birth: _____
Student

_____ Date Signed: _____
Student Signature

_____ Date Signed: _____
Parent Signature

Parent Notification of Student's Declaration of Intent to Terminate School Enrollment	
Name and title of person notifying parent: _____	
School: _____	Date of Notification: _____
Method of notification: <input type="checkbox"/> Conference <input type="checkbox"/> Telephone <input type="checkbox"/> Parent present when student withdrew	
<input type="checkbox"/> Other: _____	

Students must be withdrawn from attendance using the Withdrawal Code W-05.

**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: <i>(Please attach)</i>

What is the **primary** reason the student is terminating school enrollment (check one)

- Classes not interesting
- Marriage
- Employment
- Student/teacher conflict
- Parenting
- Suspended to often
- Friends dropped out
- Illness
- Homeless
- Failing classes
- Migrant
- Truancy/absenteeism
- Did not like school
- Expelled
- Failed to pass Florida Required Assessment
- Family problems
- 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?

- Communication between the school/teacher and the family/school
- Attendance contract
- Formal meeting with the parent
- Mentoring
- Changes to the learning environment
- Referral to other agencies/services on behalf of family needs
- Student counseling
- Truancy petition
- Tutoring
- Other (please describe)

Has the student ever been suspended?	YES	NO
Has the student ever been expelled?	YES	NO
Is the student eligible for the free/reduced lunch program?	YES	NO
Does the student plan to earn a GED? <small>If yes, inform student, for Bright Futures eligibility, GED students must complete credit requirements before taking GED exam.</small>	YES	NO
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? <small>If yes provide the date of parent notification:</small>	YES	NO

The student has identified the following as actions that could be taken to keep them in school

- Opportunities for real-world learning (internships, service learning)
- Better communication with your parents
- Better teachers
- Increased parental involvement
- Smaller classes
- Less freedom and more supervision from parents
- More individualized instruction
- Less freedom and more supervision from school officials
- Better communication with your teachers

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 1)	Phone Call (Level II)	Home visit (Level III)
Contact successful	Contact unsuccessful	

Employment status:

Employed full-time	Employed part-time	Unemployed	Unknown
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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 contract? YES NO

Final contact (prior to start of next school year)

Not applicable: Student returned to school

Date:

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 contract? 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. 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

National Crime Prevention Council

1700 K Street NW., Second Floor
Washington, DC 20006-3817
202-466-6272
Internet: 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

National School Safety Center

4165 Thousand Oaks Boulevard
Westlake Village, CA 91362
805-373-9977
Internet: 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

**Gadsden County School District
BULLYING AND HARASSMENT FINAL REPORT FORM**

School Personnel Completing Form:	Position:
--	------------------

Today's Date	Month	Day	Year	School:
---------------------	-------	-----	------	----------------

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 | Other (specify) |
| | | Anonymous Report |

Name of alleged victim:

Male/Female	Grade	Age	Race	Disabled <input type="checkbox"/> YES <input type="checkbox"/> NO	Days absent as a result of the incident:
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Name(s) of alleged offender(s) (if known)	Age	School	Is he/she a student?		Days absent due to incident (include OSS)
			YES	NO	

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)

- | | |
|--|---|
| Interviewed alleged victim Date:
Interviewed alleged offender(s) Date:
Interviewed witnesses Date:
Witness statements collected in writing
Reviewed any medical information available
Interviewed teacher/relevant school staff Date: | Interviewed alleged victim's parent/guardian Date:
Interviewed alleged offender's parent/guardian Date:
Examined physical evidence
Conducted student record review (for past incidents, etc.)
Obtained copy of police report
Other (specify) |
|--|---|

5. Nature of Incident: Possible reasons/alleged motives for the bullying incident (choose all that apply – be specific)

- | | |
|---|--|
| Because of race
Because of national origin
Because of marital status
Because of gender
Because of gender identity
Because of religion
Because of imbalance of power | Because of physical appearance
To impress others
Just to be mean
Past conflicts
Retaliation
Because of another reason (specify):
The reason is unknown |
|---|--|

6.	Brief summary of incident:
7.	Where has the alleged bullying/harassment occurred:
8.	Was a clear threat involved? <input type="checkbox"/> YES <input type="checkbox"/> NO
9.	Frequency and History: Did the alleged bullying occur at regular times/occasions/places? <input type="checkbox"/> YES <input type="checkbox"/> NO How Often? Have any incidents occurred in the past by the same person/people? <input type="checkbox"/> YES <input type="checkbox"/> NO Any past incidents from a different person/people? <input type="checkbox"/> YES <input type="checkbox"/> NO

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

- Parent contact
- Student conference
- Student warning
- Withdrawal of privileges
- Detention – How many days _____
- In-school suspension – How many days _____
- Counseling: Details _____
- Other: _____

SUBSTANTIATED – LEVEL III

- Parent contact
- Behavior/No Contact contract
- Suspension from bus – How many days _____
- In-school suspension – How many days _____
- Out-of-school suspension – How many days _____
- Referral to law enforcement
- Counseling: Details _____
- 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 | No contact directive |
| Monitoring situation | Additional bullying prevention education delivered |
| Schedule change | Following-up meeting in place |
| Transportation supervision | Counseling: Details _____ |
| Recommended staff the victim can go to if they feel unsafe | 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 in district discipline system: Yes No

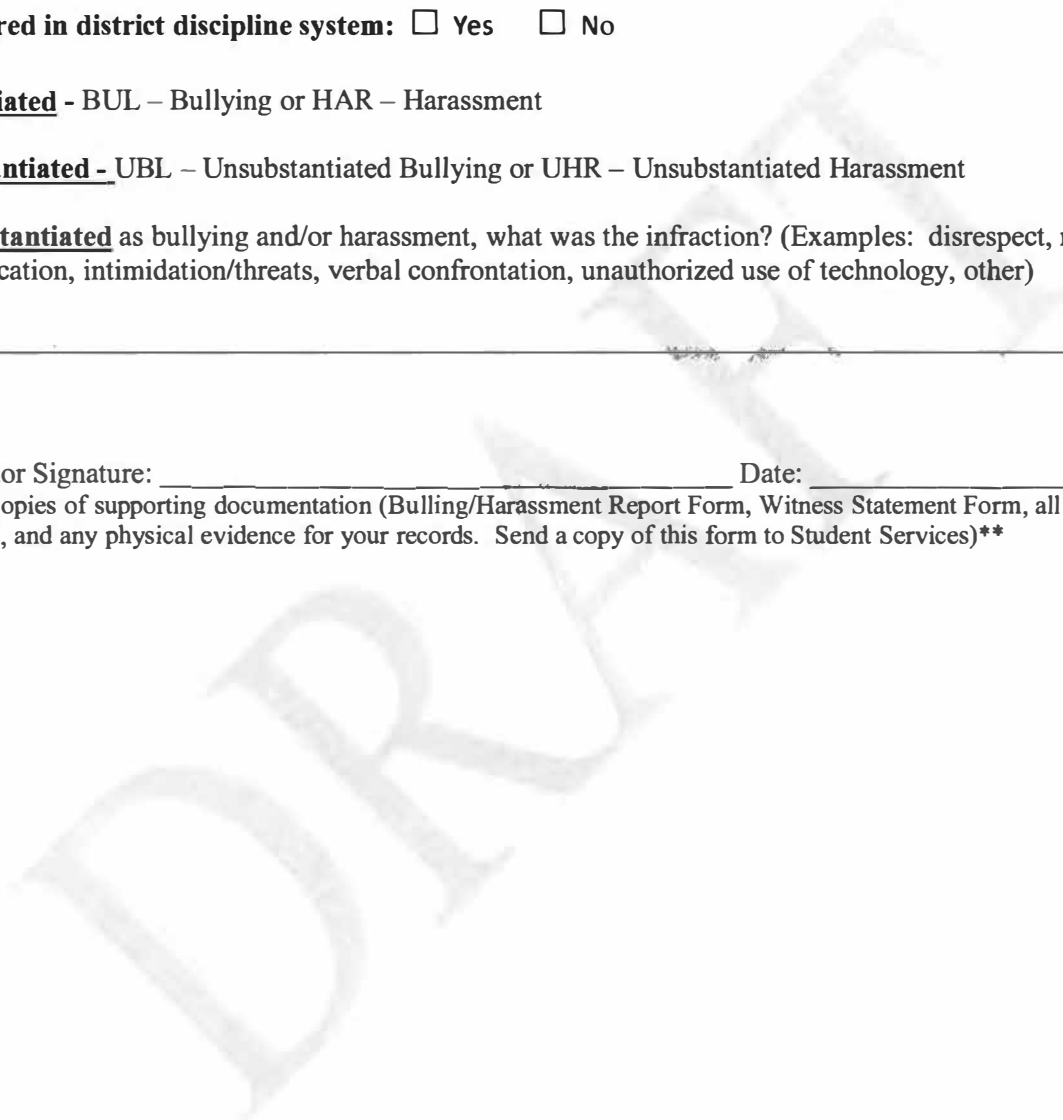
Substantiated - BUL – Bullying or HAR – Harassment

Unsubstantiated - 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)

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): Same person Different person

Were any of these incidents previously reported? Yes No To Whom: _____

Where do 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

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? Yes No
If so, what did you do?

Have you witnessed any other bullying/harassing behavior towards the victim before? Yes No

If yes, was it by the accused or someone different? Yes No

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

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)	SEX	GRADE
VICTIM’S NAME (last, first, middle)	SEX	GRADE
ACCUSOR’S NAME (last, first, middle)	SEX	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):

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature of complainant

Date

Be sure to attach any supporting documentation/evidence/investigation.

Action	Agreed to Informal Resolution (Student-Student only)	Formal Resolution	Appeals: Referral to Area Superintendent and/or Appropriate Area/District
Date			
Outcome			
Signatures			

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!

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
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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.
 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

INTERVENTIONS
(must provide written documentation)

3 unexcused (Teacher)

Date: _____

Summary of parent/child conference

5 unexcused (Guidance Counselor/Child Study Team)

Date: _____

8 unexcused (Administrator)

Date: _____

Summary: _____

8 unexcused-certified letter from school administrator (send copy of certified letter)

10 unexcused (send referral to Visiting Teacher)

Social Work Referral (state problem)

**PUBLIC NOTICES WITH PARENTAL OPT-OUT PROVISIONS
DIRECTORY INFORMATION / PHOTOGRAPHS / PUBLICATIONS**

From time to time, The Gadsden County School District photographs or videos students, and occasionally posts student-produced work online for public recognition. Local media often utilize these photographs and videos, and/or work, or come on campus with school permission to photograph or video students. Additionally, students may be videoed by school personnel for diagnostic/educational purposes. The Gadsden County School District may use these photographs, videos and work for an indefinite period of time unless the parent chooses to OPT-OUT, in writing. However, if the parent chooses to OPT-OUT, the Gadsden County School District shall not be required to recall affected work, publications, photographs, videos, and any other recorded images taken prior to the parent's OPT-OUT authorization.

If the parent does not wish photographs and/or videos of his/her child released, or does not want their child's work posted online, he/she must notify the student's school (Attn: Registrar Office), by completing this OPT-OUT form. The District will then take every reasonable effort to ensure such photographs, videos, and work will not be released. THIS PARENTAL OPT-OUT OPTION DOES INCLUDE THE PUBLICATION OF PHOTOGRAPHS OR VIDEO TAKEN FOR THE SCHOOL YEARBOOK OR SIMILAR PUBLICATIONS.

PARENT'S OPT-OUT AUTHORIZATION

I understand that when I sign this Opt-Out form, I am instructing the Gadsden County School District not to take photographs or videos of my child and not post any of their work or post photographs/videos of their participation in school events, and the school yearbook.

Parent of Child (please print)

Student's name (please print)

Signature of Parent

Phone Number

School Name

Address of Parent/Student,
including city and state

**GADSDEN COUNTY SCHOOL DISTRICT
LETTER OF ACKNOWLEDGMENT
and
NOTICE REGARDING CODE OF STUDENT CONDUCT
FOR SCHOOL YEAR 2021-2022**

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.gadsdenschools.org. **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.** I, as well as my child, acknowledge and will comply with the duties, responsibilities and requirements outlined in the Student Code of Conduct.

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 2021-2022 *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

_____ School and Teacher Printed Name

_____ Teacher 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

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

SCHOOL FOOD SERVICE OPERATION MANAGER

QUALIFICATIONS:

1. Five (5) years of professional food service experience preferred.
2. Minimum of a Bachelor's degree from an accredited college or university, prefer a major in nutrition. Health or food sciences may substitute for the required experience on a year for year basis.
3. Eligible to sit for the dietetics examination and must complete the certification within the first year of employment.
4. Eligible to complete the safe serve exam or already possess the certification.
5. Successful experience in large food service operations.

KNOWLEDGE, SKILLS AND ABILITIES:

- Strategic Management – Knowledge of and the ability to apply the principles and practices to strategically align tasks and people with organizational goals and objectives.
- Policy/Procedure Development – Ability to develop and implement policies, procedures, goals and objectives.
- Documentation – Ability to document existing and new processes.
- Process Evaluation – Ability to evaluate process effectiveness and develop change or alternatives.
- Strategic Planning – Ability to strategically plan and serve as a catalyst for organizational change, cultivate a shared vision with others, and motivate others to transfer vision into action.
- Contract Administration – Knowledge of contract administration and how contracts are included in the school food service program.
- Project Planning – Knowledge of the principles and practices of project planning, development, and evaluation.
- Management Practices – Knowledge of the concept, principles, and practices of management.
- Budget Practices – Knowledge of the concepts, principles, and practices of accounting, budgeting, and cost control procedures.
- Ability to represent the District at conferences, workshop, and training sessions in a professional and positive manner.
- Organize work, set priorities and meet critical deadlines.
- Ability to interface with a variety of employees and other service providers.
- Advanced analytical, organization, and interpersonal skills.
- Excellent collaboration, verbal and written communication skills. Effective Communication - Ability to communicate respectfully and effectively verbally and in writing.
- Able to break down problems into meaningful parts and come to rational and well-thought out conclusions.
- Interest in process improvement.
- Willing to adapt quickly to quick changes in direction.
- Ability to utilize problem-solving techniques.
- Ability to work independently while keeping supervisor informed.
- Internally motivated to seek out answers, generate ideas, and develop new skills.
- Working Relationships - Ability to establish and maintain effective working relationships, and provide for positive communication among staff.
- Ability to deal with conflict in a positive and constructive manner.
- Ability to receive constructive feedback in a positive and productive manner.
- Ability to utilize problem-solving techniques.
- Model and maintain high ethical standards.

SCHOOL FOOD SERVICE OPERATION MANAGER (continued)

- Demonstrates loyalty and trustworthiness.
- Attention to Detail - Ability to perform accurately in a detail oriented environment.
- Prioritize and Multi-task - Ability to prioritize, organize, and perform multiple work assignments simultaneously.
- Data Reconciliation - Ability to compile, review, and reconcile data for accuracy, completeness, and compliance.
- Laws, Rules & Regulations - Knowledge of and ability to effectively interpret and apply related federal, state, and local laws, ordinances, rules and regulations.
- School Board Policy - Knowledge of and the ability to effectively interpret and apply related Board policies, procedures, principles, and practices.
- Computer Application Knowledge - Knowledge of applicable computer applications and basic computer functions and garner and master software programs used in the Food Service Program.
- Fiscal/Accounting Technology - Knowledge of electronic data processing as it applies to food service program.
- Follow attendance and proper dress rules as required.
- Perform work with a record of regular attendance and punctuality.

REPORTS TO:

Director of Finance

JOB GOAL

- Manage and coordinate the day-to-day food service operations.
- Knowledge of and assure compliance with State Board of Education and Department of Agriculture regulations, state statutes, Federal laws, USDA regulations regarding nutrition, sanitation, safety, and record-keeping assigned to the food service program.
- Ability to work with volunteers, students, and teachers to increase knowledge of healthy choices and promote meal participation through various activities.
- Coordinate the food service committee.
- Knowledge of the principles of quality food preparation.
- Knowledge of the maintenance of a wide variety of food service equipment.
- Extensive knowledge of planning, preparation, and service of a large variety of foods.
- Knowledge of health, safety, and sanitary practices in HAACP/SERVSAFE relative to the school food service operation.
- Considerable knowledge of nutrition and food value.
- Ability to requisition food and supplies and maintain an inventory.
- Ability to work at a fast pace.
- Plans, organizes, and directs the production of the School Food Service program for the District.
- Administers the Food Service Program at the level in an efficient manner to meet nutritional needs and program acceptability.
- Supervises Cafeteria Managers and Workers.

SUPERVISES:

N/A

PHYSICAL REQUIREMENTS:

Sit at a desk or in a meeting for extended periods of time, ability to lift 50 pounds, and ability to move heavy objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- * (1) Supervise school food service personnel jointly with the SFS Financial Manager.
- * (2) Prepare work schedules and specific duties for school food service personnel.
- * (3) Assume responsibility for accurate meal counts, cash collections, and deposits.
- * (4) Supervise all food and non-food orders from District and outside vendors.
- * (5) Maintain accurate inventory of food and non-food items.
- * (6) Maintain high standards of safety, security, and sanitation.
- * (7) Supervise employment, re-employment, transfers, and resignations, ensuring equal employment opportunity in hiring and promotion.
- * (8) Work with Principals and teachers in planning, developing, and utilizing the school food service program as a service and educational asset in the school program.
- * (9) Knowledge of number and types of workers needed to staff a large food service operation.
- * (10) Knowledge of employee policies and procedures and supervisory techniques.
- * (11) Ability to instruct, evaluate, and supervise employees.
- * (12) Review procedures used in ordering, receiving, storing, and inventorying food and supplies to ensure that food stock is efficient.
- * (13) Actively monitors and updates the budget during the fiscal period for changes in the food service program.
- * (14) Responsible for the operational management and administrative direction with a budget and financial area of the food service department and supports the mission and vision of the department/program and the District.
- * (15) Assist and / or direct the investigation of errors and complaints.

Employee Qualities/Responsibilities

- * (16) Manage the entire school meal service production to ensure compliance with Federal, state, and local regulations.
- * (17) Submits the annual reauthorization of cash collections points and change funds to the business office by July 1 each year or whenever a change in the custodian is made.
- * (18) Exercise managerial skills to control food, labor, and non-labor costs.
- * (19) Provide on-site in-service training for food service personnel. Train and assist employees in the proper handling of foods, correct use and care of equipment and in maintaining high standards of sanitation and safety.
- * (20) Identifies staff development and training needs and ensures that training is obtained.
- * (21) Develops and enforces procedures.
- * (22) Reviews staffing patterns to ensure proper assignments.
- * (23) Oversees equipment maintenance. Requests equipment repairs or replacement.
- * (24) Plan well-balanced, nutritional and appetizing menus with a fixed budget.
- * (25) Foster and maintain a good work ethic and professional image.
- * (26) Provide annual performance appraisal to food service staff.
- * (27) Ensure that School Board policies and governmental regulations are consistently applied to assignment.

- *(28) Assist external auditor with documentation requests and provide responses to business process inquiries. Responsible for coordinating requests by auditors in a timely and efficient manner.

SCHOOL FOOD SERVICE OPERATION MANAGER (continued)

System Support

- *(29) Maintain records and submit reports as required.
- *(30) Tests and approves new recipes for use.
- *(31) Knowledge of mathematical calculations used in determining the number of servings in a given amount of food, modifying recipes, and determining food costs and projections.
- *(32) Maintain records and prepare reports.
- *(33) Inspect food service areas to assure compliance with health, safety, and sanitation requirements and regulations.
- *(34) Attend School Food Service Association Meetings and related functions.
- *(35) Respond immediately to emergency problems.
- *(36) Develop an annual needs assessment for the food service program.
- *(37) Knowledge of and the ability to utilize the computer for a variety of functions relative to the food service program.
- *(38) Represent the School Board in an appropriate manner.
- *(39) Perform other incidental tasks consistent with the goals and objectives of the District and this position.
- *(40) Responsible for developing and maintaining partnerships throughout the District in order to attain District's goals and objectives.
- *(41) Maintain confidentiality at all times regarding all matters related to assignment.
- *(42) Participate in workshops and training sessions as assigned.
- *(43) Maintain work area in a safe and secure manner.
- *(44) Assist the Assistant Superintendent for Business and Finance with required reports.
- *(45) Perform other duties as assigned by Assistant Superintendent for Business and Finance.
- (46) Perform other duties as assigned.

*Essential Performance Responsibilities