

AGENDA

REGULAR SCHOOL BOARD MEETING

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

February 26, 2019

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. January 22, 2019, 4:30 p.m. – School Board Workshop
- b. January 22, 2019, 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 2018 – 2019

ACTION REQUESTED: The Superintendent recommends approval.

7. FINANCIAL TRANSACTIONS

- a. Permission to Write Off Internal Funds NSF Check – **SEE PAGE #7**

Fund Source: Internal Funds – Stewart Street Elementary School
Amount: \$25.00

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Mortgage Modification Agreement for Faith Apostolic Christian Tabernacle Services, Inc. – **SEE PAGE #10**

Fund Source: General Fund – 1100 Fund
Amount: Delayed Mortgage Payments of \$2,300.00 per month

ACTION REQUESTED: The Superintendent recommends approval.

- b. Renewal of Virus Malware Software - **SEE PAGE #21**
Fund Source: General Fund
Amount: \$26,388.00
ACTION REQUESTED: The Superintendent recommends approval.
- c. District Wide Microsoft License Renewal – **SEE PAGE #23**
Fund Source: Digital Education Plan
Amount: \$34,968.84
ACTION REQUESTED: The Superintendent recommends approval.
- d. Renewal of Mainline VMware Support (AS400) - **SEE PAGE #26**
Fund Source: General Fund
Amount: \$8,731.00
ACTION REQUESTED: The Superintendent recommends approval.
- e. Email Security System – **SEE PAGE #30**
Fund Source: Digital Education Plan
Amount: \$13,013.25
ACTION REQUESTED: The Superintendent recommends approval.
- f. Notification of Purchase of Data Center Hardware – **SEE PAGE #34**
Fund Source: General Fund
Amount: \$207,686.49
ACTION REQUESTED: The Superintendent recommends approval.
- g. 2019 – 2022 English Language Learners Plan (ELL) – **SEE PAGE #42**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
- h. Hover vs. Gadsden County School – **SEE PAGE #86**
ACTION REQUESTED: The Superintendent recommends approval.
- 9. **STUDENT MATTERS – SEE ATTACHMENT**
 - a. Student Expulsion – See back-up material
Case #32-1819-0051
ACTION REQUESTED: The Superintendent recommends approval.
 - b. Student Expulsion – See back-up material
CASE #34-1819-0051
ACTION REQUESTED: The Superintendent recommends approval.

- c. Student Expulsion – See back-up material
CASE #35-1819-0051
ACTION REQUESTED: The Superintendent recommends approval.
 - d. Student Expulsion – See back-up material
CASE #36-1819-0051
ACTION REQUESTED: The Superintendent recommends approval.
 - e. Student Expulsion – See back-up material
CASE #37-1819-0051
ACTION REQUESTED: The Superintendent recommends approval.
 - f. Student Expulsion – See back-up material
CASE #38-1819-0051
ACTION REQUESTED: The Superintendent recommends approval.
10. EDUCATIONAL ISSUES
- a. School Field Trip Request (Out-of-State) – Stewart Street Elementary School
SEE PAGE #87
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
 - b. School Field Trip Request (Out-of-State) James A. Shanks Middle School
SEE PAGE #103
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

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

THE SCHOOL BOARD OF GADSDEN COUNTY

6a



35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.gcps.k12.fl.us

Roger P. Milton
Superintendent
miltonr@gcpsmail.com

"Putting Children First"

February 26, 2019

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

Dear School Board Members:

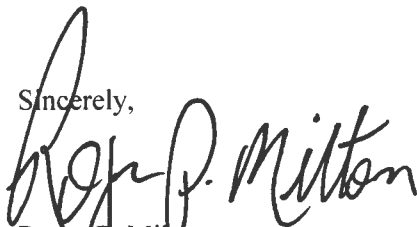
I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

Item 6A Instructional and Non-Instructional Personnel 2018-2019

The following reflects the total number of full-time employees in this school district for the 2018-2019 school term, as of February 26, 2019.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees February 2019</u>
Classroom Teachers and Other Certified	120 & 130	357.00
Administrators	110	40.00
Non-Instructional	150, 160, & 170	<u>376.00</u>
		773.00

Sincerely,



Roger P. Milton
Superintendent of Schools

Audrey Lewis
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

Tyrone D. Smith
DISTRICT NO. 5
Quincy, FL 32351

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2018/2019**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Allen, Jasmine	GCHS	Teacher	01/28/2019
Carroll, Demarius	GEMS	Teacher	01/28/2019
Franklin, Onyx	JASMS	Teacher	01/08/2019
Gray, Jelani	GCHS	Teeacher	01/31/2019
Holmes, Ophelia	CPA	Teacher	01/24/2019
Kelly, Tracy	JASMS	Teacher	01/14/2019
Moore, Herbert	GCHS	Behavior Specialist	02/20/2019
Murphy, Chelsea	HMS	Teacher	01/07/2019
Powell, Crystal	JASMS	Teacher	01/31/2019
Red, Shanta	JASMS	Teacher	01/14/2019
Salem, Oksana	WGMS	Teacher	01/22/2019
Walton, Tamela	GWM	Teacher	01/10/2019
Williams, Jr. Charles	JASMS	Teacher	01/14/2018
Wooten, James	HMS	Teacher	01/07/2019

NON-INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Chavers, Lisa	District	Account Clerk	01/14/2019
Campbell, Justa	Transportation	Bus Driver	02/19/2019
Dawkins, Shekinah	Business/Finance	Account Clerk II	02/25/2019
Fuller, Corey	GCHS	Coordinator of Health & Drug Free Schools and Athletics	01/22/2019
Gee-Goldwire, Lucinda	Transportation	Bus Aide	02/11/2019
Gunn, Elizabeth	GCHS	SFS Worker	02/04/2019
Robinson, Crystal	Business & Finance	Account Clerk III	11/05/2018
Watkins, Robin	Parent Services	Secretary	02/25/2019
Willis, Christal	HMS	SFS Worker	02/05/2019

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

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>Ending Date</u>
House, Lauren*	SSES/Teacher	02/19/20019	03/01/2019
Williams, Mary	HMS/Custodial Assistant	02/04/2019	03/25/2019
Woods, Terell	GWM/Custodial Assistant	01/29/2019	06/20/2019

*Request extension of orgininal 12/21/2018 – 02/18/2019 LOA

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Campbell, Justa*	GEMS	SFS Worker	02/15/2019
Chavers, Lisa*	SSES	SFS Manager	01/14/2019
Elias, Irene	GCHS	Office Manager	12/21/2018
Figgers, Cynthia	JASMS	Teacher	01/25/2019
Hill, Brandon	SSES	Teacher	01/07/2019
Fyne, Shadine	GCHS	Teacher	10/19/2018
Husvar, Jennifer	WGMS	Teacher	11/29/2018
Muirhead, Thomas	WGMS	Teacher	11/29/2018
Nealy, Shaconda	Transportation	Bus Aide	12/07/2018
Resnick, Shelby	HMS	Teacher	01/11/2019
Rittman, Jermaine	WGMS	SFS Worker	02/05/2019
Robinson, Crystal*	Business & Finance	Account Clerk II	11/02/2018
Scott, Natasha	Head Start	Hippy Program Specialist	10/29/2018
Winbush, Jessica	CPA	SFS Worker	01/25/2019
Woods, Shalinda	SSES	Office Manager	11/06/2018
Wright, De'Quan	GEMS	Teacher	02/01/2019

*Resigned to accept another position within the District

TRANSFERS**Name**

Banks, Tunya
 Moore, Herbert
 Swain, Mary

Location/Position**Transferring From**

GEMS/SFS Worker
 SSES/Behavior Specialist
 GCHS/Teacher

Location/Position**Transferring To**

CPA/SFS Worker
 GCHS/Behavior Specialist
 SSES/Behavior Specialist

Effective Date

01/30/2019
 02/20/2019
 02/19/2019

RETIREMENTS**Name**

Simmons, Michael

Location

Maintenance

Position

Groundskeeper

Effective Date

01/30/2019

TERMINATIONS**Name**

Linnen, Tiffany
 Montgomery, Rebecca
 Williams, Catina

Location

JASMS
 GCHS
 GBES

Position

Teacher
 Teacher
 SFS Worker

Effective Date

01/14/2019
 02/01/2019
 02/01/2019

OUT OF FIELD**Name**

Gray, Jalani
 Kelly, Tracy
 Powell, Crystal

Location

GCHS
 JASMS
 GCHS

Area out of field

Math
 ESE
 Math

No. of Periods

All Periods
 All Periods
 All Periods

SUBSTITUTES**Teachers**

Fagg, Jewelisa
 Gray, Jelani
 McDaniell, Leah
 Owens, Derrick
 Williams, Rickey

SFS

Colston, Barbara*
 Moore, Mracle
 Weston, Freddie*

*SFS/Custodial

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: February 26, 2019

TITLE OF AGENDA ITEMS: Permission to Write Off Internal Funds NSF Check

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: The manual for cost accounting prescribed by the Florida Department of Education (Red Book) contains the following provision:

A check can be declared uncollectible and written off the books only by action of the district school board or designated officer....

Board approval is requested to write off a \$25.00 check written two years ago for Stewart Street Elementary School.

FUND SOURCE: Internal Funds – Stewart Street Elementary School

AMOUNT: \$25.00

PREPARED BY: Bonnie Wood

POSITION: Finance Director



Stewart Street Elementary School

"Where Children and Learning Come First"

749 South Stewart Street ♦ Quincy, Florida 32351
(850) 627-3145 ♦ Fax: (850) 875-8750

February 15, 2019

Dear Mrs. Bonnie Woods,

On February 12, 2019, Ashmore & Ashmore came out and met with me on a Pre-Audit. In their findings it was pointed out from Ashmore & Ashmore that a Non-Sufficient Check (NSF) of \$ 25.00 of two years needs to be removed from Stewart Street Elementary report.

I am asking for the \$25.00 NSF Check to be removed from the March 2019 report.

Thank you,

Mrs. Dahlia K. Bibb-Mitchell
Mrs. Dahlia K. Bibb- Mitchell
(Office Manager)

TRIAL BALANCE
As of January 31, 2019

Account	Account Name	Cash	Fund	Encumbrances	Available
\$ 0010.00	CAPITAL CITY BANK	12,638.73			
\$ 0090.00	NSF CHECKS	25.00			

NSF Check of \$25.00
Need to be removed from Report

2/12/19 Ashmore & Ashmore asked to remove NSF Check that's
was on report over 2 years.

Mrs Mitchell (Office Manager)

SSES.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: February 26, 2019

TITLE OF AGENDA ITEMS: Mortgage Modification Agreement for Faith Apostolic Christian
Tabernacle Services, Inc.

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: Board approval is requested for a twelve month deferment of mortgage payments by the Faith Apostolic Christian Tabernacle Services, Inc. in the purchase of the former Chattahoochee High School. The buildings sustained severe damage as a result of Hurricane Michael. The church is requesting a temporary deferment of payments in order to divert financial resources to building repairs. The most recent payment received by the district was received on October 4, 2018. Thus the deferment of mortgage payments is stated as November, 2018.

FUND SOURCE: General Fund – 1100 Fund

AMOUNT: Delayed mortgage payments of \$2,300.00 per month

PREPARED BY: Bonnie Wood

POSITION: Finance Director

MORTGAGE MODIFICATION AGREEMENT

THIS AGREEMENT, made this 26nd day of February, 2019, by and between Faith Apostolic Christian Tabernacle Services, Inc., hereinafter called "MORTGAGOR" and School Board of Gadsden County, hereinafter called "MORTGAGEE".

RECITALS:

A. MORTGAGEE is the owner and holder of the certain mortgage (MORTGAGE) dated August 2, 2010, made by the MORTGAGOR to MORTGAGEE in the original amount of \$500,000.00 which MORTGAGE encumbers property more particularly described in said MORTGAGE.

B. MORTGAGOR, the owner in fee simple of all of the property subject to MORTGAGE, has requested MORTGAGEE to modify NOTE and MORTGAGE, and the parties have mutually agreed to modify the terms thereof in the manner hereinafter appearing.

NOW, THEREFORE, the parties hereto mutually covenant and agree as follows:

1. The terms and provisions of the MORTGAGE are amended as follows:

- Defer monthly mortgage payments for 12 (twelve) months November, 2018 - October, 2019.
- Extend the time limit of mortgage payments by nine months.

2. Nothing herein invalidates or shall impair or release any covenants, conditions, agreements or stipulations in NOTE and MORTGAGE and the same, except as herein modified, shall continue in full force and effect, and the undersigned further covenant and agree to perform and comply with each of the covenants, agreements, conditions and stipulations of NOTE and MORTGAGE which are not inconsistent herewith.

3. ALL MORTGAGEE'S rights against all parties, including but not limited to all parties secondarily liable, are hereby reserved.

4. This Agreement shall be binding upon and shall insure to the benefits of the heirs, executors, administrators and assigns, or successors and assigns of the respective parties hereto.

IN WITNESS WHEREOF, this Agreement has been duly executed by the parties hereto the day and year first above written.

Signed, sealed and delivered in the presence of :

MORTGAGORS"

Signed, sealed and delivered in the presence of:

"MORTGAGEE"

STATE OF)
)
COUNTY) SS

The forgoing instrument was acknowledged before me, this _____ day of _____, 20____, by _____.

Notary Public
My Commission Expires:

Faith Apostolic Christian Tabernacle Services
613 Chattahoochee Street
Chattahoochee, Florida 32324

RE: Financial Deferment of Mortgage Payments

TO: Gadsden County School Board Commissioners
Gadsden County School Board Superintendent
Financial Director: Mrs. Woods

We are submitting this letter in regards to a payment deferment, in regards to the buildings in which we occupy. In purchasing the facility, there was much damage to the buildings, in which we were working on the damages. But with much vandalizing it a continuous trial for us.

We are a community base outreach as well as ministry. Our goals have always been to help our community in whatever way deemed.

In October of 2018, our buildings roofs sustained tremendous damage, due to hurricane Michael. It has crippled us insomuch that we have been patching trying to stay afloat.

This letter is to ask for a payment deferment for 9 months to a year. We have been giving estimates from \$80,000. To \$120,000 to repair. Which is way above our heads. But never the less it must be done.

We prayerfully submit this proposal. As you consider us and grant it, that all funds will be allocated toward our endeavor to successfully have these buildings up and running.

Thank you,
Brenda Fitzgerald,
Pastor, FACTS

CONTRACT FOR SALE AND PURCHASE

PARTIES: SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, a public body corporate under the laws of Florida, hereinafter called SELLER, whose address is 35 Martin Luther King, Jr. Boulevard, Quincy, Florida 32351, and FAITH APOSTOLIC CHRISTIAN TABERNACLE SERVICES, INC., a Florida not-for-profit corporation, whose address is 2540 FL-GA Highway, Havana, Florida 32333, hereinafter called BUYER, hereby agree that the SELLER shall sell and the BUYER shall buy the following property upon the terms and conditions hereinafter set forth. Wherever the context hereof so requires or admits, the terms "SELLER" and "BUYER" shall include singular and plural, and use of any gender shall be applicable to all genders, and this instrument shall be binding upon all parties hereto and their legal representatives, successors, and assigns.

1. LEGAL DESCRIPTION: See Exhibit "A" attached hereto and referred to hereinafter as the "Property."
2. PERSONAL PROPERTY INCLUDED IN PURCHASE PRICE: All fixed equipment and fixtures, and the following non-fixed items: The sale of the Property shall also include the following fixtures and personal property associated with the Property (unless specifically excluded below), including: gas heaters; propane tanks (including propane if owned); central heating, ventilation and air conditioning equipment and fixtures; sump pumps; attached TV antennas and cables; lighting and light fixtures; plumbing equipment and fixtures; attached mirrors; linoleum; wall-to-wall carpet; window and porch shades; blinds; storm windows and doors; screens; curtain and drapery rods; awnings; automated garage door openers and remote control units; keys; attached humidifiers; attached outside cooking units; attached fireplace screens and/or glass doors; attic and ceiling fans; built-in kitchen appliances; and table, chairs, equipment, etc.
3. METHOD OF PAYMENT:
 - (a) Purchase money note and mortgage from BUYER to SELLER in the principal amount of \$500,000.00 bearing interest at one percent (1%) per annum, payable in monthly installments of \$2,299.47 until paid in full; the first mortgage installment to become due six months from closing. \$500,000.00
 - (b) TOTAL PURCHASE PRICE \$500,000.00
4. TIME FOR ACCEPTANCE: If this offer is not executed by SELLER and BUYER prior to p.m. on Aug 2, 2010, the deposit shall be returned to BUYER and this offer shall be null and void. The date of this Contract shall be the date when the last party has signed this Contract.
5. CLOSING AND POSSESSION: This Contract shall be closed and the deed delivered on or before Aug 2, 2010, unless extended by other provisions of this Contract. If additional time is required by lender to close, closing and possession date shall be extended, not to exceed sixth (60) days. Possession of the Property shall be delivered to BUYER at closing. MONIES DUE AT CLOSING SHALL BE TENDERED BY CASHIER'S

CHECK OR CASH. Closing shall be held at the Ausley & McMullen, P.A., 123 South Calhoun Street, Tallahassee, Florida.

6. INSTRUMENTS: Title to real Property shall be conveyed by STATUTORY WARRANTY DEED unless otherwise agreed in writing. SELLER represents that it has legal authority and capacity to convey title to the Property together with any improvements thereon. SELLER shall furnish to BUYER a SELLER's affidavit that there have been no alterations or improvements to the Property for ninety (90) days preceding date of closing for which a lien could be filed. If the Property has been improved within ninety (90) days preceding closing date, the SELLER shall deliver releases or waivers of all mechanic's liens or receipted bills, executed by general contractors, subcontractors, suppliers or materialmen, and SELLER's mechanic's lien affidavit. Upon request copies of all instruments shall be furnished at least 24 hours prior to closing.
7. RESTRICTIONS AND EASEMENTS: BUYER agrees to take title to the Property subject to a purchase money mortgage described above, taxes for the current and subsequent years, special assessments and those accruing hereafter, zoning and other governmental restrictions, plat restrictions and qualifications, public utility easements, and restrictive covenants of record.
8. ROAD MAINTENANCE: The BUYER may be responsible for the maintenance of roads and related drainage, if any, serving this Property, and unless there is an ownership interest in such roads and related drainage by governmental authorities, said governmental authority shall have no responsibility for such maintenance. If this Property is located within the City of Havana and is served by a street and/or street drainage facility which is not dedicated to the public according to the City, then the local government does not have responsibility for maintenance of the streets and/or street related drainage facilities, if any, serving this Property, and the BUYER may be responsible for such maintenance.
9. NEW FINANCING:
 - (a) SELLER FINANCING: Purchase money mortgage and note to SELLER shall follow forms generally accepted and used in the county where the Property is located. Said mortgage shall provide for but not be limited to the following:
 - (1) Insurance against loss by fire, with extended coverage, in an amount not less than the total amount of all mortgages or 80% of replacement value, whichever is greater. Mortgagee (SELLER) shall be named as loss payee.
 - (2) Acceleration, at the option of the holder, after 30 days default.
 - (3) The right of a mortgagor (BUYER) to prepay all or part of the principal at any time with interest to date of payment without penalty.
 - (4) All sums outstanding under the mortgage shall be due in full on resale of the Property.
10. WARRANTIES AND REPRESENTATIONS CONDITION OF PROPERTY:

This contract is subject to and BUYER has the option of having the property inspected, at BUYER'S expense, by an appropriately state licensed person dealing in construction, repair or inspections. Said inspection shall include, but not be limited to the right to inspect the property for structural defects, visible evidence of leaks, plumbing, heating, air conditioning,

electrical, appliances, if any, and any other major components of the premises. This inspection shall be made within fifteen (15) days of the date of this agreement and SELLER agrees to cooperate in making available to the BUYER or inspector all parts of the premises as may be required to adequately conduct the inspection. If BUYER does not elect to conduct an inspection within the time provided above, BUYER agrees that the right to conduct the inspection shall be waived.

Within five (5) days of the date the inspection is to be completed, the BUYER shall notify the SELLER whether the BUYER accepts the premises as found by the inspection. Upon such notification, this contract shall be closed in accordance with its terms. Should BUYER notify SELLER within five (5) days of the date the inspection was to be completed that BUYER does not accept the inspection, BUYER shall have the right to forthwith cancel this contract and recover any binder paid and shall be relieved from any further obligation under this contract.

AS-IS CONDITION OF PROPERTY. At Closing, BUYER agrees it shall accept the Property as-is without any type of warranty thereon. BUYER further understands that SELLER has not made and does not make any representations or warranties of any kind as to the condition of the Property, buildings, improvements or fixtures located thereon, and/or the location of the boundaries of the Property.

11. ENVIRONMENTAL CONDITIONS: BUYER acknowledges the availability of environmental engineering firms which can perform environmental audits on subject property. If BUYER elects not to have an environmental audit performed on subject property, then BUYER accepts all responsibility associated with any potential environmental problems which may occur. BUYER relieves SELLER of any and all responsibility in connection with any unknown environmental problems which may occur on subject property.
12. RADON GAS: Radon is a naturally occurring radioactive gas that, when it has accumulated in a building in sufficient quantities, can present health risks to persons who are exposed to it over a period of time. Levels of radon that exceed federal and state guidelines have been found in buildings in Florida. Additional information regarding radon and radon testing may be obtained from your county public health unit. The undersigned buyers hereby acknowledge receipt of this disclosure before signing a contract.
13. MAINTENANCE: Between date of Contract and date of closing or the date of possession, whichever occurs first, the Property, including lawn, shrubbery, pool and other improvements, if any, shall be maintained by SELLER in the condition existing on the date of the Contract, ordinary wear and tear excepted.
14. RISK OF LOSS: The risk of loss or damage to the premises by fire or otherwise is assumed by SELLER until closing of this transaction. If premises are damaged, BUYER shall have the option to void this Contract. If BUYER does not void this Contract, BUYER shall proceed to closing.
15. PRORATIONS: All taxes from the current year, rents, hazard insurance premiums on policies assumed by BUYER, and property owners' association dues, if any, shall be prorated as of date of closing. BUYER shall be deemed the owner of the Property on date of closing. All prorations shall be adjusted to the cash due at closing. The agreements contained herein shall survive closing.

16. EXPENSES:

BUYER SHALL PAY FOR THE FOLLOWING:

Owner's title insurance, if any
Mortgagee's title insurance, if any
Recording fees
State documentary stamps on deed
State documentary stamps on note
Intangible tax on mortgage
Buyer's attorney fees
Any loan cost required by lender

SELLER SHALL PAY FOR THE FOLLOWING:

Preparation of deed, affidavit
Seller's attorney fees

17. SURVEY: If BUYER desires a survey, he shall have the Property surveyed at his expense prior to closing date. If the survey shows an encroachment, the same shall be treated as a title defect.
18. DEFAULT: If BUYER fails to perform any covenants of this Contract within the time specified, all deposits paid by BUYER may be retained by or for the account of SELLER, as liquidated damages. If SELLER fails to perform any covenants of this Contract, all deposits, at the option of the BUYER, shall be returned to Buyer. Upon such event, all parties shall be released of their rights and obligations under this Contract. As an alternative to the foregoing, however, either non-defaulting party, may proceed at law or in equity to enforce his legal rights under this Contract, including, but not limited to, the right to bring suit for specific performance.
19. ATTORNEY FEES AND COSTS: In connection with any litigation, including appeals, arising out of this Contract, the prevailing party shall be entitled to recover all costs incurred, including reasonable attorney fees.
20. SPECIAL ASSESSMENT LIENS: Certified, confirmed or ratified special assessment liens as of the date of closing (and not as of date of the Contract) are to be paid by SELLER. Pending liens as of date of closing shall be assumed by BUYER, provided, however, that where the improvement has been substantially completed as of date of Contract, such pending liens shall be considered as certified, confirmed or ratified, and SELLER shall be charged at closing an amount equal to the last estimate of the improvement assessment.
21. LEASES: SELLER shall furnish copies of all written leases, if any, to BUYER prior to closing. If there are any persons in possession of the Property without written leases, estoppel letters from such persons specifying the nature and duration of occupancy shall be furnished to BUYER by SELLER prior to date of closing.
22. COMMISSION TO REALTOR: BUYER and SELLER acknowledge neither BUYER nor SELLER HAS employed a REALTOR or broker in connection with this Contract and sale of property.
23. TIME IS OF THE ESSENCE IN THIS AGREEMENT.

24. SPECIAL CLAUSES: Any provisions contained in this SPECIAL CLAUSES section of this Contract or in exhibits attached hereto shall control and govern any contrary or inconsistent provisions appearing elsewhere in this Contract.

Executed by BUYER on Aug 2, 2010

FAITH APOSTOLIC CHRISTIAN
TABERNACLE SERVICES, INC.

By: Terry Fitzgerald
TERRY FITZGERALD
As its: President/Pastor

ATTESTED BY:

Abe Johnson
Abe Johnson
As its: Secretary

Executed by SELLER on Aug 2, 2010

SCHOOL BOARD OF GADSDEN
COUNTY, FLORIDA

By: Isaac Simmons
ISAAC SIMMONS
As its: Chairman

ATTESTED BY:

Reginald James
Reginald James,
As its: Superintendent

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**Main School Building Facility – 26.91 Acres
Lands West of Maple Street and East of Chattahoochee Street**

A parcel of land lying in the Southeast one quarter of Section 33, Township 4 North, Range 6 West, Chattahoochee, Gadsden County, Florida more particularly described by metes and bounds as follows:

BEGIN at an iron pipe (1 inch – no ID) marking the Northwest corner of the Southeast one quarter of the Southeast one quarter of said Section 33, also the Southwest corner of the Northeast one quarter of the Southeast one quarter of said Section 33, also said point lying at the end of Bonita Street (40 foot right of way), and run;

Thence North 01 degree 18 minutes 12 seconds West along the Western boundary of said Northeast one quarter of the Southeast one quarter a distance of 19.92 feet to a re-bar (PSM3031) marking the Southeast corner of lands as described in Official Record Book 134, page 711 of the Public Records of said county, also said point marking the Northeast corner of said Bonita Street;

Thence along the boundaries of said lands (Official Record Book 134, page 711) as follows:

Thence South 88 degrees 39 minutes 49 seconds West along the Northerly right of way boundary of said Bonita Street a distance of 207.91 feet to an iron pipe (3/4 inch – no ID) marking a point of intersection of the Easterly right of way boundary of Chattahoochee Street (50 foot right of way) and said Northerly right of way boundary;

Thence North 01 degree 54 minutes 14 seconds West along said Easterly right of way boundary a distance of 104.00 feet to an iron pipe (3/4 inch – no ID);

Thence North 88 degrees 30 minutes 12 seconds East 209.00 feet to an iron pipe (3/4 inch – no ID) on said Western boundary;

Thence leaving said lands run North 01 degree 18 minutes 12 seconds West along said Western boundary a distance of 234.34 feet to an iron pipe (3 inch – no ID) marking the Northwest corner of lands as described in Deed Book 107, page 4 of said Public Records;

Thence North 88 degrees 52 minutes 16 seconds East along the Northern boundary of said lands a distance of 698.87 feet to an iron pipe (2 inch – no ID), also said point lying on the boundary line of a 10.56 acre tract of land as described in Official Record Book 429, pages 1537-1546 (Exhibit A) of said Public Records;

Thence South 01 degree 11 minutes 13 seconds East along the common boundary line of said lands a distance of 81.24 feet to a concrete monument (RLS1254);

Thence continue South 01 degree 11 minutes 13 seconds East along the boundary line of said Deed Book 107, page 4 a distance of 283.69 feet to an iron pipe (2 inch – no ID);

Thence South 71 degrees 19 minutes 40 seconds East along said boundary line a distance of 329.12 feet to a re-bar (PSM3031) on the Westerly right of way boundary of Maple Street (100 foot right of way), said point lying on a curve concave to the Northwest;

Thence Southwesterly along said Westerly right of way boundary and said curve with a radius of 1391.14 feet through a central angle of 01 degree 48 minutes 48 seconds for an arc distance of 44.03 feet (the chord of said arc being South 25 degrees 32 minutes 56 seconds West 44.03 feet) to a concrete monument (RLS2400) for the end of said curve;

Thence South 26 degrees 27 minutes 20 seconds West (Bearing Base) along said Westerly right of way boundary a distance of 513.96 feet to a re-bar (PSM3031) on the Southern boundary of said lands described in Deed Book 107, page 4;

Thence North 71 degrees 07 minutes 33 seconds West 53.10 feet to a re-bar (PSM3031) on the Eastern boundary of lands as described in Deed Book 91, page 104 of said Public Records;

Thence South 01 degree 03 minutes 25 seconds East along said Eastern boundary a distance of 113.94 feet to a re-bar (PSM3031) on said Westerly right of way boundary;

Thence South 26 degrees 27 minutes 20 seconds West along said Westerly right of way boundary a distance of 273.27 feet to a concrete monument (RLS3266) on the Southern boundary of said lands (Deed Book 91, page 104);

Thence South 88 degrees 54 minutes 02 seconds West 574.17 feet to a re-bar (PSM3031) marking the Southwest corner of said lands (Deed Book 91, page 104), also said point lying on the Western boundary of said Southeast one quarter of the Southeast one quarter;

Thence North 01 degree 05 minutes 14 seconds West along said Western boundary a distance of 78.46 feet to a concrete monument (4" by 4" – no ID) marking the Southeast corner of lands as described in Deed Book Z, page 427 of said Public Records, said point known as being South 01 degree 05 minutes 14 seconds East 871.69 feet from the Point of Beginning;

EXHIBIT "A"
Page 1 of 3

Thence North 88 degrees 05 minutes 14 seconds West along the Southern boundary of said lands (Deed Book Z, page 427) a distance of 288.58 feet to a re-bar (PSM3031) on said Easterly right of way boundary of Chattahoochee Street;

Thence North 12 degrees 27 minutes 52 seconds East along said Easterly right of way boundary a distance of 373.44 feet;

Thence North 01 degree 54 minutes 14 seconds West along said Easterly right of way boundary a distance of 262.61 feet to a re-bar (PSM3031) on the Southern boundary of lands as described in Official Record Book 251, page 819 of said Public Records;

Thence North 88 degrees 38 minutes 38 seconds East 204.42 feet to the Southeast corner of said lands (Official Record Book 251, page 819), also said point lying on said Western boundary of the Southeast one quarter of the Southeast one quarter;

Thence North 01 degree 05 minutes 14 seconds West along said Western boundary a distance of 230.00 feet to the POINT OF BEGINNING.

Containing 26.91 acres, more or less.

AND ALSO:

Football/Track Facility – 4.70 Acres East of Maple Street

A parcel of land lying in the Southeast one quarter of Section 33, Township 4 North, Range 6 West, Chattahoochee, Gadsden County, Florida more particularly described by metes and bounds as follows:

Commence at an iron pipe (1 inch – no ID) marking the Northwest corner of the Southeast one quarter of the Southeast one quarter of said Section 33, also the Southwest corner of the Northeast one quarter of the Southeast one quarter of said Section 33, also said point lying at the end of Bonita Street (40 foot right of way), and run;

Thence North 01 degree 18 minutes 12 seconds West along the Western boundary of said Northeast one quarter of the Southeast one quarter a distance of 19.92 feet to a re-bar (PSM3031) marking the Southeast corner of lands as described in Official Record Book 134, page 711 of the Public Records of said county, also said point marking the Northeast corner of said Bonita Street;

Thence along the boundaries of said lands (Official Record Book 134, page 711) as follows:

Thence South 88 degrees 39 minutes 49 seconds West along the Northerly right of way boundary of said Bonita Street a distance of 207.91 feet to an iron pipe (3/4 inch – no ID) marking a point of intersection of the Easterly right of way boundary of Chattahoochee Street (50 foot right of way) and said Northerly right of way boundary;

Thence North 01 degree 54 minutes 14 seconds West along said Easterly right of way boundary a distance of 104.00 feet to an iron pipe (3/4 inch – no ID);

Thence North 88 degrees 30 minutes 12 seconds East 209.00 feet to an iron pipe (3/4 inch – no ID) on said Western boundary;

Thence leaving said lands run North 01 degree 18 minutes 12 seconds West along said Western boundary a distance of 234.34 feet to an iron pipe (3 inch – no ID) marking the Northwest corner of lands as described in Deed Book 107, page 4 of said Public Records;

Thence North 88 degrees 52 minutes 16 seconds East along the Northern boundary of said lands a distance of 698.87 feet to an iron pipe (2 inch – no ID), also said point lying on the boundary line of a 10.56 acre tract of land as described in Official Record Book 429, pages 1537-1546 (Exhibit A) of said Public Records;

Thence South 01 degree 11 minutes 13 seconds East along the common boundary line of said lands a distance of 81.24 feet to a concrete monument (RLS1254);

Thence continue South 01 degree 11 minutes 13 seconds East along the boundary line of said Deed Book 107, page 4 a distance of 283.69 feet to an iron pipe (2 inch – no ID);

Thence South 71 degrees 19 minutes 40 seconds East along said boundary line a distance of 329.12 feet to a re-bar (PSM3031) on the Westerly right of way boundary of Maple Street (100 foot right of way), said point lying on a curve concave to the Northwest;

Thence Southwesterly along said Westerly right of way boundary and said curve with a radius of 1391.14 feet through a central angle of 01 degree 48 minutes 48 seconds for an arc distance of 44.03 feet (the chord of said

EXHIBIT "A"

Page 2 of 3

arc being South 25 degrees 32 minutes 56 seconds West 44.03 feet) to a concrete monument (RLS2400) for the end of said curve;

Thence South 26 degrees 27 minutes 20 seconds West (Bearing Base) along said Westerly right of way boundary a distance of 513.96 feet to a re-bar (PSM3031) on the Southern boundary of said lands described in Deed Book 107, page 4;

Thence leaving said Westerly right of way boundary run South 71 degrees 07 minutes 33 seconds East 100.88 feet to a re-bar (PSM3031) on the Easterly right of way boundary of said Maple Street, and being on said Southern boundary (Deed Book 107, page 4) for the POINT OF BEGINNING.

From said POINT OF BEGINNING thence continue South 71 degrees 07 minutes 33 seconds East 507.77 feet to a re-bar (PSM3031) marking the Southeast corner of said lands (Deed Book 107, page 4);

Thence North 01 degree 16 minutes 33 seconds West 590.50 feet to a re-bar (PSM3031) marking the Northeast corner of said lands (Deed Book 107, page 4);

Thence North 71 degrees 07 minutes 33 seconds West along the Northern boundary of said lands a distance of 231.72 feet to a re-bar (PSM3031) on said Easterly right of way boundary, also said point lying on a curve concave the Northwest;

Thence Southwesterly along said Easterly right of way boundary as follows:

Thence Southwesterly along said curve with a radius of 1491.14 feet through a central angle of 02 degrees 14 minutes 47 seconds for an arc distance of 58.46 feet (the chord of said arc being South 25 degrees 19 minutes 56 seconds West 58.46 feet) to a re-bar (PSM3031) for the end of said curve;

Thence South 26 degrees 27 minutes 20 seconds West 500.64 feet to the POINT OF BEGINNING.

Containing 4.70 acres, more or less.

EXHIBIT "A"
Page 3 of 3

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: February 26, 2019

TITLE OF AGENDA ITEM: Renewal of Virus & Malware Software

DIVISION: Media & Technology

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this software is to protect each device connected to our datacenter and network. The software installs on each device and monitors the device for attacks by malware, adware, Trojans, and other deviant strains of infections.

FUND SOURCE: General Fund

AMOUNT: \$26,388.00

PREPARED BY: John Thomas

POSITION: Network Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

QUOTE CONFIRMATION



DEAR JOHN THOMAS,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.




ACCOUNT MANAGER NOTES: Please let me know if you have any questions or concerns and I would be more than happy to help!

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
KKKJ712	2/4/2019	WEBROOT 1YR - 3/20/18	3262768	\$26,388.00

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Webroot SecureAnywhere Business - Endpoint Protection - subscription license	3600	5155202	\$7.33	\$26,388.00
Mfg. Part#: R112260021G UNSPSC: 43232804 Electronic distribution - NO MEDIA Contract: PAEC AEPA Affiliate Agreement (018-A)				

PURCHASER BILLING INFO	SUBTOTAL	\$26,388.00
Billing Address: SCHOOL BOARD OF GADSDEN COUNTY ACCOUNTS PAYABLE 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351-4400 Phone: (850) 627-9651 Payment Terms: NET 30 Days-Govt/Ed	SHIPPING	\$0.00
	SALES TAX	\$0.00
	GRAND TOTAL	\$26,388.00
	DELIVER TO	Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515
Shipping Address: SCHOOL BOARD OF GADSDEN COUNTY JOHN THOMAS 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351-4400 Phone: (850) 627-9651 Shipping Method: ELECTRONIC DISTRIBUTION		

Your Account Manager's Name, Title, Phone Number and Email Address		
	Rick Allan	(855) 822-0029 rickall@cdwg.com

This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdw.com/content/terms-conditions/product-sales.aspx>
For more information, contact a CDW account manager

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SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: February 26, 2019

TITLE OF AGENDA ITEM: District Wide Microsoft License Renewal

DIVISION: Media & Technology

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this software is to provide a tool for productivity in creating and editing documents; creating and editing spreadsheets, creating and editing presentations, creating and editing database structures, etc.

FUND SOURCE: Digital Education Plan

AMOUNT: \$34,968.84

PREPARED BY: John Thomas

POSITION: Network Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

3 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____


CHAIRMAN'S SIGNATURE: page(s) numbered _____

QUOTE CONFIRMATION



DEAR JOHN THOMAS,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.

 **ACCOUNT MANAGER NOTES:** Please let me know if you have any questions or concerns and I would be more than happy to help!

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
KKSD288	2/11/2019	MS AGREEMENT - 2/11/19	3262768	\$34,968.84

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Microsoft Desktop Education - license & software assurance - 1 license Mfg. Part#: 2UJ-00001 UNSPSC: 43233004 Electronic distribution - NO MEDIA Contract: MARKET	636	2374846	\$48.24	\$30,680.64
Microsoft Windows Server Datacenter Edition - license & software assurance Mfg. Part#: P71-07280 UNSPSC: 43233004 Electronic distribution - NO MEDIA Contract: MARKET	15	2820930	\$285.88	\$4,288.20
Microsoft Office 365 ProPlus Subscription License 1 Year Mfg. Part#: 5XS-00003-12MO UNSPSC: 43231513 Electronic distribution - NO MEDIA Contract: MARKET	636	3555734	\$0.00	\$0.00
Microsoft Office 365 Pro Plus A - subscription license - 1 user Mfg. Part#: 5XS-00002-12MO UNSPSC: 43231513 Electronic distribution - NO MEDIA Contract: MARKET	7000	3202220	\$0.00	\$0.00

PURCHASER BILLING INFO	SUBTOTAL	\$34,968.84
Billing Address: SCHOOL BOARD OF GADSDEN COUNTY ACCOUNTS PAYABLE 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351-4400 Phone: (850) 627-9651 Payment Terms: NET 30 Days-Govt/Ed	SHIPPING	\$0.00
	SALES TAX	\$0.00
	GRAND TOTAL	\$34,968.84
	DELIVER TO	Please remit payments to:

Shipping Address: SCHOOL BOARD OF GADSDEN COUNTY JOHN THOMAS/ DR WIGGINS-MILTON 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351-4400 Phone: (850) 627-9651 Shipping Method: ELECTRONIC DISTRIBUTION	CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515
---	---

Need Assistance? CDW•G SALES CONTACT INFORMATION



Rick Allain

(855) 822-0029

rickall@cdwg.com

This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdwg.com/content/terms-conditions/product-sales.aspx>
For more information, contact a CDW account manager

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SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: February 26, 2019

TITLE OF AGENDA ITEM: Renewal of Mainline VMware Support (AS400)

DIVISION: Media & Technology

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

PURPOSE AND SUMMARY OF ITEM:

This a a support renewal for software needed for the AS400 (Old School Records)

FUND SOURCE: General Fund

AMOUNT: \$8731.00

PREPARED BY: John Thomas

POSITION: Network Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

4 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

VMware Renewal - March 2019

Proposal Number: MIS-38368-1

Date: 1/8/2019

Prepared for:

Stephen Gauss
Network Engineer
Gadsden County School Board
35 Martin Luther King Jr. Blvd
Quincy, FL 32351
(850) 627-9651
sgauss@mail.gcps.k12.fl.us

Prepared by:

Greg Peterkin
Territory Account Executive
Mainline Information Systems, Inc.
(850) 391-8822
greg.peterkin@mainline.com

Hand P.O.
Renewal

CONFIDENTIAL

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



VMware Renewal - March 2019 (MIS-38368-1-1)

<u>Product Code</u>	<u>Product Name</u>	<u>Serial #</u>	<u>Qty</u>	<u>Start Date</u>	<u>End Date</u>	<u>Unit Sales</u>	<u>Extended Sales</u>
HZ-MRG-10-G-SSS-A	Basic Support Coverage VMware Horizon Mirage 10 Pack		1	3/28/2019	3/27/2020	\$195.00	\$195.00
VS6-EPL-P-SSS-A	Production Support Coverage Academic VMware vSphere 6 Enterprise Plus for 1 processor		6	3/28/2019	3/27/2020	\$874.00	\$5,244.00
VS6-EPL-P-SSS-A	Production Support Coverage Academic VMware vSphere 6 Enterprise Plus for 1 processor		2	3/28/2019	3/27/2020	\$874.00	\$1,748.00
VCS6-STD-P-SSS-A	1503P-0YJD3-28Z85-0K1A0- 8DG2M Production Support Coverage Academic VMware vCenter Server 6 Standard for vSphere 6 (Per Instance)		1	3/28/2019	3/27/2020	\$1,544.00	\$1,544.00
Grand Total							\$8,731.00

Proposal Acceptance and Signature Page

Proposal for
Gadsden County School Board

1/8/2019

Proposal Number: MIS-38368-1

PO # _____

Client's signature below indicates acceptance of this offer subject to the Mainline Terms and Conditions of Sale, available at mainline.com/about/terms-conditions-sale, which is incorporated herein by this reference and made a part hereof, except as otherwise agreed to by the parties. Execution of this proposal authorizes Mainline to place on order, ship, and invoice any equipment, third party products and/or services identified in this proposal. Orders are non-cancellable unless otherwise stated in this proposal. Client is responsible for shipping costs; Mainline retains risk of loss and title to equipment until delivery. When applicable, Mainline will state shipping costs in this proposal, as well as on Client invoice. Expedited shipping requests will result in Client incurring additional shipping fees.

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

For hardware maintenance renewals, the inventory presented in this proposal is based on Client's current maintenance contract and information provided by Client. Client is responsible for ensuring that the inventory presented is all inclusive of the current installed environment and that applicable software is updated to current supported levels. Only the inventory presented will be covered for hardware maintenance and/or services as stated in the proposal.

SKU Services descriptions are available at mainline.com/about/mainline-service-work-orders.

Please return an executed copy of this entire Proposal, including the Proposal Acceptance and Signature Page, via email to Customer.Care@mainline.com. Thank you for your confidence in Mainline Information Systems.

Gadsden County School Board Representative's
Authorized Signature/Title

Date

Gadsden County School Board Representative's
Print Name/Title

Mainline Information Systems Representative's
Authorized Signature/Title

Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

DATE OF SCHOOL BOARD MEETING: February 26, 2019

TITLE OF AGENDA ITEM: Email Security System

DIVISION: Media & Technology

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

PURPOSE AND SUMMARY OF ITEM:

Prevent, and protect the District email and users from spoofing, phishing, ID theft and hacks specific to our google mail system. Google provides the email service to us free as an education organization , but does not provide protection.

FUND SOURCE: Digital Education Plan

AMOUNT: \$13,013.25

PREPARED BY: John Thomas

POSITION: Network Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

4 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____



ManagedMethods

719 Walnut Street, Suite 100
Boulder, CO 80302 - USA
(303) 415-3643

Date: November 27, 2018
Quotation: AD-GCSD-20181029

Bill To: Gadsden County School District 35 Martin Luther King, Jr. Blvd Quincy, FL 32351 303-444-5555	End Customer: Dr. Sheantika Wiggins Director of IT 850-627-9651	Sales Rep: Ashley DeCurtis adecurtis@managedmethods.com 303-415-3640
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NOTES: Discounted off Education List - Case Study
871 Staff Accounts - 4770 Student Accounts

Subscription Period:
Dec 1, 2018 - Nov 30, 2019

Description	Users	Subscription per User	Discount	Extended Unit Price	Total
ManagedMethods Cloud Access Monitor for Google G Suite / Office365 - Staff Accounts	871	\$ 15.00	15%	\$ 12.75	\$ 11,105.25
ManagedMethods Cloud Access Monitor for Google G Suite / Office365 - Student Accounts*	4,770	\$ 1.00	60%	\$ 0.40	\$ 1,908.00
Total					\$ 13,013.25

*Malware scanning not provided for student accounts. Available for additional charge, please contact your account rep.
Terms and Conditions are available at <https://managedmethods.com/terms>
Customer accepts these upon activation of their account - trial or subscription

Accepted:

Payment Method (Please Select)

Print Name _____

Purchase Order Number _____

Title _____

Date _____

Credit Card _____

Signature _____

Tax Exemption Certificate Number (please fill in or attach document) : _____

Signed copy of this quotation must be returned to ManagedMethods indicating payment method. (Attached to Purchase Order)
For Credit Card orders, please indicate and ManagedMethods will provide a secure online payment portal for processing.

1



Avanan, Inc.
 242 W. 30th St (Suite 404)
 New York, NY 10001 United States
 +1-855-528-2626 (Ext. 3)

Created Date 12/14/2018
 Expiration Date 12/31/2018
 Quote Number 00002358

Prepared By Roberto Neyra
 Email roberton@avanan.com

Contact Name Stephen Gauss
 Phone 8506279651
 Email sgauss@gcpsmail.com

Bill To Name Gadsden County Public Schools
 Bill To 35 Martin Luther King, Jr. Blvd
 Quincy,, Florida 32351
 United States

Line Item Number	Product Code	Product	Annual Sales Price	Item Price per Year	Quantity	Annual Total Price	Term (Years)	Subtotal
00002443	AVN-0365-PSH-BNDL	Avanan: O365 Phishing Protection (Anti-Phishing, Anti-spam Bundle)	\$3.60	\$3.60	4,770.00	\$17,172.00	1	\$17,172.00
00002439	AVN-0365SUITE-MALDLP-BNDL	Avanan: Office 365 Suite Malware And Data Protection (Anti-Phishing, Anti-spam, Anti-Virus, Sandboxing and DLP Bundle)	\$24.00	\$24.00	871.00	\$20,904.00	1	\$20,904.00

Term (Years)	1	Total Sales Price	\$38,076.00
Annual Sales Price	\$38,076.00	Discount	0.00%
Discount	0.00%	Total for Term	\$38,076.00
Total Per Year	\$38,076.00	Grand Total	\$38,076.00

1. This quote includes all license and support costs of service for one year including the Avanan platform and selected applications.
 2. The price does not include sales and service taxes that may apply.
 3. This quote and subsequent orders are subject to the Avanan Terms of Service located here <https://www.avanan.com/tos>
- This Order for Services ("Order") is made as of the date above, between the company listed above and Avanan, Inc. ("Avanan"), a Delaware corporation with offices at 242 West 30th Street, New York, NY 10001, United States.

Acceptance

Customer Name

Avanan, Inc.

Signature _____ Date _____

Signature _____ Date _____

Name _____ Title _____

Name _____ Title _____

2

QUOTE CONFIRMATION



DEAR STEPHEN GAUSS,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.



ACCOUNT MANAGER NOTES: Please let me know if you have any questions or concerns and I would be more than happy to help!

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
KHHJ869	12/12/2018	PALO ALTO - 12/12/18	3262768	\$129,743.00

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Palo Alto Networks Aperture - subscription license (1 year) + Premium Suppo	5641	5099670	\$23.00	\$129,743.00
Mfg. Part#: PAN-APERTURE-SAAS-ALLAPP-1YR Electronic distribution - NO MEDIA Contract: Florida Palo Alto NVP Data Communications (AR626 43220000-WSCA-14-AC)				

PURCHASER BILLING INFO	SUBTOTAL	\$129,743.00
Billing Address: SCHOOL BOARD OF GADSDEN COUNTY ACCOUNTS PAYABLE 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351-4400 Phone: (850) 627-9651 Payment Terms: NET 30 Days-Govt/Ed	SHIPPING	\$0.00
	SALES TAX	\$0.00
	GRAND TOTAL	\$129,743.00
	DELIVER TO Shipping Address: GADSDEN TECHNICAL INSTITUTE TECHNOLOGY DEPT 201 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351-4415 Phone: (850) 627-9651 Shipping Method: ELECTRONIC DISTRIBUTION	
Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515		

Need Assistance? CDW•G SALES CONTACT INFORMATION

	Rick Allain		(855) 822-0029		rickall@cdwg.com
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This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdw.com/content/terms-conditions/product-sales.aspx>
 For more information, contact a CDW account manager

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3

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8f

DATE OF SCHOOL BOARD MEETING: February 26, 2019

TITLE OF AGENDA ITEM: Notification of Purchase of Data Center Hardware

DIVISION: Media & Technology

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

PURPOSE AND SUMMARY OF ITEM:

The current core server and peripherals are out of warranty and no longer supported by IBM. The new system will provide an update to all data center core servers, backups, and management. The system was further damaged by repeated electrical outages during Hurricane Michael.

FUND SOURCE: General Fund

AMOUNT: \$207,686.49

PREPARED BY: John Thomas

POSITION: Network Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

8 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

PO DATE
01/15/2019



PURCHASE ORDER NUMBER
0191900015

VENDOR KEY : WORLD W1000
 FISCAL YEAR : 2018-2019
 ENTERED BY : ALDAYSHI000

PRINTED 01/15/2019

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR:
 WORLD WIDE TECHNOLOGY, LLC
 PO BOX 957653
 ST LOUIS, MO 63195-7653

SHIP TO:
 GADSDEN COUNTY SCHOOLS
 35 MARTIN L KING JR BLVD
 QUINCY, FL 32351

PHONE: (850) 254-5329

ATTN: JOHN THOMAS

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
1	UNIT CO	CONTRACT: CISCO AR233/FL 43220000-WISCA-14-14ACS EXPIRES: 05-31-2019 QUOTE NAME: HX w/VEEAM - C93180YC "BLADE" QUOTE NUMBER: 4848560.3 INCLUDES 5YR/60 MONTHS SUPPORT BUILT INTO PRICE W/ 24/7 SUPPORT ACCOUNT SUMMARY (FOR INTERNAL USE) ACCOUNT NUMBER 1100E8200 6480 9001 11013 79000 00000 ACCOUNT AMOUNT 207,686.49	207686.49000	207,686.49
			PAGE TOTAL	207,686.49
			TOTAL	207,686.49

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615
 All items purchased under this order must be received and invoiced by 06/30/2019
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

Roy P. Milton

 Superintendent of Schools

Sales Quotation	Submitted By	Submitted To
Quote Number: 4848560.3 Customer: Gadsden School District #32 Quote Date: 01/03/2019 Quote Name: HX w/ VEEAM - C93180YC Contract: Cisco AR233 / FL 43220000-WSCA-14-ACS Exp. Date: 05/31/2019	Shevlin, Susan L. (Susie) P: (314) 919-1654 Susie.Shevlin@wwt.com	John Thomas P: 850-627-9651 thomasj@gcpsmail.com

Line	Mfr Part # Mfr Name	Lead Time	Qty	List Price	Cust Price	Ext Price
1	N9K-C93180YC-EX CISCO SYSTEMS (CISCOPRO)	14d	2	\$24,275.00	\$7,122.02	\$14,244.04
Description: Nexus 9300 with 48p 10/25G SFP+ and 6p 100G QSFP28						
2	CON-SNT-93180YCX CISCO SYSTEMS (CISCOPRO)	Call	2	\$3,034.50	\$2,751.53	\$5,503.06
Description: SNTC-8X5XNBD Nexus 9300 with 48p 5 years support, Service Duration: 60 Months						
3	NXA-PAC-650W-PI CISCO SYSTEMS (CISCOPRO)	7d	4	\$0.00	\$0.00	\$0.00
Description: Nexus NEBs AC 650W PSU - Port Side Intake						
4	NXOS-703I4.2 CISCO SYSTEMS (CISCOPRO)	21d	2	\$0.00	\$0.00	\$0.00
Description: Nexus 9500, 9300, 3000 Base NX-OS Software Rel 7.0(3)I4(2)						
5	NXA-FAN-30CFM-B CISCO SYSTEMS (CISCOPRO)	7d	8	\$0.00	\$0.00	\$0.00
Description: Nexus 2K/3K/9K Single Fan, port side intake airflow						
6	CAB-C13-CBN CISCO SYSTEMS (CISCOPRO)	7d	4	\$0.00	\$0.00	\$0.00
Description: Cabinet Jumper Power Cord, 250 VAC 10A, C14-C13 Connectors						
7	N3K-C3064-ACC-KIT CISCO SYSTEMS (CISCOPRO)	7d	2	\$0.00	\$0.00	\$0.00
Description: Nexus 3K/9K Fixed Accessory Kit						
8	SFP-10G-SR CISCO SYSTEMS (CISCOPRO)	14d	8	\$995.00	\$535.60	\$4,284.80
Description: 10GBASE-SR SFP Module						
9	SFP-H10GB-CU3M= CISCO SYSTEMS (CISCOPRO)	28d	6	\$100.00	\$52.00	\$312.00
Description: 10GBASE-CU SFP+ Cable 3 Meter						
10	VEEAM-SPLUS-PERP= CISCO SYSTEMS (CISCOPRO)	2d	1	\$0.00	\$0.00	\$0.00
Description: SolutionsPlus: VEEAM Perpetual Licenses (Order Qty 1 only)						

1100€ 8200 6480 9001 11013 79000

Line	Mfr Part # Mfr Name	Lead Time	Qty	List Price	Cust Price	Ext Price
11	L-SP-PRODUCT-TERMS CISCO SYSTEMS (CISCOPRO)	2d	1	\$0.00	\$0.00	\$0.00
Description: Buyer Acceptance of SolutionsPlus Terms and Conditions						
12	VEM-VVASP-VS-P3Y CISCO SYSTEMS (CISCOPRO)	2d	8	\$1,542.13	\$1,453.74	\$11,629.92
Description: 24/7 support 3 year Availability Suite Ent Plus per socket						
13	VEM-PVASP-VS-P CISCO SYSTEMS (CISCOPRO)	2d	8	\$1,944.00	\$2,021.76	\$16,174.08
Description: Veeam Availability Suite Ent Plus Public Sector per socket						
14	HXAF2X0C-M55 CISCO SYSTEMS (CISCOPRO)	Call	1	\$0.00	\$0.00	\$0.00
Description: Cisco Hyperconverged System						
15	HX-FI-6248UP CISCO SYSTEMS (CISCOPRO)	14d	2	\$34,020.00	\$9,287.46	\$18,574.92
Description: UCS 6248UP 1RU Fabric Int/No PSU/32 UP/ 12p LIC						
16	CON-SNT-HX6248UP CISCO SYSTEMS (CISCOPRO)	Call	2	\$3,801.00	\$2,651.20	\$5,302.40
Description: SNTC 8X5XNBD, UCS 6248UP 1RU Fabric Int No PSU 32 UP 12p LIC 5 years support, Service Duration: 60 Months						
17	UCS-ACC-6248UP CISCO SYSTEMS (CISCOPRO)	10d	2	\$0.00	\$0.00	\$0.00
Description: UCS 6248UP Chassis Accessory Kit						
18	N10-MGT015-HX CISCO SYSTEMS (CISCOPRO)	10d	2	\$0.00	\$0.00	\$0.00
Description: UCS Manager v3.2(1) for HyperFlex						
19	UCS-FI-DL2 CISCO SYSTEMS (CISCOPRO)	10d	2	\$0.00	\$0.00	\$0.00
Description: UCS 6248 Layer 2 Daughter Card						
20	UCS-BLKE-6200 CISCO SYSTEMS (CISCOPRO)	10d	2	\$0.00	\$0.00	\$0.00
Description: UCS 6200 Series Expansion Module Blank						
21	UCS-FAN-6248UP CISCO SYSTEMS (CISCOPRO)	10d	4	\$0.00	\$0.00	\$0.00
Description: UCS 6248UP Fan Module						
22	SFP-H10GB-CU3M CISCO SYSTEMS (CISCOPRO)	14d	8	\$100.00	\$27.30	\$218.40
Description: 10GBASE-CU SFP+ Cable 3 Meter						
23	UCS-PSU-6248UP-AC CISCO SYSTEMS (CISCOPRO)	10d	4	\$1,400.00	\$382.20	\$1,528.80
Description: UCS 6248UP Power Supply/100-240VAC						
24	CAB-9K12A-NA CISCO SYSTEMS (CISCOPRO)	7d	4	\$0.00	\$0.00	\$0.00
Description: Power Cord, 125VAC 13A NEMA 5-15 Plug, North America						

Line	Mfr Name	Lead Time	Qty	List Price	Cust Price	Ext Price
25	HXAF220C-M5SX CISCO SYSTEMS (CISCOPRO)	14d	3	\$4,190.00	\$1,143.87	\$3,431.61
Description: Cisco HyperFlex HX220c M5 All Flash Node						
26	CON-SNT-AF220CM5 CISCO SYSTEMS (CISCOPRO)	Call	3	\$4,595.00	\$4,166.51	\$12,499.53
Description: SNTC 8XSXNBD Cisco HyperFlex HX220c M5 All Flash Node 5 years support, Service Duration: 60 Months						
27	HX-CPU-4116 CISCO SYSTEMS (CISCOPRO)	42d	6	\$3,600.00	\$982.80	\$5,896.80
Description: 2.1 GHz 4116/85W 12C/16.50MB Cache/DDR4 2400MHz						
28	HX-MR-X32G2R5-H CISCO SYSTEMS (CISCOPRO)	14d	24	\$2,150.00	\$586.95	\$14,086.80
Description: 32GB DDR4-2666-MHz RDIMM/PC4-21300/dual rank/x4/1.2v						
29	HX-SD960G61X-EV CISCO SYSTEMS (CISCOPRO)	14d	24	\$3,334.00	\$910.18	\$21,844.32
Description: 960GB 2.5 inch Enterprise Value 6G SATA SSD						
30	HX-SD400G12TX-EP CISCO SYSTEMS (CISCOPRO)	14d	3	\$5,267.00	\$1,437.89	\$4,313.67
Description: 400GB 2.5in Enterprise Performance 12G SAS SSD(10Xendurance)						
31	HX-SD240G61X-EV CISCO SYSTEMS (CISCOPRO)	14d	3	\$734.00	\$200.38	\$601.14
Description: 240GB 2.5 inch Enterprise Value 6G SATA SSD						
32	HX-M2-240GB CISCO SYSTEMS (CISCOPRO)	14d	3	\$535.00	\$146.06	\$438.18
Description: 240GB SATA M.2						
33	HX-MLOM-C40Q-03 CISCO SYSTEMS (CISCOPRO)	14d	3	\$2,192.00	\$598.42	\$1,795.26
Description: Cisco VIC 1387 Dual Port 40Gb QSFP CNA MLOM						
34	HX-PSU1-1050W CISCO SYSTEMS (CISCOPRO)	14d	6	\$729.00	\$199.02	\$1,194.12
Description: Cisco UCS 1050W AC Power Supply for Rack Server						
35	HX-MSD-32G CISCO SYSTEMS (CISCOPRO)	14d	3	\$220.00	\$60.06	\$180.18
Description: 32GB Micro SD Card for UCS M5 servers						
36	CAB-9K12A-NA CISCO SYSTEMS (CISCOPRO)	7d	6	\$0.00	\$0.00	\$0.00
Description: Power Cord, 125VAC 13A NEMA 5-15 Plug, North America						
37	HX-RAILB-M4 CISCO SYSTEMS (CISCOPRO)	14d	3	\$220.00	\$60.06	\$180.18
Description: Ball Bearing Rail Kit for C220 M4 and C240 M4 rack servers						
38	CVR-QSFP-SFP10G CISCO SYSTEMS (CISCOPRO)	14d	6	\$350.00	\$95.55	\$573.30
Description: QSFP to SFP10G adapter						

Line	Mfr Name	Lead Time	Qty	List Price	Cust Price	Ext Price
39	UCSC-H5-C220M5 CISCO SYSTEMS (CISCOPRO)	10d	6	\$0.00	\$0.00	\$0.00
Description: Heat sink for UCS C220 M5 rack servers 150W CPUs & below						
40	UCS-MSTOR-M2 CISCO SYSTEMS (CISCOPRO)	10d	3	\$0.00	\$0.00	\$0.00
Description: Mini Storage carrier for M.2 SATA/NVME (holds up to 2)						
41	HXAF220C-BZL-M5S CISCO SYSTEMS (CISCOPRO)	14d	3	\$0.00	\$0.00	\$0.00
Description: HXAF220C M5 Security Bezel						
42	HX-SAS-M5 CISCO SYSTEMS (CISCOPRO)	14d	3	\$1,031.00	\$281.46	\$844.38
Description: Cisco 12G Modular SAS HBA (max 16 drives)						
43	HX-VSP-FND-D CISCO SYSTEMS (CISCOPRO)	14d	3	\$0.00	\$0.00	\$0.00
Description: Factory Installed - vSphere SW (End user to provide License)						
44	HX-VSP-FND-DL CISCO SYSTEMS (CISCOPRO)	14d	3	\$0.00	\$0.00	\$0.00
Description: Factory Installed - VMware vSphere6 Fnd SW Download						
45	HXDP-S001-5YR= CISCO SYSTEMS (CISCOPRO)	14d	3	\$0.00	\$0.00	\$0.00
Description: Cisco HyperFlex Data Platform Standard Edition 5 Yr Subscrip						
46	HXDP5001-5YR CISCO SYSTEMS (CISCOPRO)	30d	3	\$39,844.00	\$10,877.41	\$32,632.23
Description: HyperFlex Data Platform Standard Edition 5 Yr Subscription Service Duration: 60 Months						
47	UCSC-C240-M5L CISCO SYSTEMS (CISCOPRO)	10d	1	\$4,360.00	\$1,983.80	\$1,983.80
Description: UCS C240 M5 12 LFF + 2 rear drives w/o CPU,mem,HD,PCIe,PS						
48	CON-OSP-CC240MSL CISCO SYSTEMS (CISCOPRO)	Call	1	\$827.40	\$768.30	\$768.30
Description: SNTC 24X7X40S UCS C240 M5 12 LFF Service Duration: 12 Months						
49	UCS-CPU-4110 CISCO SYSTEMS (CISCOPRO)	10d	2	\$1,750.00	\$796.25	\$1,592.50
Description: 2.1 GHz 4110/85W 8C/11MB Cache/DDR4 2400MHz						
50	UCS-MR-X16G1RS-H CISCO SYSTEMS (CISCOPRO)	10d	8	\$1,009.00	\$327.93	\$2,623.44
Description: 16GB DDR4-2666-MHz RDIMM/PC4-21300/single rank/x4/1.2v						
51	UCSC-PCI-1-C240M5 CISCO SYSTEMS (CISCOPRO)	10d	1	\$199.00	\$90.55	\$90.55
Description: Riser 1 Incl 3 PCIe slots (x8, x16, x8); slot 3 req CPU2						
52	UCSC-PSU1-770W CISCO SYSTEMS (CISCOPRO)	10d	2	\$699.00	\$318.05	\$636.10
Description: Cisco UCS 770W AC Power Supply for Rack Server						

LINE	Mfr Name	Lead Time	Qty	List Price	Cust Price	Ext Price
53	CAB-9K12A-NA CISCO SYSTEMS (CISCOPRO)	7d	2	\$0.00	\$0.00	\$0.00
Description: Power Cord, 125VAC 13A NEMA 5-15 Plug, North America						
54	UCSC-RAILB-M4 CISCO SYSTEMS (CISCOPRO)	10d	1	\$220.00	\$100.10	\$100.10
Description: Ball Bearing Rail Kit for C220 & C240 M4 & M5 rack servers						
55	CIMC-LATEST CISCO SYSTEMS (CISCOPRO)	10d	1	\$0.00	\$0.00	\$0.00
Description: IMC SW (Recommended) latest release for C-Series Servers.						
56	UCS-SID-INFR-UNK CISCO SYSTEMS (CISCOPRO)	10d	1	\$0.00	\$0.00	\$0.00
Description: Unknown						
57	UCS-SID-WKL-DP CISCO SYSTEMS (CISCOPRO)	10d	1	\$0.00	\$0.00	\$0.00
Description: Data Protection (Commvault, Veeam only)						
58	UCSC-HS-C240M5 CISCO SYSTEMS (CISCOPRO)	10d	2	\$0.00	\$0.00	\$0.00
Description: Heat sink for UCS C240 M5 rack servers 150W CPUs & below						
59	UCSC-PCIF-240M5 CISCO SYSTEMS (CISCOPRO)	10d	1	\$0.00	\$0.00	\$0.00
Description: C240 M5 PCIe Riser Blanking Panel						
60	CBL-SC-MR12GM52 CISCO SYSTEMS (CISCOPRO)	10d	1	\$0.00	\$0.00	\$0.00
Description: Super Cap cable for UCSC-RAID-M5 on C240 M5 Servers						
61	UCSC-BBLKD-L2 CISCO SYSTEMS (CISCOPRO)	10d	3	\$0.00	\$0.00	\$0.00
Description: C-Series M5 LFF drive blanking panel						
62	UCSC-SCAP-M5 CISCO SYSTEMS (CISCOPRO)	10d	1	\$0.00	\$0.00	\$0.00
Description: Super Cap for UCSC-RAID-M5, UCSC-MRAID1GB-KIT						
63	UCSC-RAID-M5 CISCO SYSTEMS (CISCOPRO)	10d	1	\$2,156.00	\$980.98	\$980.98
Description: Cisco 12G Modular RAID controller with 2GB cache						
64	UCS-HD6T7KL6GN CISCO SYSTEMS (CISCOPRO)	10d	9	\$2,100.00	\$491.40	\$4,422.60
Description: 6TB 6G SATA 7.2K RPM LFF HDD (512e)						
65	UCSC-RSAS-C240M5 CISCO SYSTEMS (CISCOPRO)	10d	1	\$0.00	\$0.00	\$0.00
Description: C240 Rear UCSC-RAID-M5 SAS cbl(1)kitinclfan,bkplnforSFF&LFF						
66	UCS-SD150G61X-EV CISCO SYSTEMS (CISCOPRO)	56d	2	\$500.00	\$188.50	\$377.00
Description: 150 GB 2.5 inch Enterprise Value 6G SATA SSD						

Line	Mfr Name	Lead Time	Qty	List Price	Cust Price	Ext Price
PS-SKU-COMP-HYPFLX-QCKSTR						
67	PS-COMP-HYPFLX-QCKSTR WORLD WIDE TECHNOLOGY	Call	1	\$18,881.00	\$15,827.00	\$15,827.00
Description: Refer to BOM						

Totals	
Product Total	\$183,613.20
Maintenance Total	\$24,073.29
Customer Total	\$207,686.49
State E-Waste Fee	TBD
Estimated Shipping	TBD
Estimated Tax	TBD
Total Price:	\$207,686.49

This quote is WWT Confidential Information.
 Seller provides all products and original manufacturer services to Buyer only in accordance with any applicable original manufacturer terms and conditions within the applicable end user license agreement, terms of service, or similar legal instrument.
 Unless expressly stated herein, price quotes are valid for 30 days and are subject to change thereafter.
 Due to recent trade tensions between the US and China, increasing tariffs have been levied on goods manufactured in each country that are imported into the other. As a result, prices quoted are subject to adjustment for changes in the tariff rates.
 Unless expressly stated herein, prices do not include, and Buyer is responsible for, any and all taxes, handling, shipping, transportation, duties or other charges or fees relating to the sale and delivery of products.
 Products may only be returned in accordance with the original manufacturer's RMA policy.
 Items returned after 30 days of receipt may not be returnable due to vendor restrictions.
 All delivery dates are approximate and not guaranteed.
 Products will be shipped in accordance with FCA WWT's shipping point (Incoterms 2010), unless otherwise stated herein or agreed to by both parties in writing in a contract.
 Title and risk of loss will transfer to Buyer at WWT's shipping point.
 Payment terms are net 30, unless otherwise agreed to by both parties in writing.
 All products and services are provided to Buyer in accordance with Seller's terms of sale at <https://www.wwt.com/TermsAndConditions/TermsAndConditions.doc>; provided that, if Buyer has a master agreement in place with WWT, the master agreement will apply in lieu thereof.
 State Fees include Electronic Waste Fees specific to each state that fund recycling programs for Electronic Waste such as computers, monitors, televisions, audio equipment, printers, and other electronic devices as required by law. CA charges an Electronic Waste Fee for Monitor disposal.
 Within the 30 day quote validity period WWT reserves the right to revise the quote due to exchange rate fluctuations.
 State Fees include Electronic Waste Fees specific to each state that fund recycling programs for Electronic Waste such as computers, monitors, televisions, audio equipment, printers, and other electronic devices as required by law. CA charges an Electronic Waste Fee for Monitor disposal.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8g

DATE OF SCHOOL BOARD MEETING: February 26, 2019

TITLE OF AGENDA ITEM: 2019-2022 English Language Learners Plan (ELL)

DIVISION:

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

This is a renewal of the 2016-2019 ELL Plan, which is a required plan for English Language Learners (ELLs) by the Florida Department of Education (FDOE) for English Speakers of Other Languages (ESOL) programs. The 2016-2019 plan was reviewed and updated for any state, local, or federal legislation or requirements for ELL student educational programs.

Florida Statute 1003.56; Florida Administrative Code (FAC) Rules 6A-6.0902, 6A-6.09022, 6A-6.09091, 6A-6.0903, 6A-6.0907, 6A-1.0503; the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015; the Florida Educational Equity Act of 1984; the Florida Consent Decree, 1990; the Educational Opportunities Act of 1974; Section 504 of the Rehabilitation Act of 1973; the Title VI and VII Civil Rights Act of 1964; and the Office of Civil Rights all set the requirements of this English Language Learner Plan (ELL Plan/LEP Plan).

The plan outlines activities and services the district is obligated to provide to all ELLs and their families.

PURPOSE AND SUMMARY OF ITEM:

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Maria Pouncey

POSITION: Director ELL/ESOL/Migrant Programs

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____



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.gcps.k12.fl.us

Roger P. Milton
Superintendent
miltonr@gcpsmail.com

"Putting Children First"

March 1, 2019

Student Achievement through Language Acquisition Office:

This letter confirms that the teachers in Gadsden County Public Schools are in compliance of applicable ESOL training requirements or working towards them within the mandated timeframe.

Sincerely,

Roger P. Milton
Superintendent, Gadsden County Public Schools

Audrey Lewis
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

Tyrone D. Smith
DISTRICT NO. 5
QUINCY, FL 32351

Gadsden School District English Language Learners (ELL) Plan

Contact Person: Dr. Maria I. Pouncey
LEA: Gadsden County, Florida
Email: pounceym@gcpsmail.com
Phone: 850-364-1430 ext. 2266

Rule 6A-6.0905
Form ESOL 100
(May 2017)

Original signatures on Signature Pages are to be submitted to:

Bureau of Student Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 444 Turlington Building
 Tallahassee, Florida 32399-0400

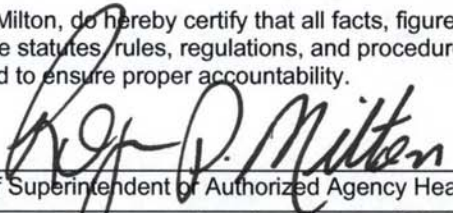
FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Gadsden	Dr. Maria I. Pouncey EL Director	850-364-1430
(4) MAILING ADDRESS:	(5) PREPARED BY: (If different from contact person)	
35 M. L. King Blvd. Quincy, FL 32351	First Name: Last Name: Mailing Address: Phone No:	

(6) CERTIFICATION BY SCHOOL DISTRICT

The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.

I, Roger P. Milton, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.


 Signature of Superintendent or Authorized Agency Head

2/18/19
 Date Signed

February 26, 2019
 Date of Governing Board Approval

(7) Chairperson representing the District ELL Parent Leadership Council (PLC)

Name of Chairperson representing the District ELL PLC:

Maria Elvira Montejo Sanchez

Contact Information for District PLC Chairperson: 850-491-1250

Mailing address: 768 South Madison Street, Quincy, FL 32351

E-mail Address: none Phone Number: 850-491-1250

Date final plan was discussed with PLC: 02/18/2019


 Signature of the Chairperson of the District PLC

2/19/2019
 Date Signed by PLC Chairperson

**DISTRICT ENGLISH LANGUAGE LEARNERS PLAN
ASSURANCES AND CERTIFICATION**

School districts are required to abide by a set of assurances when developing and implementing programs and services to students classified as English Language Learners (ELLs), and are required to ensure school- and district-level personnel comply with all the requirements and provisions set forth in the laws, rules, regulations, and federal court orders listed below:

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902;6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981;
- The requirements based on the Supreme Court decision in Plyler v. DOE, 1982;
- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

By signature below, I, Roger P. Milton, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.



Superintendent's Signature



Date Signed

Gadsden School District

Section 1: Identification (Rule 6A-6.0902, F.A.C.)

Enrollment Procedures and Administration of the Home Language Survey (HLS).

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs).

All students enrolling in Gadsden County Schools register at the individual school sites identified based on home address. Procedures are the same for all students. All students complete the Home Language Survey included in the registration packet.

Upon completion of the Student Enrollment/Registration form, the school Data Processor enters on the District student database all student demographic information, including native language, country of birth, immigrant student and date of entry into US school (DEUSS), which is provided by parent/guardian during the registration process.

Bilingual LEA personnel assist as needed.

How do LEA procedures compare to those followed for non-ELLs?

At the time of registration all parents/guardians complete a Student Enrollment/Registration form at their child's school which contains the Home Language Survey:

- (a) Is a language other than English used in the home?
- (b) Did the student have a first language other than English?
- (c) Does the student most frequently speak a language other than English?

If any of the three questions are answered "yes", the school's ESOL contact or the district ESOL office, if there is no ESOL school contact, is notified by the registrar and the student is given the IPT or WIDA screener.

How do LEA procedures compare to those followed for non-ELLs?

Registration procedures are the same for all students. All parents must complete the Student Enrollment/Registration form and the Home Language Survey, as well as other pertinent student data and information. Spanish speaking parents may receive these forms in Spanish.

Into what languages are the HLS translated?

Spanish

How does the LEA assist parents and students who do not speak English in the registration process?

ELL families are given assistance from bilingual school or district staff if needed for registration. Where available, district language facilitators can also assist with translating or interpreting

registration documents, as well as transportation and other pertinent school information. For less commonly spoken languages in our district, we use Google Translate for assistance.

How do you identify immigrant students?

Immigrant student information, along with the DEUSS is also captured on the Student Enrollment/Registration form. The term immigrant children and youth mean individuals who:

- (A) are ages 3 through 21; and
- (B) were not born in any State, the District of Columbia or Puerto Rico; and
- (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Based on this definition, the student's immigrant code is Y and data element number is 131785.

How is Date Entered US School (DEUSS) obtained in the registration process?

At the time of registration, parents complete the Home Language Survey, as well as questions regarding birthdate of student, country of birth, and the DEUSS date---the month, day and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions). If a student is entering our schools from another district in Florida or state within the U.S., records are requested from the previous school, and the original DEUSS date is entered into our student information system-data element 197237.

Please include a link to your HLS:

http://images.pcmac.org/Uploads/GadsdenCounty/GadsdenCounty/Divisions/Forms/ESOL_Form_1_1.pdf

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the LEP assessment of potential ELLs in the LEA? (Check all that apply.)

- Registrar
- ESOL Coordinator/Administrator
- Other (Specify) bilingual para

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA and procedures followed to determine if a K-12 student is an ELL. **IPT, or WIDA Screener**

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

If the student answers yes on the HLS, the registrar places the HLS data in the ESOL contact's

mailbox. The ESOL contact or bilingual para will review forms daily, schedule the assessment, records test results and then emails both the teacher and registrar of completed testing to ensure that the listening and speaking test is conducted within 20 days of enrollment. All students who are not proficient on the Listening and Speaking L/S assessment qualify for ESOL services and are coded as LY. Students enrolled in kindergarten through second grade who score within the fluent English speaking range of the (L/S) assesment are determined as non-ELL (ZZ). Students in grades 3-12 who score proficient in L/S are then administrered a reading and writng assessment that must be completed as soon as possible after initial enrollment, but no later than thirty (30) days after enrollment. If the student enrolls at another time during the school year, parents must be notified within

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA and procedures followed to determine if a student is an ELL in grades 3-12. **IRW, WIDA Screener**

3. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

Upon request of a parent or teacher, a student who is determined not to be an English Language Learner or any student determined to be an English Language Learner based solely on one reading or writing assessment may be referred to an ELL Committee. The parents' preference as to whether a student is determined to be an ELL or not to be an ELL shall be considered in the final decision. The ELL Committee may determine a student to be an English Language Learner or not to be an English Language Learner according to consideration of at least two (2) of the following criteria in addition to the entry assessment results:

- a. Extent and nature of prior educational or academic experience, social experience, and a student interview,
- b. Written recommendation and observation by current and previous instructional and supportive services staff,
- c. Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,
- d. Grades from the current or previous years, or
- e. Test results other than the entry assessments

Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.

When a student's previous records are unattainable, parents are asked to provide contact information regarding prior educational experience. Students may be assessed for skills and school-readiness competencies in addition to English language assessments. The Guidance department makes a records request, and attempts are made to contact the student's previous schools to get as much information as possible regarding educational and testing history. ELLs are then placed accordingly, and academic success is monitored to ensure that accurate placement decisions were made. These procedures are documented on the programmatic assessment form and is maintained in the student's ELL folder.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

Per 6A.6.0902 section 3-part b, "The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district-adopted policies regarding age appropriate placement shall be followed as are followed for students born in the United States." Student placement is not based solely on English Language Proficiency; an academic skills assessment may be administered in the home language if possible.

Students must have documentation of completed courses to receive high school credit. Course transfer waivers may be given if documentation is provided. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide transcripts or documentation of prior educational experiences. School counselors and administrators will review transcripts and award credit for courses completed in another country where the course is similar in scope and sequence but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may also be used as a guideline.

The age of the student will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL Resource Teacher and/or district ELL administrator or their designee may be included to determine appropriate placement. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English).

The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. Language Arts credits are awarded to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken may be transferred as waivers following the guidelines outlined in the Student Progression Plan approved by the School Board.

What is the title of person(s) responsible for evaluating foreign transcripts? How are they trained? How is documentation maintained?

ELL Director or School Guidance Counselors

The Mexican Consulate and the United States Department of Education Bi-National program provided training. Dr. Pouncey, ELL Director participated in the training and has trained additional staff members in the ELL/Migrant department.

School counselors receive training periodically as needed on transcript evaluation resources and is documented through sign-in sheets. When school staff have questions or need clarification, they will contact the ESOL office for assistance.

Re-evaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll. Specify the length of time between the Ells' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

If the time frame for re-entering the LEA from another school district in Florida, state or country has been longer than one year, a current English language proficiency assessment will be administered to ELL's who have an affirmative response on the HLS at the time of re-entry/registration. This information will help determine placement and current services, but the original HLS, entry, classification and DEUSS date remains the same.

For LYs transferring form one school district to another within a calendar school year, no new assessment is necessary and ESOL services continue as indicated by previous school records. All original reporting data stays the same. For out of state LYs new to FL, DEUSS date stays the same, but HLS, entry, classification date is changed to reflect Florida services. For students new to the country DEUSS date is the date of enrollment, and the appropriate HLS, classification and entry date must be reported accordingly. DEUSS date can never be after the classification and entry dates.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan and updating the ELL data reporting elements.

Also, include a description of when and how the plan is updated to reflect the student's current services.

An ELL student plan is developed with input from the guidance counselor, classroom teacher(s), administrator (or designee), EL designee and other interested participants. The guidance counselor or designated ELL contact, along with the classroom teacher(s), is responsible for completing the student ELL plan.

The plan will reflect the student's instructional program or schedule designated by the Program 130 code with will include programs other than ESOL and documentation of the use of appropriate ELL strategies and services. The ELL plan can include specific accommodation procedures for state assessment programs as well as classroom assessments. Additional information such as initial IPT/IRW scores and current state assessment data is included on the ELL plan.

The plan will be updated annually at the beginning of the school year and when services change and must reflect the most current ELL plan and service. It will be updated annually and maintained in the student information system and/or cumulative record folder.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

The elements of the student plan will include the student's name, date of entry, and current ACCESS for ELL scores and state assessment data. The plan will reflect the student's instructional program of 130, amount of instructional time or instructional schedule, documentation of the use of appropriate ESOL strategies, and a description of all provided services. The teacher is notified of the aural/oral and reading/writing competencies assessed on the IPT. The student's academic progress may be reviewed, and records from previous schools are examined, if available. Student plan information will include previous and current teacher input through interviews to gain information on socialization and participation in the general classroom setting.

http://images.pcmac.org/Uploads/GadsdenCounty/GadsdenCounty/Divisions/Forms/ELL%20Student%20Plan_%7BSIS2F335E4709C2%7D.pdf

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model can be found in the current Florida Department of Education (FDOE) database manuals on the FDOE website. *(Check all that apply)*

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- Maintenance and Developmental Bilingual Education
- Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

Sheltered English-ELLs are grouped by grade levels in 6-12 based on English proficiency levels indicated on entry assessment or ACCESS for ELL scores. They receive comprehensible instruction from teachers in Language Arts through ESOL. Bilingual teachers or paraprofessionals provide appropriate native language support at the ELL's individual proficiency level. These courses are designed for non-English speakers or very limited English speakers. As ELLs become more English proficient, they are moved to a mainstream classroom. ELLs in mainstream-inclusion Language Arts and core subject areas receive comprehensible instruction through ESOL strategies, supplemental materials and language support in classes with both ELLs and non-ELLs. Teachers in both instructional models must have the appropriate training requirements, document ESOL strategies and monitor ELLs language acquisition progress.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

To ensure equal access to instruction, ELLs in grades K-12, class schedules are maintained on the student record system and on teacher schedules. Regardless of the instructional approach implemented, ELLs receive instruction that is aligned to state standards, and is comprehensible, equal and comparable in amount, sequence, quality and scope as their non-ELL peers. Equal access evidence will be observed by school site administrators through classroom visits, lesson plans and teacher interviews. Although supplemental instructional materials can be used, textbooks for ELLs are the same as those used for non-ELLs. ELLs in grades 9-12 must have access to and receive credit towards graduation in core subject areas of English Language Arts, mathematics, science, social studies, and computer literacy.

ELLs may not be retained if appropriate instructional strategies, materials and assessments have not been provided to meet their needs. Furthermore, ELLs cannot be retained based solely on his/her language proficiency. The determination must be based partly on proficiency in reading, writing and math. Teachers can use alternative assessments, portfolios and native language assessments to determine if content standards have been met. School based administrators, guidance counselor and district staff are responsible for monitoring and ensuring comprehensible instruction is provided.

How does the LEA determine if the instructional models are positively affecting student performance?

ELLs academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. Administrative and support staff reviews instructional models' success through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for ELL. Teacher input is also requested. If the instructional model does not show that positive student performance goals are being met, then a different model should be considered.

How are ELLs assured equal access to all programs, services and facilities that are available to non-ELLs?

The school-based administrator(s) and counselor(s) are responsible for ensuring that ELLs have equal access to all school programs, services and facilities, and that ELLs are afforded the same rights as their non-ELL peers. The district ELL Director and ELL Resource Specialists serve as an advocate for ELLs and their families to ensure equal access and will be responsible for providing information and training to school-based personnel, including bilingual paras regarding equal access to all programs and services for ELLs.

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.

Teachers' lesson plans document instructional strategies for ELL students and are monitored by school administrators. Teachers are encouraged to receive additional training in the areas of Differentiated Instruction, SIOP and ESOL strategies. Students are given support either individually or in small groups, based on student need, to target specific weaknesses identified by the ACCESS for ELL, IPT, FAIR, FSA, EOC and SAT10. Instructional strategies are further monitored through detailed notes on classroom observations and/or teacher interviews, and individualized student support and data from I-Ready or other district used programs.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs?

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans which are checked by school administrators during ongoing classroom walk-throughs, formal and informal teacher evaluations. Teachers are evaluated by school administration using the district approved Evaluation System. A part of that system includes providing evidence of planning and preparing for the needs of English Language Learners.

School administrators, counselors, ESOL resource teachers or ELL District staff will meet with the teacher(s) of the ELL students to conduct reviews for monitoring the appropriateness of the student's program. Such reviews may include the following:

- A. Reviewing of the student's grades in all subject areas.

B. Monitoring of the student's level of performance in course areas, Reading, and Mathematics using state approved Progress Monitoring tools

C. Monitoring of the student's performance on Statewide Assessments or norm-referenced tests.

D. Classroom observations

What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

School administrators will meet with the teacher(s) of ELL students to ensure equal access. Classroom observation and teacher interviews will be conducted, as well as instructional material evaluation for monitoring the appropriateness of the student's program to ensure that comprehensible instruction is achieved. District ESOL staff also conducts monitoring visits and provides strategies and curriculum development support.

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? (Check all that apply)

- Student Portfolios
- Other Criterion Referenced Test (Specify) _____
- Native Language Assessment (Specify) _____
- LEA/school-wide assessments (Specify) Benchmark testing, I-Ready, Formative Assessments
- Other (Specify) _____

Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

- Yes, please provide a link to the LEA's SPP with specifics to ELLs highlighted.

<http://www.gadsdenschools.org/Common/News2/HomePagePopUps/Default.asp?ItemID=97441&ISrc=District&Itype=News>

- No (Specify) _____

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions. As indicated in the district's Student Progression Plan, the Superintendent may exempt students in grade 3 from mandatory retention for good cause if ELLs have received less than 2 years of instruction (based on DEUSS) in an ESOL program. Decisions must be made by an ELL committee recommendation, including input from parents, teachers and support staff. Good Cause Exemptions for ELLs are communicated to the parents in their native language.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

An ELL committee is convened to review documentation and data prior to making a promotion/retention recommendation for an ELL. When determining promotion/retention for ELL's, information and documentation may include, but not be limited to: classroom performance, benchmark testing results, statewide assessment data, progress towards English Language acquisition, progress monitoring tools, I-Ready and parent/student interview. The committee makes a recommendation to the principal. The principal sends the final decision to the Superintendent. No determination for retention will be made without first convening a LEP committee meeting.

Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following:

The District Assessment Director, along with the MIS director generate and disseminate digital rosters of all ELLs who will be assessed at the school sites, as well as, guidelines and materials that school based testing supervisors use to cross reference and ensure that all ELLs are appropriately assessed. Train the trainers workshops provides for testing supervisors who, in turn train all school-based personnel who will administer assessments to ELLs with a specific emphasis on testing accommodations. A designated school counselor is the testing supervisor at the secondary level and the Assistant Principal or counselor are the testing supervisors at the elementary level. The Office of Assessment provides procedural policies and accountability data to each testing supervisor.

ELL students who are receiving services in an ELL program operating in accordance with an approved ELL plan, and who take the state mandated tests may be offered the accommodations. However, the exact combination of accommodations to be offered to any student shall be individually determined, considering the needs of the student and recommendations of the student's team. Accommodations for ELLs in the administration of FSA, EOC and ACCESS for ELLs must follow the guidelines as specified in the respective assessment manuals.

Statewide content area assessments:

All ELLs will participate in statewide assessments. The ESOL Director works with the District Assessment Director, school-based assessment coordinators and teachers to ensure that all ELLs participate in the Statewide Assessment program and are provided appropriate testing accommodations.

The ESOL teacher assures that the accommodations for statewide assessment which are indicated in the TAM and include flexible setting, flexible scheduling, flexible timing, assistance in the Heritage Language, and the use of the English-to-Heritage language dictionaries. Additionally, these accommodations are used within the ESOL classroom and with regular classroom assessment. The parents are notified of the different testing accommodations in a letter sent by the ESOL teachers. Parents may choose if flexible setting is the best testing option for their child.

ACCESS for ELLs assessment programs:

Students coded LY by the first day of the ACCESS for ELL test administration are tested for language proficiency. ACCESS for ELLs is a paper-based assessment for Grades 1–12: Students are administered the Speaking section of the test one-on-one with a teacher; the Listening, Reading, and Writing sections may be administered in a group setting. Kindergarten ACCESS for ELLs is a paper-based assessment for Kindergarten where students are administered all sections of the test, one-on-one with a teacher. Alternate ACCESS for ELLs is a paper-based assessment for students in Grades 1–12 who have significant cognitive disabilities where students are administered all sections of the test, one-on-one with a teacher.

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?

School counselors
School based testing administrators
ESOL school contacts
Teachers administering assessments

Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes?

A testing calendar is available on the district's website. The calendar is updated or revised as testing schedules are updated by the state or by the district. Prior to the assessment dates, parents are notified of all statewide testing policies and mandates in a language they can understand, unless clearly not feasible. A letter is sent to parents of ELLs explaining the allowable testing accommodations which also contains specific language for flexible setting options. Parents have the right to choose the flexible setting during testing. Parent are notified of outcomes on assessments through individualized student score reports which indicates the performance level of the student as well as interpretive guides. These guides are available in multiple languages.

Parent/teacher conferences may be convened with a translator present if needed, by the parent or teacher to discuss the assessment policies, mandates, and results.

<http://www.gcps.k12.fl.us/Default.asp?PN=Forms&L=1&DivisionID=2193&LMID=82134>

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program.

Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

Exit criteria is based on assessment scores per 6A-6.0903. For students taking any administration of the Kindergarten ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is H.

For students in grades 3-10 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and an achievement level of at least 3 on the FSA ELA assessment. The exit code is I.

For students in grades 10-12 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and a score on the FSA ELA of 3 or higher or passing concordant score on the SAT or ACT. The exit code is J.

For students with significant cognitive disabilities taking any administration of the Alternate ACCESS for ELLs assessment, the proficiency level shall be a P1 composite score or greater and will be exited by an ELL/IEP committee.

Once the student meets exit criteria, the ESOL specialist notifies the ESOL data specialist of exit data and the student code is changed from LY to LF and is monitored for two years. Parents are notified of exit through a letter in the child's native language, unless clearly not feasible.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

- School/LEA based testing administrator
- ESOL Teacher/Coordinator
- Other (Specify) school counselor, EL Instructional support, EL Resource Specialists

When is an ELL Committee involved in making exit decisions? What criteria are used by the Committee to determine language and academic proficiency?

If assessment results do not fully capture the student's academic or linguistic needs, an ELL committee may be convened where input from parents, teachers and support staff is discussed and placement decisions made. An ELL Committee may recommend that the student be exited from the program with consideration of other data than statewide assessment such as student portfolios or alternative evaluations. An ELL committee can also meet to exit a student from the ESOL program if there is sufficient evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment. The student may have another documented disability that is being met through an IEP or other student plan. Regardless of reason for exit, an ELL committee would review the student's academic and English language

proficiency record and document at least two of the five criteria listed below to exit a student:

- a. Extent and nature of prior educational or academic experience, social experience, and a student interview,
- b. Written recommendation and observation by current and previous instructional and supportive services staff,
- c. Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,
- d. Grades from the current or previous years, or
- e. Test results other than the entry assessments

Describe the procedures if an ELL meets exit qualifications in the middle of a grading period.

Although ELLs usually exit the ESOL program when exit criteria is met through assessment, ELLs can be referred for exit at any time during the school year. Since ACCESS for ELLs and FSA ELA data is normally used as the instruments to make the exit decisions, and this data is typically received during the summer, any exit decisions made in the middle of a grading period or school year would require an ELL committee decision based on a current data analysis and student evaluations. A current listening, speaking reading and writing English proficiency assessment will be given, as well as review of report card grades, benchmark test scores and portfolio data. Stakeholder input from parents, teachers and support staff will also be requested. The exit code will be L, and the student code will change from LY to LF.

Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)

During the required two-year monitoring period, what is the title of person(s) responsible for:

Conducting the follow-up performance of former ELLs? Classroom teachers, ESOL Resource teachers, School Counselors, District EL Director and EL staff.

Updating the student ELL plan? School Counselors, ESOL Resources teachers and/or District EL staff, Data processors

Reclassification of ELL status in data reporting systems? ELL Program Assistant

What documentation is used to monitor the student's progress? (Check all that apply)

- Report Cards
- Test Scores
- Classroom Performance
- Teacher Input
- Other (Specify) Attendance

What is the procedure(s), including possible reclassification, that are implemented when the academic performance of former ELLs is not on grade level?

The performance of former ELLs (LF) will be reviewed to ensure academic progress.

Per Consent Decree guidelines, reviews will occur as specified below:

1st report card after exiting the ESOL program;
at the end of the 1st semester;
at the end of the first year; and
at the end to the second year.

The procedures followed when the academic performance of former ELLs is not on grade level is:

- a) Student is referred to the ELL Committee.
- b) ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in ESOL Program and language acquisition proficiency.
- c) ELL Committee may determine that the student continues in the regular program.
- d) ELL Committee may determine that the student needs to be reclassified as an ELL, coded LY and re-entered into the program or be referred for further evaluation..

After consultation with the ESOL Resource Teacher or school counselor, the District EL Director in consultation with the school counselor is responsible for initiating a new Student ELL Plan, providing the Data Processor with the student data to enter into the student database and ensuring the appropriate placement after the student has been assessed. Original student data stays the same. The student may be reported in the ELL program for an additional year or extended annually for a period not to exceed a total of six years based on an annual evaluation of the student's status. Lack of ELL funding eligibility does not relieve the district beyond the six years of state ELL program funding.

Compliance of ELL Plan and Student Performance

Describe LEA internal procedures for monitoring the ESOL program for compliance and student academic performance.

The ESOL Teacher/Coordinator and ELL district staff monitor ELL student progress by reviewing information in the ESOL folder and review the targeted skills identified during initial testing, ACCESS for ELL and academic assessments. Assessment results and targeted skills are kept in the ESOL folder and monitored throughout the course of the school year to demonstrate mastery of key English language acquisition concepts. The person responsible for maintaining these records is the ESOL Coordinator, ELL teacher or school counselor.

Teacher training records are monitored for compliance with ESOL requirements by the district-level personnel or certification specialist.

Student ELL plans, and schedules are updated annually and monitored by the ESOL administrator to ensure that ELLs are being provided the appropriate program 130.

Comprehensible instruction is monitored through classroom observations and review of teacher lesson plans.

How do school sites, parents and stakeholders have access to the approved District ELL Plan?

ELL plans are available on the district's website. All schools provide the link to parents in the welcome back to school letter, as well as provided during PLC meetings. Parents can request copies of the plan at any time. The District ELL plan is available in English and Spanish.

How does the LEA ensure that schools are implementing the District ELL Plan?

District ESOL administrators responsible for implementation of the District ELL Plan meets with school-based administrators to make certain that appropriate instructional practices and procedures are in place. Classroom walk-throughs, observations and documentation of compliance items are also reviewed to ensure that schools are implementing the district plan. Also, the district plan is discussed during PLC meetings with translators available, and parent input and feedback is encouraged so that there is successful implementation.

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program. Per Every Student Succeeds Act and per state board rule, this notice must delineate:

1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);

7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
8. information pertaining to parental rights that includes written guidance—
 - a. detailing the right that parents have to have their child immediately removed from such program upon their request;
 - b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

To meet ESSA compliance, districts are required to notify parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. For those children identified as ELLs during the school year, the district shall notify the parents during the first 2 weeks of the child being placed in ESOL. Parents will be notified by letters, maintained in student folders and monitored by Title I. All letters, as well as all home-school communication must be provided to parents in a language that they can understand unless clearly not

feasible. <http://www.gadsdenschools.org/Default.asp?PN=Forms&L=1&DivisionID=2193&LMID=82134>

Describe the procedures used by school personnel to provide assistance to parents or guardians of ELLs in their home language.

All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. Language assistance is also provided via school and district personnel fluent in the parents/guardian's home language, i.e. pre-recorded messages with time sensitive information sent directly to the parents/guardians phones, information posted on district website and interpreted at school functions and community venues. Translation services, specifically in less commonly spoken languages may also be provided through bilingual staff, university personnel, community volunteers when possible.

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.

The ESOL Department hosts various events throughout the school year to involve parents, including homework help workshops, ESOL Family Nights to discuss topics such as reading for success, why absences count, understanding title programs. In addition, the ESOL Parent Leadership Council meets quarterly to ensure that ELL parent needs and concerns are being addressed. The district ESOL Department works in cooperation with other district-wide family involvement initiatives, as well as community agencies to provide additional services that can include English Language classes, assistance with immunization and immigration information. Activities are usually scheduled at school sites with significant ELL populations so that it is easier for parents to participate. Childcare services are often available, as well as interpreters.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.): <http://www.gadsschools.org/>

- Results of language proficiency assessment
- Program placement
- Program delivery model option(s)
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification of former ELLs monitoring
- Reclassification of former ELLs
- State and/or LEA testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemption from FSA in ELA for ELLs with DEUSS less than one year
- Retention/Remediation/Good Cause
- Transition to regular classes or course change
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Florida Standards and the English Language Development (ELD) Standards
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Report Cards*
- Other (Specify) _____

*If report cards are not available in other languages, please describe how the academic progress of an ELL is communicated to parents/guardians

Section 9: The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)

What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.)

- LEA Level
 School Level

Please address the functions and composition of the PLC:

The goals of the PLC are to acquaint parents of ELLs with school personnel and services available at the individual school sites; provide parents of ELLs with an opportunity to take an active role in the decisions that affect the education of their children and to consult with school personnel and give input on goals related to the program. The District PLC is composed of parents of current and former ELLs as the majority, as well as classroom teachers, curriculum specialists and ESOL resource teachers. Community leaders and ELL advocates are also invited to participate as members. The primary function of the PLC is to make recommendations for the District ELL plan, and review policies which are instrumental in the approval process.

How does the LEA involve the PLC in other LEA committees?

The PLC develops a school environment that encourages two-way communication between the home and the school and meets annually, but as needed Bilingual personnel are also available to discuss issues that promote school involvement and provide parents of ELLs with leadership training and opportunities to be represented on existing school and district advisory councils. PLC members are involved in reviewing the ELL District Plan and are encouraged to participate in the School Advisory Committees and Parent Teacher Association as well as, ad hoc school based committee. The PLC makes recommendations for the development of the District ELL Plan. The officers also review and approve the District ELL Plan prior to it being submitted for School Board and State DOE approval.

How is the LEA PLC involved in the development of the District ELL Plan?

The LEA PLC provides input during the development of the ELL Plan and reviews the final District ELL Plan at a scheduled PLC meeting. Translators are available to provide language assistance and clarification and the ELL Plan is available in Spanish. PLC members may request an emailed version of the plan if they cannot attend the meeting. Parental feedback is encouraged and will be addressed. Upon completion of the review by the members of the PLC, the Chairperson signs and approves the District ELL Plan.

Does the LEA PLC approve of the District ELL Plan? Yes No

If no, please provide explanation for PLC's non-approval.

Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)

Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

Personnel who will be the primary providers of English or Language Arts and reading courses to an ELL must be appropriately certified for the ESOL teaching assignment. Teachers can be in compliance through an infused ESOL endorsement in conjunction with a DOE-approved teacher preparation program, which is usually completed before employment. Teachers can also complete a DOE-approved district in-service add-on endorsement program by taking the 300-hour in-service of: a) Methods of Teaching ESOL, b) ESOL Curriculum and Materials Development, c) Cross Cultural Communication and Understanding, d) Applied Linguistics, and e) ESOL Testing and Evaluation. Teachers can also pass the ESOL subject area exam and complete 120 hours of ESOL training within three years. Prior ESOL training can be used and documentation is maintained in the teacher's personnel file. Staff members in the Office of Educator Certification will assist personnel who have completed the requirements for the ESOL Endorsement, through preservice, to file for the ESOL Endorsement through the Bureau of Educator Certification. Staff who has passed the ESOL K-12 subject area exam will assist individuals who possess degree majors in ESOL to file for the ESOL coverage with the Bureau of Teacher Certification.

The Professional Department will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Office of Professional Development and the District EL staff will be responsible for providing personnel with information concerning inservice training, advertising and scheduling of classes. The EL office will schedule, monitor, coordinate, and facilitate the inservice training. Weighted FTE 130 may be claimed for these teachers.

Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

The Professional Department will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Office of Professional Development and the District EL staff will be responsible for providing personnel with information concerning inservice training, advertising and scheduling of classes. The EL office will schedule, monitor, coordinate, and facilitate the inservice training. Weighted FTE 130 may be claimed for these teachers.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

All other instructional staff is notified of training requirements and opportunities by posting the ESOL training schedule on the District's Professional Learning website and by sending the ESOL training schedule, Plan of Study, and the Timeline for Required ESOL Training to administrators by email who, in turn notify teachers. The district ESOL Director is responsible for coordinating, issuing, and monitoring the notifications of all training presented to the District and school levels. The process is documented through ePDC electronic files and maintained in the teacher's personnel file.

Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.

The Principal reports Category I teachers who are out of field to the Human Resources Department Director who are then reported to the School Board for approval. A letter notifying parents of out of field status is sent to ELL parents in their native language, unless clearly not feasible. Category I teachers are considered out of field until the ESOL endorsement or certification requirements are met. Once assigned an ELL, Category I teachers must complete 60 hours of ESOL training within two years and at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment. The ESOL endorsement must be added to existing teaching certificate. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed. Although weighted FTE 130 may be claimed for teachers responsible for teaching Category II, core courses of Math, Science, Social Studies and Computer Literacy, teachers are not considered out of field and no notification letter or school board approval is necessary. All teachers must document that ESOL strategies are being used to ensure comprehensible instruction within their lesson plans.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.

The LEA provides the 60-hour ESOL training requirements for school administrators by providing the appropriate training opportunities through blended learning training model, open-enrollment online course or once every two years and based on need as determined by the District's PD Coordinator. The office of Professional Development with participation from the ELL District Office is responsible for coordinating, issuing, and monitoring the notifications of the training for school-based administrators. Administrators, including principals, assistant or vice principals, school-based curriculum and behavior supervisors have three years from school leadership assignment to complete the 60 hours, but prior ESOL coursework can be used. The process is documented through in-service electronic records maintained on the ePDC housed on the PAEC mainframe and also maintained in their personnel file.

Describe how the LEA provides the 60-hour ESOL training requirements for Guidance Counselors, and the LEA's tracking system.

The LEA provides the 60-hour ESOL training requirements for school counselors by providing the appropriate training opportunities through blended learning training model, open enrollment online course or once every two years and based on need as determined by the District's PD Coordinator. The Office of Professional Development with participation from the ELL District's Office is responsible for coordinating, issuing, and monitoring the notifications of the training for school-based counselors who have three years from assignment to complete the 60 hours, but prior ESOL coursework can be used. The process is documented through ePDC in-service electronic files and maintained in the personnel file.

Describe the supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices.

ELL and content area teachers, as well as school administrators and bilingual paras are informed of supplemental ESOL training through the Office of Professional Development and the ELL District Office. Staff can sign up for courses or activities that are provided by the school district, DOE or WIDA facilitators. Although these courses cannot be used towards the required ESOL training mandates, teachers can receive in-service points when coursework is completed.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

N/A

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.

Bilingual paraprofessional applicants must have an AA/AS degree or pass the ParaPro test. They must be fluent in English and appropriate native language as determined by the interview, district screening and/or an oral and written exam. The job description will include but is not limited to: participation in inservice activities involving program procedures, curricular and assessment modifications and tutoring strategies; assisting in administering individual and group student tests in appropriate native language or in English; becoming a member of the ELL Committee and as requested participate in developing the student plan; assisting the ELL Committee chairperson and the ESOL Resource Teacher with native language support; working with small groups of students, under the direction of the classroom teacher; acquainting parents with program personnel and services available at the individual school site.

Describe LEA procedures for training bilingual paraprofessionals in ESOL or home language strategies. Include how documentation of training is maintained.

Bilingual Paraprofessionals are provided with inservice on an ongoing basis during pre-planning, orientation, early release days, pre-summer school workshops, small group area meetings, that focus on topics such as the ESOL Consent Decree, student identification and assessment procedures, cross-cultural differences and similarities, parent involvement, tutoring techniques, curriculum development and accommodation, and strategies for working with ELLs. The process is documented through ePDC electronic files and maintained in the personnel file.

Describe the procedures to determine the bilingual paraprofessional's proficiency in English and in the heritage language of the students served.

Applicants for Bilingual Paraprofessional positions at school sites must pass an oral and written screening or show language fluency through an interview in Spanish, which is administered at the district office of Programs for English Languages Learners. This language is representative of the top language spoken by English language learners in our district.

Please provide an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements.

See attached Letter.

Section 11: Extension of Services (Rule 6A-6.09022, F.A.C.)

Describe LEA procedures used to determine extension of services, including appropriate timeline based on DEUSS. Explain the role of the ELL Committee and what supporting documentation is used in determining if continued ESOL services are necessary.

Three (3) years after the date of an ELL's initial enrollment in a school in the United States (DEUSS), an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency. The ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's initial enrollment date in a school in the United States, (DEUSS) and no later than the anniversary date, unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1. This process shall be completed annually thereafter. Any student being considered for extension of services shall be assessed on at least one (1) Department-approved assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. The assessment may be any Department-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing. If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment and applicable statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

The procedures followed when determining extension of services is:

- a) Student is referred to the ELL Committee.
- b) ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in the ESOL Program and language acquisition proficiency.
- c) ELL Committee may determine that the student continues in the regular program.
- d) ELL Committee may determine that the student be referred for further evaluation.
- e) ELL Committee may determine that the student needs extension of services

The ESOL Resource Teacher and ELL Chairperson are responsible for initiating a new Student ELL Plan, providing the Data Processor with the student data to enter into the mainframe and ensuring the appropriate placement after the student has been assessed. Original student data, including DEUSS and entry date stay the same.

Listening and Speaking Proficiency Assessment

List the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

ACCESS for ELLs
IPT
WIDA screener

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

ACCESS for ELLs
IRW
WIDA Screener
FSA ELA

Distrito Escolar de Gadsden Plan para estudiantes del idioma inglés (ELL)

Persona de contacto: Dra. Maria I. Pouncey
LEA: Condado de Gadsden, Florida
Correo electrónico: pounceym@gcpsmail.com
Teléfono: 850-364-1430 ext. 2266

Regla 6A-6.0905
Formulario ESOL 100
(Mayo 2017)

Fecha de recepción por FDOE

Two empty rectangular boxes for data entry, each with a small icon in the top-left corner.

(1) NOMBRE DEL DISTRITO:	(2) NOMBRE DE CONTACTO / TITULO:	(3) TELEFONO DE CONTACTO NO (EXT.): DIRECCIÓN DE CORREO ELECTRÓNICO:
Gadsden	Dra. Maria I. Pouncey Director de EL	850-364- 1430
(4) DIRECCIÓN DE CORREO:		(5) PREPARADO POR: (Si es diferente de la persona de contacto) Nombre de pila:

35 ML King Blvd.
Quincy, FL 32351

Apellido:
Dirección de envío:
Telefono no:

(6) CERTIFICACIÓN POR DISTRITO ESCOLAR

La presentación de esta solicitud ha sido autorizada por la Junta Escolar y el representante abajo firmante ha sido debidamente autorizado para presentar este plan y actuar como el representante autorizado del distrito en relación con este plan.

Yo, Roger P. Milton, certifico que todos los hechos, cifras y representaciones hechas en este plan son verdaderos y correctos. Además, todos los estatutos, reglas, regulaciones y procedimientos aplicables para el control fiscal y del programa y para el mantenimiento de registros se implementarán para garantizar la responsabilidad adecuada.

Firma del Superintendente o del Director de la Agencia Autorizada Fecha de Firma Fecha de aprobación de la Junta de Gobierno

(7) Presidente que representa al Distrito ELL Parent Leadership Council (PLC)

Nombre del Presidente que representa al Distrito ELL PLC:

Maria Elvira Montejo Sanchez

Información de contacto para el presidente de PLC del distrito:

Dirección de envío: *768 South Madison, Quincy, FL 32351*

Dirección de correo electrónico:

Número de teléfono:

850 491-1250

La fecha final del plan se discutió con el PLC:

2/19/2019

Firma del Presidente del Distrito PLC

Fecha de firma por el presidente del PLC

**PLAN DE APRENDICES DEL IDIOMA INGLÉS DEL DISTRITO
GARANTÍAS Y CERTIFICACIÓN**

Los distritos escolares deben cumplir con un conjunto de garantías al desarrollar e implementar programas y servicios para estudiantes clasificados como Aprendices del Idioma Inglés (ELL, por sus siglas en inglés), y están obligados a garantizar que el personal a nivel de escuela y distrito cumpla con todos los requisitos y disposiciones establecidos En las leyes, normas, reglamentos y órdenes judiciales federales que se enumeran a continuación:

- Los requisitos establecidos en la Sección 1003.56 de los Estatutos de la Florida;
- Los requisitos establecidos en las Reglas 6A-6.0902; 6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, el Código Administrativo de la Florida (FAC) y otras normas aplicables de la Junta de Educación del Estado;
- Los requisitos de la Ley de Educación Primaria y Secundaria de 1965 , modificada por la Ley de Que Todos los Estudiantes tienen Exito de 2015 ;
- Los requisitos del Decreto de Consentimiento en la Liga de Ciudadanos Latinoamericanos Unidos et al. v. la Junta de Educación del Estado, 1990;
- Los requisitos de la Ley de Equidad Educativa de la Florida, 1984;
- Los requisitos basados en la decisión del tribunal del quinto circuito en Castañeda v. Pickard, 1981;
- Los requisitos basados en la decisión de la Corte Suprema en Plyler v. DOE, 1982;
- Los requisitos basados en la decisión de la Corte Suprema en Lau v. Nichols, 1974;
- Los requisitos de la Ley de Igualdad de Oportunidades Educativas de 1974;
- Los requisitos de la Ley de Rehabilitación de la Sección 504 de 1973;
- Los requisitos del Memorando de la Oficina de Derechos Civiles del 25 de mayo de 1970;
- Los requisitos del Título VI y VII Ley de Derechos Civiles de 1964; y
- Los requisitos de la Oficina de Normas de Derechos Civiles para el Cumplimiento del Título VI.

Por medio de la firma a continuación, yo, Roger P. Milton , certifico por la presente que los procedimientos, procesos y servicios que se describen en este documento deben implementarse de manera consistente con los requisitos y disposiciones de los requisitos establecidos anteriormente.

Firma Superintendente 's

2/18/19

Fecha de firma

Distrito Escolar de Gadsden

Sección 1: Identificación (Regla 6A-6.0902, FAC)

Procedimientos de inscripción y administración de la encuesta sobre el idioma del hogar (HLS).

Describa los procedimientos de registro de la Agencia de Educación Local (LEA) para registrar a los Aprendices del Idioma Inglés (ELL).

Todos los estudiantes que se inscriben en las Escuelas del Condado de Gadsden se registran en los sitios escolares individuales identificados según la dirección del hogar. Los procedimientos son los mismos para todos los estudiantes. Todos los estudiantes completan la encuesta de idioma del hogar incluida en el paquete de inscripción.

Al término de la forma / Registro de Inscripción de Estudiantes, L a datos de escuelas procesador entra en la base de datos del estudiante del Distrito toda la información demográfica del estudiante, incluyendo el idioma nativo, país de nacimiento, estudiante inmigrante y la fecha de entrada en los Estados Unidos la escuela (Deuss), que se proporciona por el padre / tutor durante el proceso de registro.

El personal bilingüe de la LEA asiste según sea necesario.

¿Cómo se comparan los procedimientos de LEA con los seguidos para no ELL?

En el momento de la inscripción, todos los padres / tutores completan un Formulario de inscripción / inscripción estudiantil en la escuela de su hijo que contiene la Encuesta sobre el idioma del hogar:

- (a) ¿Se usa un idioma que no sea inglés en el hogar?
- (b) ¿Tenía el estudiante un primer idioma que no fuera inglés?
- (c) ¿Habla el estudiante con más frecuencia un idioma que no sea el inglés?

Si cualquiera de las tres preguntas tienen respuesta "sí", la escuela 'contacto ESOL o la oficina del distrito de ESOL s, si no hay contacto de la escuela de ESOL, se notifica por el registrador y el estudiante se le da el agente de control IPT o WIDA.

¿Cómo se comparan los procedimientos de LEA con los seguidos para no ELL?

Los procedimientos de registro son los mismos para todos los estudiantes. Todos los padres deben completar el Formulario de inscripción / inscripción de estudiantes y la Encuesta de idioma del hogar, así como también otros datos e información pertinentes de los estudiantes. Los padres que hablan español pueden recibir estos formularios en español.

¿En qué idiomas están traducidos los HLS?

Español

¿Cómo ayuda la LEA a los padres y estudiantes que no hablan inglés en el proceso de registro?

Las familias de ELL reciben asistencia de la escuela bilingüe o el personal del distrito si es necesario para registrarse. Donde esté disponible, los facilitadores de idiomas del distrito también pueden ayudar a traducir o interpretar los documentos de registro, así como el transporte y otra información pertinente de la escuela. Para los idiomas menos hablados en nuestro distrito, utilizamos Google Translate para asistencia.

¿Cómo identifica usted a los estudiantes inmigrantes?

La información del estudiante inmigrante, junto con la DEUSS también se captura en el formulario de Inscripción / Inscripción del Estudiante. El término niños y jóvenes inmigrantes significa individuos que:

- (A) son de 3 a 21 años; y
- (B) no nacieron en ningún estado, el Distrito de Columbia o Puerto Rico; y
- (C) no ha asistido a una o más escuelas en uno o más estados por más de 3 años académicos completos.

Sobre la base de esta definición, código inmigrante de la udent st es Y y los datos de número de elemento es 131.785.

¿Cómo se obtiene la fecha en que ingresó a la escuela estadounidense (DEUSS) en el proceso de registro?

Al momento de la inscripción, los padres completan la Encuesta de Idioma del Hogar, así como preguntas sobre la fecha de nacimiento del estudiante, país de nacimiento y Fecha de DEUSS: el mes, día y año en que el estudiante ingresó a la escuela en los Estados Unidos (cualquiera de los 50 estados y el Distrito de Columbia, excluyendo territorios y posesiones de los Estados Unidos). Si un estudiante está entrando o ur escuelas de otro distrito en Florida o estado dentro de los EE.UU., los registros se solicitan de la escuela anterior, y la fecha Deuss original, ha entrado en nuestros elemento del sistema de datos de información del estudiante 197237.

Por favor incluya un enlace a su HLS :

http://images.pcmac.org/Uploads/GadsdenCounty/GadsdenCounty/Divisions/Forms/ESOL_Form_1_1.pdf

Sección 2: Evaluación del dominio del idioma inglés (Regla 6A-6.0902, FAC)

1. Evaluación del dominio del idioma inglés (ELP)

¿Cuál es el título de la (s) persona (s) responsable (s) de administrar la evaluación L E P de los ELL potenciales en la LEA? (Marque todo lo que corresponda.)

- Registrador
 Coordinador / Administrador de ESOL
 Otro (Especificar) bilingüe para

2. Evaluación de la capacidad auditiva y oral

Enumere las evaluaciones de audición y expresión oral (auditivas / orales) utilizadas en la LEA y los procedimientos seguidos para determinar si un estudiante de K-12 es un ELL. **IPT, o WIDA Screener**

Describa los procedimientos para garantizar que las evaluaciones de comprensión auditiva y expresión oral se administren dentro de los 20 días escolares posteriores a la inscripción inicial del estudiante.

Si el estudiante responde que sí en la HLS, el registrador coloca los datos de la HLS en el buzón del contacto de ESOL. El contacto de ESOL o bilingüe repasará los formularios a diario, programará la evaluación, registrará los resultados de las pruebas y luego enviará por correo electrónico al maestro y al registrador de las pruebas completadas para garantizar que la prueba de comprensión oral y oral se realice dentro de los 20 días de la inscripción. Todos los estudiantes que no son competentes en la evaluación de L / S para escuchar y hablar califican para los servicios de ESOL y están codificados como LY. Los estudiantes matriculados en jardín de infantes a segundo grado que obtienen calificaciones dentro del rango fluido de habla inglesa de la evaluación (L / S) se determinan como no ELL (ZZ). Los estudiantes en los grados 3-12 que tengan una calificación proficient en L / S entonces administrerred una evaluación ng lectura y WRI t que debe ser completado tan pronto como sea posible una inscripción inicial ras, pero no más tarde de treinta (30) días después de la inscripción. Si el estudiante se inscribe en otro momento durante el año escolar, los padres deben ser notificados dentro de

Evaluación de la capacidad de lectura y escritura

Enumere las evaluaciones de lectura y escritura usadas en el LEA y los procedimientos seguidos para determinar si un estudiante es un ELL en los grados 3-12. **IRW, WIDA Screener**

3. Comité de ELL

Describa los procedimientos utilizados cuando el Comité ELL toma una decisión de ingreso (colocación). ¿Qué tipo de documentación se utiliza para apoyar estas decisiones?

A solicitud de un padre o maestro, un estudiante que se determina que no es un Aprendiz del Idioma Inglés o cualquier estudiante que se determina que es un Aprendiz del Idioma Inglés basado únicamente en una evaluación de lectura o escritura puede ser remitido a un Comité ELL. La preferencia de los padres en cuanto a si se determina que un estudiante es ELL o no ELL se considerará en la decisión final. El Comité de ELL puede determinar que un estudiante sea un Aprendiz de Inglés o no un Aprendiz de Inglés según la consideración de al menos dos (2) de los siguientes criterios además de los resultados de la evaluación de ingreso:

- a. El alcance y la naturaleza de la experiencia académica o educativa previa, la experiencia social y una entrevista de estudiante, segundo. Recomendación escrita y observación por parte del personal de servicios de instrucción y apoyo actual y anterior,
- do. Nivel de dominio de las competencias o habilidades básicas en inglés y en el idioma de herencia según los estándares locales, estatales o nacionales referidos a criterios,
- re. Calificaciones de los años actuales o anteriores, o
- mi. Resultados de la prueba distintos de las evaluaciones de entrada

Sección 3: Evaluación programática (Regla 6A-6.0902, FAC) Evaluación académica / programática

Describa los procedimientos que se han implementado para determinar la experiencia académica previa de los estudiantes ELL. Además, aborde la colocación de estudiantes ELL con experiencia previa o no limitada en la escuela o cuyos registros escolares anteriores estén incompletos o no se puedan obtener. Especifique las acciones tomadas para obtener registros escolares anteriores. Incluya los procedimientos para determinar la colocación apropiada de nivel de grado para los estudiantes ELL.

Cuando los registros anteriores de un estudiante s son inalcanzables, se les pide a los padres para proporcionar información de contacto en relación con la experiencia educativa previa. Los estudiantes pueden ser evaluados por sus habilidades y competencias de preparación escolar además de las evaluaciones del idioma inglés. El departamento de orientación hace una solicitud de registros y se intenta comunicarse con las escuelas anteriores del estudiante para obtener la mayor cantidad de información posible sobre el historial educativo y de exámenes. Los estudiantes ELL se colocan en consecuencia, y se supervisa el éxito académico para garantizar que se tomaron decisiones de colocación precisas. Estos procedimientos están documentados en el formulario de evaluación programática y se mantienen en la carpeta ELL del estudiante.

Procedimientos de nivel de grado y de colocación del curso - Grados 9-12

Describa los procedimientos que se han implementado para determinar el grado apropiado y la ubicación del curso. Las descripciones deben incluir el proceso utilizado para la concesión de crédito para los estudiantes ELL ingresan a la secundaria en 9^{al} 12^o grado que han completado créditos en países fuera de los Estados Unidos, dirigiéndose específicamente a los estudiantes para los que no hay documentación.

Según la sección 3-parte b de la sección 6A.6.0902, "El distrito escolar otorgará igual crédito para los cursos tomados en otro país o idioma que no sea el inglés, como lo harían con los mismos cursos tomados en los Estados Unidos o en inglés. Para los estudiantes nacidos en el extranjero, se seguirán las mismas políticas adoptadas por el distrito con respecto a la colocación apropiada para su edad y las que se siguen

para los estudiantes nacidos en los Estados Unidos. La colocación de los estudiantes no se basa únicamente en el dominio del idioma inglés; una evaluación de habilidades académicas puede ser administrada en el idioma del hogar si es posible.

Los estudiantes deben tener documentación de los cursos completados para recibir crédito de escuela secundaria. Se pueden otorgar exenciones de transferencia de cursos si se proporciona documentación. La documentación se puede crear utilizando el formulario de evaluación programática en el caso de que el estudiante o los padres no puedan proporcionar las transcripciones o la documentación de experiencias educativas anteriores. Los consejeros y administradores escolares revisarán las transcripciones y otorgarán créditos por los cursos completados en otro país donde el curso es similar en alcance y secuencia, pero puede tener un nombre de curso diferente. En ausencia de transcripciones o experiencia educativa previa, las pruebas de diagnóstico / colocación y las entrevistas también se pueden usar como una guía.

La edad del estudiante también será tomada en consideración. Las entrevistas de padres / tutores y estudiantes, así como las reuniones del Comité ELL también se llevarán a cabo para ayudar a determinar la colocación. Cuando sea factible, se proporcionarán traductores / intérpretes para asistir a estas reuniones. El director de la escuela o su designado, el consejero de orientación, el maestro, los padres, el maestro de recursos de ELL y / o el administrador del distrito EL L o su designado pueden ser incluidos para determinar la ubicación apropiada. Cada estudiante recibirá instrucción diferenciada en la colocación acordada en el nivel de grado para facilitar la adquisición del idioma inglés y el rendimiento académico en la colocación de grado apropiada.

Explique el proceso para otorgar créditos a los estudiantes que se transfieren de otros países para las clases de artes del lenguaje tomadas en el idioma nativo del estudiante y para los idiomas extranjeros que el estudiante haya tomado (esto puede incluir el inglés).

El distrito escolar otorgará igual crédito para los cursos tomados en otro país o en un idioma que no sea el inglés como lo harían con los mismos cursos tomados en los Estados Unidos o en inglés. Los créditos de Artes del lenguaje se otorgan a los estudiantes que se transfieren de otros países para las clases de artes del lenguaje tomadas en el idioma nativo del estudiante y para los idiomas extranjeros que el estudiante haya tomado, pueden transferirse como exenciones siguiendo las pautas descritas en el Plan de progreso del estudiante aprobado por la Junta escolar.

¿Cuál es el título de la (s) persona (s) responsable (s) de la evaluación de las transcripciones extranjeras? ¿Cómo son entrenados? ¿Cómo se mantiene la documentación?

Director de ELL o consejeros escolares

El Consulado de México y el programa binacional del Departamento de Educación de los Estados Unidos brindaron capacitación. Dr. Pouncey, Directora de ELL participó en la formación y tiene tres miembros del personal adicionales en el departamento Migrante ELL.

Los consejeros escolares reciben capacitación periódicamente según sea necesario en recursos de evaluación de transcripciones y se documentan a través de las hojas de registro. Cuando el personal de la escuela tenga preguntas o necesite una aclaración, se comunicarán con la oficina de ESOL para obtener ayuda.

Reevaluación de los ELL que se retiraron previamente de la LEA

Describe los procedimientos utilizados para volver a evaluar a los estudiantes ELL que se retiraron de la LEA y volver a inscribirse. Especifique el período de tiempo entre el retiro de ELL y la reinscripción después de la cual se administrará una nueva evaluación de dominio del idioma inglés. Incluir procedimientos de reporte de datos.

Si el período de tiempo para volver a ingresar a la LEA de otro distrito escolar en Florida, estado o país ha sido superior a un año, se administrará una evaluación actual de dominio del idioma inglés a los estudiantes ELL que tengan una respuesta afirmativa en el HLS en el momento de Reingreso / registro. Esta información ayudará a determinar la ubicación y los servicios actuales, pero la fecha original de HLS, entrada, clasificación y DEUSS sigue siendo la misma.

Para los LY que se transfieren de un distrito escolar a otro dentro de un año escolar calendario, no es necesaria una nueva evaluación y los servicios de ESOL continúan según lo indicado por los registros escolares anteriores. Todos los datos de informes originales permanecen iguales. Para los LY fuera del estado que son nuevas en FL, la fecha de DEUSS sigue siendo la misma, pero HLS, entrada, fecha de clasificación se cambia para reflejar los servicios de Florida. Para los estudiantes que son nuevos en el país, la fecha de DEUSS es la fecha de inscripción, y la HLS apropiada, la clasificación y la fecha de ingreso deben informarse en consecuencia. La fecha de DEUSS nunca puede ser posterior a las fechas de clasificación y entrada.

Desarrollo del plan de estudiantes ELL

Describe los procedimientos para desarrollar el Plan ELL para estudiantes. Incluya el (los) título (s) de la (s) persona (s) responsable (s) para desarrollar el plan y actualizar los elementos de informe de datos ELL. Además, incluya una descripción de cuándo y cómo se actualiza el plan para reflejar los servicios actuales del estudiante.

Un plan para estudiantes ELL se desarrolla con el aporte del consejero vocacional, el (los) maestro (s) del aula, el administrador (o su designado), el designado del EL y otros participantes interesados. El consejero vocacional o el contacto designado de ELL, junto con los maestros del aula, es responsable de completar el plan ELL del estudiante.

El plan reflejará el programa de instrucción del estudiante o el horario designado por el código del Programa 130 con incluirá programas distintos de ESOL y documentación de uso de un appropriate estrategias y servicios de ELL. El plan ELL puede incluir procedimientos de

adaptación específicos para los programas de evaluación estatales, así como las evaluaciones en el aula. En el plan ELL se incluye información adicional, como los puntajes iniciales de IPT / IRW y los datos de evaluación del estado actual .

El plan se actualizará anualmente al comienzo del año escolar y cuando los servicios cambien y debe reflejar el plan y servicio ELL más actual . Que será actualizado anualmente y se mantiene en el sistema de información del estudiante y / o expediente acumulativo.

Describe los elementos del plan (por ejemplo, comunicación entre el hogar y la escuela, horarios y clases de los estudiantes, monitoreo del progreso, intervenciones, evaluaciones y otras evaluaciones). ¿Cuál es el rol del maestro en el desarrollo del plan?

Los elementos del plan del estudiante incluirán el nombre del estudiante, la fecha de ingreso y ACCESS actual para los puntajes ELL y datos de evaluación del estado. El plan reflejará el programa de instrucción del estudiante de 130, la cantidad de tiempo de instrucción o el horario de instrucción, la documentación del uso de estrategias ESOL apropiadas y una descripción de todos los servicios proporcionados. El maestro es notificado de las competencias auditivas / orales y de lectura / escritura evaluadas en el IPT. El progreso académico del estudiante puede ser revisado, y los registros de escuelas anteriores son examinados, si están disponibles . La información del plan del estudiante incluirá aportaciones previas y actuales de los maestros a través de entrevistas para obtener información sobre la socialización y la participación en el entorno general del aula.

http://images.pcmac.org/Uploads/GadsdenCounty/GadsdenCounty/Divisions/Forms/ELL%20Student%20Plan_%7BSIS2F335E4709C2%7D.pdf

Sección 4: Requisitos integrales del programa e instrucción para estudiantes

Modelos instruccionales

Además de usar las estrategias requeridas de inglés para hablantes de otros idiomas (ESOL) de los maestros que enseñan ELL, ¿qué modelo (s) instructivo (s) o enfoque (s) se utilizan para asegurar una instrucción comprensible? Las descripciones de cada modelo se pueden encontrar en el Departamento de Educación de la Florida (FDOE) actual Manuales de la base de datos en el sitio web de FDOE . *(Marque todo lo que corresponda)*

- Arte del lenguaje inglés protegido
- Áreas protegidas básicas / básicas
- Arte de lenguaje en inglés de inclusión general
- Áreas temáticas básicas / de inclusión principal
- Mantenimiento y Educación Bilingüe del Desarrollo.
- Educación bilingüe de desarrollo bilingüe (bidireccional)

Describe cómo se usan los modelos de instrucción en la LEA. Aborde cómo el LEA monitoreará las escuelas para garantizar que los modelos de instrucción se implementen con fidelidad.

Los estudiantes ELL protegidos en inglés se agrupan por niveles de grado en 6-12 según los niveles de dominio del inglés indicados en la evaluación de ingreso o ACCESS para las calificaciones ELL. Reciben instrucción comprensible de los maestros en Artes Langu de edad a través de ESOL. Los maestros o paraprofesionales bilingües brindan el apoyo apropiado en el idioma nativo en el nivel de competencia individual de ELL. Estos cursos están diseñados para personas que no hablan inglés o que hablan muy poco inglés. A medida que los estudiantes ELL se vuelven más competentes en inglés, son trasladados a un aula convencional. Los estudiantes ELL en artes de lenguaje de inclusión general y áreas de materias principales reciben instrucción comprensible a través de estrategias de ESOL, materiales complementarios y apoyo de idioma en clases con estudiantes ELL y no ELLS. Los maestros en ambos modelos de instrucción deben tener los requisitos de capacitación apropiados, documentar las estrategias de ESOL y monitorear el progreso de la adquisición del lenguaje de los estudiantes ELL.

Describe el proceso para verificar que la instrucción proporcionada a los ELL sea igual en cantidad, secuencia, calidad y alcance a la que se brinda a los que no son ELL.

Para garantizar el acceso a la instrucción, los estudiantes ELL en los grados K-12, los horarios de clase se mantienen en el sistema de registro del estudiante y en los horarios de los maestros. Independientemente del enfoque de instrucción implementado, los ELL reciben instrucción que está alineada con los estándares estatales, y es comprensible, igual y comparable en cantidad, secuencia, calidad y alcance como sus compañeros que no son ELL. La evidencia de acceso equitativo será observada por los administradores del sitio escolar a través de visitas a los salones, planes de lecciones y entrevistas con los maestros. Aunque se pueden usar materiales didácticos complementarios, los libros de texto para los ELL son los mismos que los que se usan para los que no son ELL. Los estudiantes ELL en los grados 9-12 deben tener acceso y recibir crédito para graduarse en áreas de materias básicas de artes del lenguaje en inglés, matemáticas, ciencias, estudios sociales y conocimientos de computación.

Los ELL pueden no se conservarán si no se han proporcionado las estrategias de instrucción, los materiales y las evaluaciones adecuadas para satisfacer sus necesidades. Además, los estudiantes ELL no pueden ser retenidos basándose únicamente en su dominio del idioma. Determinación e Th debe basarse en parte en competencia en lectura, escritura y matemáticas. Los maestros pueden usar evaluaciones alternativas, portafolios y evaluaciones de idioma nativo para determinar si se han cumplido los estándares de contenido. Los administradores escolares, el consejero escolar y el personal del distrito son responsables de supervisar y garantizar que se proporcione una instrucción comprensible .

¿Cómo determina la LEA si los modelos de instrucción están afectando positivamente el rendimiento del alumno?

El desempeño académico de los estudiantes ELL se monitorea durante todo el año para asegurar que se está logrando un progreso académico y lingüístico. El personal administrativo y de apoyo revisa el éxito modelos de instrucción a través de observaciones de los maestros, la participación de ELL, la asistencia, Rades g, y evaluación del estado, específicamente el acceso de ELL. También se solicita la entrada del maestro. Si el modelo de instrucción no muestra que se están cumpliendo las metas de rendimiento positivo del estudiante, entonces se debe considerar un modelo diferente .

¿Cómo se les garantiza a los ELL acceso equitativo a todos los programas, servicios e instalaciones que están disponibles para quienes no son ELL?

Los administradores y consejeros basados en la escuela son responsables de garantizar que los ELL tengan igual acceso a todos los programas, servicios e instalaciones de la escuela, y que los ELL tengan los mismos derechos que sus compañeros que no son ELL. El Director de ELL del distrito y los Especialistas en Recursos de ELL se desempeñan como defensores de los ELL y sus familias para garantizar la igualdad de acceso y serán responsables de proporcionar información y capacitación al personal de la escuela , incluidos los padres bilingües con respecto a la igualdad de acceso a todos los programas y servicios para los ELL.

Describe los métodos utilizados en el LEA para documentar el uso de las estrategias de instrucción de ESOL y cómo se supervisa.

El plan de lección de los maestros s documenta las estrategias de instrucción para los estudiantes ELL y son supervisados por los administradores escolares. Se anima a los maestros a recibir capacitación adicional en las áreas de instrucción diferenciada , SIOP y estrategias ESOL. Los estudiantes reciben apoyo de forma individual o en grupos pequeños s, basado en las necesidades del estudiante, para apuntar las debilidades específicas identificadas por el ACCESS para ELL, IPT, FAIR, FSA, COE y SAT10. Las estrategias de instrucción se monitorean más a fondo a través de notas detalladas sobre las observaciones en el aula y / o entrevistas con los maestros, y el apoyo estudiantil individualizado y los datos de I-Ready u otros programas utilizados por el distrito .

¿Cómo verifican la LEA y la (s) escuela (s) la entrega de instrucción comprensible para los estudiantes ELL?

Cada maestro del aula es responsable de incorporar las estrategias de ESOL en las lecciones diarias y debe proporcionar evidencia en los planes de las lecciones, los cuales son revisados por los administradores de la escuela durante las visitas continuas en el aula, las evaluaciones formales e informales de los maestros. Los maestros son evaluados por la administración escolar utilizando el Sistema de Evaluación aprobado por el distrito . Una parte de ese sistema incluye proporcionar evidencia de planificación y preparación para las necesidades de los Aprendices del Idioma Inglés .

Administradores escolares, consejeros , maestros de recursos de ESOL o personal de ELL Distr ict se reunirá con el / los maestro (s) de los estudiantes ELL para llevar a cabo revisiones para monitorear la adecuación del programa del estudiante. Tales revisiones pueden incluir lo siguiente:

- A. Revisión de las calificaciones del estudiante en todas las áreas de materias.
- B. Monitoreo del nivel de desempeño del estudiante en áreas del curso, Lectura y Matemáticas usando herramientas de Monitoreo de Progreso aprobadas por el estado
- C. Monitoreo del desempeño del estudiante en las evaluaciones estatales o en los exámenes de referencia de la norma.
- D. Observaciones de aula

¿Qué medidas de seguridad existen para garantizar que todos los estudiantes ELL tengan acceso equitativo a los programas y reciban instrucciones comprensibles? Incluya a la escuela y al personal de la LEA responsable de garantizar una instrucción comprensible.

Los administradores de la escuela se reunirán con los maestros de los estudiantes ELL para garantizar la igualdad de acceso. Se llevará a cabo la observación en el aula y entrevistas con los maestros , así como evaluación de material instructivo para monitorear la adecuación del programa del estudiante para asegurar que se logre una instrucción comprensible. El personal de ESOL del distrito también realiza visitas de monitoreo y brinda estrategias y apoyo para el desarrollo del currículo.

¿Qué herramientas de monitoreo de progreso se están utilizando para garantizar que todos los estudiantes ELL dominen los estándares de contenido académico de nivel de grado, los puntos de referencia y los estándares de Desarrollo del Idioma Inglés (ELD)? (Marque todo lo que corresponda)

- Carteras de estudiantes
- Prueba de referencia de otro criterio (Especificar) _____
- Evaluación del idioma nativo (Especificar) _____
- LEA / evaluaciones de toda la escuela (Especificar) Pruebas de referencia , I-Ready , evaluaciones formativas
- Otros (especifique) _____

Progresión del estudiante

¿Se han incorporado los estándares y procedimientos de la LEA para la promoción, colocación y retención de los estudiantes ELL en el Plan de Progreso Estudiantil (SPP) de la LEA? Si no, ¿dónde se puede encontrar esta información?

Sí, Por favor, proporcionar un enlace a SPP de la LEA con características específicas a los estudiantes ELL resaltado.

<http://www.gadsdenschools.org/Common/News2/HomePagePopUps/Default.asp?ItemID=97441&ISrc=District&Itype=News>

No (Especifique) _____

Describe cómo se implementa la Política de Buena Causa en su LEA cuando los estudiantes ELL que se han inscrito por menos de dos años (según el DEUSS) están exentos de la retención obligatoria de tercer grado. Incluya cómo se notifica a los padres o tutores sobre las decisiones de buena causa de la LEA.

Como se indica en el Plan de Progreso Estudiantil del distrito, el Superintendente puede eximir a los estudiantes en el grado 3 de la retención obligatoria por una buena causa si los estudiantes ELL han recibido menos de 2 años de instrucción (basado en DEUSS) en un programa ESOL. Las decisiones deben ser tomadas por una recomendación del comité de ELL, incluyendo los comentarios de los padres, maestros y personal de apoyo. Las Exenciones de Buena Causa para los ELL se comunican a los padres en su idioma nativo.

Describe qué rol tiene el Comité ELL en la decisión de recomendar la retención o promoción de cualquier ELL y qué documentación se usa para respaldar estas decisiones.

Se convoca un comité de ELL para revisar la documentación y los datos antes de hacer una recomendación de promoción / retención para un ELL. Cuando se determina la promoción / retención para los estudiantes ELL, la información y la documentación pueden incluir, entre otros, el rendimiento en el aula, los resultados de las pruebas comparativas, los datos de evaluación a nivel estatal, el progreso hacia la adquisición del idioma inglés, las herramientas de monitoreo del progreso, I-Ready y la entrevista entre padres y alumnos. El comité hace una recomendación al director. El director envía la decisión final al Superintendente. No se tomará ninguna determinación de retención sin convocar primero una reunión del comité LEP.

Sección 5: Evaluación estatal (Regla 6A-6.09091, FAC)

Evaluación estatal

Describe el proceso para asegurarse de que todos los estudiantes ELL participan en los programas de evaluación del estado de Florida. Incluya cómo se capacita al personal responsable para administrar las evaluaciones y mantener la documentación de lo siguiente:

El Director de Evaluación del Distrito, junto con el director de MIS, genera y difunde listas digitales de todos los estudiantes ELL que serán evaluados en las escuelas, así como también, las directrices y los materiales que los supervisores de pruebas escolares utilizan para hacer referencias cruzadas y garantizar que todos los estudiantes ELL sean debidamente evaluado. Los talleres de capacitación de capacitadores proporcionan supervisores de pruebas que, a su vez, capacitan a todo el personal escolar que administrará las evaluaciones a los estudiantes ELL con un énfasis específico en las evaluaciones de las evaluaciones. Un consejero escolar designado es el supervisor de pruebas en el nivel secundario y el Director o consejero de Asistencia Son los supervisores de pruebas a nivel elemental. La Oficina de Evaluación proporciona políticas de procedimiento y datos de responsabilidad a cada supervisor de pruebas.

A los estudiantes ELL que reciben servicios en un programa ELL que opera de acuerdo con un plan ELL aprobado, y que toman los exámenes obligatorios del estado, se les pueden ofrecer las adaptaciones. Sin embargo, la combinación exacta de adaptaciones que se ofrecerán a cualquier estudiante se determinará individualmente, teniendo en cuenta las necesidades del estudiante y las recomendaciones del equipo del estudiante. Adaptaciones para estudiantes ELL en la administración de FSA, EOC y ACCESS para ELL debe seguir la pauta s como se especifica en los manuales de evaluación respectivos.

Evaluaciones de área de contenido a nivel estatal:

Todos los estudiantes ELL participarán en las evaluaciones estatales. El Director de ESOL trabaja con el Director de Evaluación del Distrito, los coordinadores de evaluación basados en la escuela y los maestros para garantizar que todos los estudiantes ELL participen en el programa de Evaluación Estatal y se les proporcionen las adaptaciones adecuadas para las pruebas.

El maestro de ESOL garantiza que las adaptaciones para la evaluación estatal se indican en el TAM e incluyen un entorno flexible, horarios flexibles, asistencia en el idioma del patrimonio y el uso de los diccionarios del idioma inglés al patrimonio. Además, estas adaptaciones se utilizan dentro del aula de ESOL y con evaluaciones regulares en el aula. Los padres son notificados de las diferentes adaptaciones de exámenes en una carta enviada por los maestros de ESOL. Los padres pueden elegir si la configuración flexible es la mejor opción de prueba para su hijo.

ACCESS para los programas de evaluación de ELLs :

Los estudiantes codificados como LY el primer día de la prueba de ACCESS para ELL se evalúan para determinar su dominio del idioma. ACCESS para los ELL es una evaluación en papel para los grados 1 a 12: a los estudiantes se les administra la sección Hablar del examen uno a uno con un maestro; Las secciones de comprensión auditiva, lectura y escritura pueden administrarse en un entorno grupal. Kindergarten ACCESS for ELLs es una evaluación en papel para Kindergarten donde a los estudiantes se les administran todas las secciones de la prueba,

uno a uno con un maestro. ACCESS para ELL alternativo es una evaluación en papel para los estudiantes en los grados 1 a 12 que tienen discapacidades cognitivas significativas donde a los estudiantes se les administran todas las secciones de la prueba, uno a uno con un maestro.

¿Cuál es / son el (los) título (s) de la persona a nivel de la escuela responsable de garantizar y documentar que los ELL reciben las adaptaciones adecuadas para los exámenes (según los requisitos de administración de exámenes)?

Consejeros escolares
Administradores de exámenes basados en la escuela
Contactos escolares ESOL
Maestros administrando evaluaciones

Describa cómo se notifica a los padres de los ELL sobre las evaluaciones y las adaptaciones para las pruebas. ¿Cómo se asegura la LEA de que los padres entiendan las políticas, mandatos y resultados de los estudiantes de las evaluaciones estatales de la Florida?

Un calendario de exámenes está disponible en el sitio web del distrito. El calendario se actualiza o revisa a medida que el estado o el distrito actualizan los horarios de los exámenes. Con anterioridad a la fecha de evaluación, los padres son notificados de todas las pruebas a nivel estatal las políticas y mandatos en un lenguaje que puedan entender, a menos que no sea factible. Un letter se envía a los padres de los estudiantes ELL que explican las pruebas admisibles como mandatos que también contiene específica lenguaje edad de ajuste flexibles opciones. Los padres tienen derecho a elegir la configuración flexible durante las pruebas. Los padres son notificados de los resultados en las evaluaciones a través de los informes de puntaje de los estudiantes que indican el nivel de rendimiento del alumno así como las guías interpretativas. Estas guías están disponibles en varios idiomas. Las conferencias de padres / maestros pueden ser convocadas con un traductor presente si es necesario, por el padre o maestro para discutir las políticas de evaluación, los mandatos y los resultados.

<http://www.gcps.k12.fl.us/Default.asp?PN=Forms&L=1&DivisionID=2193&LMID=82134>

Sección 6: Evaluación anual de dominio del idioma inglés (Regla 6A-6.0903, FAC)

Describa los procedimientos para determinar si los ELL están listos para salir del programa ESOL de LEA. Incluya procedimientos de salida para todos los dominios de idioma (comprensión auditiva, expresión oral, lectura y escritura), criterios académicos específicos de grado y reporte de datos de cambio de estado.

Los criterios de salida se basan en los puntajes de evaluación por 6A-6.0903. Para los estudiantes que toman cualquier administración de Kindergarten ACCESS para estudiantes ELL, el nivel de dominio del idioma inglés será de un puntaje compuesto de 4.0 o mayor y al menos 4.0 en el dominio de lectura. El código de salida es H.

Para los estudiantes en los grados 3-10 que toman cualquier administración de ACCESS para ELL, el nivel de dominio del idioma inglés será de un puntaje compuesto de 4.0 o mayor y al menos 4.0 en el dominio de lectura y un nivel de rendimiento de al menos 3 en la ELA de FSA evaluación. El código de salida es I.

Para los estudiantes en los grados 10-12 que toman cualquier administración de ACCESS para los ELL, el nivel de dominio del idioma inglés será de un puntaje compuesto de 4.0 o mayor y al menos 4.0 en el dominio de lectura y un puntaje en la FSA ELA de 3 o más pasando la puntuación concordante en el SAT o ACT. El código de salida es J.

Para los estudiantes con discapacidades cognitivas significativas que toman alguna administración de ACCESS alternativo para la evaluación de los ELL, el nivel de competencia será una puntuación P1 compuesta o mayor y será eliminado por un comité de ELL / IEP.

Una vez que el estudiante cumple con los criterios de salida, el especialista en ESOL notifica al especialista en datos de ESOL sobre los datos de salida y el código del estudiante se cambia de LY a LF y se monitorea durante dos años. A los padres se les notifica la salida a través de una carta en el idioma nativo del niño, a menos que claramente no sea posible.

¿Cuál es el título de las personas responsables de realizar las evaluaciones de salida descritas anteriormente? (Marque todo lo que corresponda.)

- Administrador de pruebas basado en la escuela / LEA
- Maestro / Coordinador de ESOL
- Otro (especifique) consejero escolar

¿Cuándo participa un Comité ELL en la toma de decisiones de salida? ¿Qué criterios utiliza el Comité para determinar el idioma y la competencia académica?

Si los resultados de la evaluación no captan completamente las necesidades académicas o lingüísticas del estudiante, se puede convocar a un comité de ELL donde se discutan las opiniones de los padres, los maestros y el personal de apoyo y se tomen las decisiones de colocación. Un Comité de ELL puede recomendar que el estudiante puede salir del programa con un examen de otros datos que statewide Evaluación como portafolios de estudiantes o evaluaciones alternativas. Un comité de ELL también puede reunirse para salir de un estudiante del programa ESOL si hay evidencia suficiente para indicar que el dominio del idioma inglés no es un problema que interfiera con el logro del dominio del estudiante, ya sea en el examen estatal de dominio del idioma inglés o en la evaluación académica estatal. El estudiante puede tener otra discapacidad documentada que se cumple a través de un IEP u otro plan estudiantil. Independientemente de la razón para salir, un comité de ELL revisará el registro académico y de dominio del idioma inglés del estudiante y documentará al menos dos de los cinco criterios enumerados a continuación para salir de un estudiante:

- a. El alcance y la naturaleza de la experiencia académica o educativa previa, la experiencia social y una entrevista de estudiante,
- segundo. Recomendación escrita y observación por parte del personal de servicios de instrucción y apoyo actual y anterior,
- do. Nivel de dominio de las competencias o habilidades básicas en inglés y en el idioma de herencia según los estándares locales, estatales o nacionales referidos a criterios,
- re. Calificaciones de los años actuales o anteriores, o

mi. Resultados de la prueba distintos de las evaluaciones de entrada

Describa los procedimientos si un ELL cumple con los requisitos de salida en medio de un período de calificación.

Aunque los ELL generalmente salen del programa ESOL cuando se cumplen los criterios de salida a través de la evaluación, los ELL pueden ser remitidos para salir en cualquier momento durante el año escolar. Dado que los datos de ACCESS para ELL y FSA ELA se usan normalmente como instrumentos para tomar decisiones de salida, y esta información generalmente se recibe durante el verano, cualquier decisión de salida tomada en medio de un período de calificación o año escolar requeriría una decisión del comité ELL Basado en un análisis de datos actual y evaluaciones de estudiantes. Se realizará una evaluación actual de comprensión, lectura y escritura en inglés, así como una revisión de la boleta de calificaciones. Calificaciones, puntuaciones de pruebas de referencia y datos de cartera. También se solicitarán los comentarios de los padres, maestros y personal de apoyo. El código de salida será L, y el código de estudiante cambiará de LY a LF.

Sección 7: Procedimientos de monitoreo (Regla 6A-6.0903, FAC)

Durante el período de monitoreo de dos años requerido, ¿cuál es el título de la (s) persona (s) responsable (s) de:

¿Dirigiendo el desempeño de seguimiento de los ex ELLs? Maestros de aula, maestros de recursos de ESOL, consejeros escolares, director de distrito EL y personal de EL.

¿Actualizando el plan ELL para estudiantes? Consejeros escolares, maestros de recursos de ESOL y / o personal del distrito EL, procesadores de datos

¿Reclasificación del estado de ELL en los sistemas de reporte de datos? Asistente de Programa EL L

¿Qué documentación se usa para monitorear el progreso del estudiante? (Marque todo lo que corresponda)

- Las boletas de calificaciones
- Resultados de las pruebas
- Rendimiento en el aula
- Aporte del maestro
- Otro (Especificar) Asistencia

¿Cuál es el procedimiento (s), incluida la posible reclasificación, que se implementa cuando el rendimiento académico de los antiguos ELL no está en el nivel de grado?

El rendimiento de los ex ELL (LF) se revisará para garantizar el progreso académico.

Según las directrices del Decreto de Consentimiento, las revisiones se realizarán como se especifica a continuación :

1er informe auto d después de salir del programa ESOL ;
al final del 1er semestre;
al final del primer año; y
Al final del segundo año.

Los procedimientos seguidos cuando el rendimiento académico de los antiguos ELL no está en el nivel de grado es :

- una) El estudiante es referido al comité de ELL.
- segundo) El Comité de ELL revisa las boletas de calificaciones, portafolios de estudiantes, logro de los estándares de la Florida, desempeño en evaluaciones del distrito / estado, aportes de padres / maestros, número de años que el estudiante ha estado inscrito en el programa ESOL y dominio de la adquisición del idioma.
- do) El comité de ELL puede determinar que el estudiante continúa en el programa regular.
- re) El Comité de ELL puede determinar que el estudiante debe ser reclasificado como ELL, codificado como LY y reingresado en el programa o ser referido para una evaluación adicional. .

Después de consultar con el maestro de recursos de ESOL o con el consejero escolar, el Director de EL del Distrito en consulta con el consejero escolar es responsable de iniciar un nuevo Plan ELL para estudiantes, proporcionar al Procesador de datos los datos del estudiante para ingresar a la base de datos de estudiantes y garantizar la ubicación adecuada después de que el alumno haya sido evaluado. Los datos originales de los estudiantes se mantienen igual. El estudiante puede ser reportado en el programa ELL por un año adicional o extendido anualmente por un período que no exceda un total de seis años basado en una evaluación anual del estado del estudiante. La falta de elegibilidad para los fondos ELL no exime al distrito más allá de los seis años de financiamiento del programa estatal ELL.

Cumplimiento del plan ELL y rendimiento del estudiante

Describir los procedimientos internos de la LEA para monitorear el programa ESOL para el cumplimiento y el rendimiento académico de los estudiantes.

El ESOL Profesor / Coordinador y ELL del monitor personal del distrito ELL s tudent el progreso mediante la revisión de la información en la carpeta de ESOL y revisar el id de competencias específicas valor de la exportación durante la prueba inicial, ACCESS para ELL y evaluación

académicas. Los resultados de la evaluación y las habilidades específicas se guardan en la carpeta de ESOL y se monitorean durante el transcurso del año escolar para demostrar el dominio de los conceptos clave de adquisición del idioma inglés. La persona responsable de mantener estos registros es el Coordinador de ESOL, el maestro de ELL o el consejero escolar.

Los registros de capacitación de maestros son monitoreados para el cumplimiento con los requisitos de ESOL por parte del personal del distrito o el especialista en certificación.

Los planes y los horarios de los estudiantes ELL se actualizan anualmente y son monitoreados por el administrador de ESOL para asegurar que los estudiantes ELL estén recibiendo el programa 130 apropiado.

La instrucción comprensible se monitorea a través de las observaciones en el aula y la revisión de los planes de lecciones del maestro.

¿De qué manera los sitios escolares, los padres y las partes interesadas tienen acceso al Plan ELL del Distrito aprobado?

Los planes ELL están disponibles en el sitio web del distrito. Todas las escuelas proporcionan el enlace a los padres en la carta de bienvenida de regreso a la escuela, así como en las reuniones de PLC. Los padres pueden solicitar copias del plan en cualquier momento. El plan ELL del distrito está disponible en inglés y español.

¿Cómo garantiza la LEA que las escuelas estén implementando el Plan ELL del Distrito?

Los administradores de ESOL del distrito responsables de la implementación del Plan ELL del Distrito se reúnen con los administradores escolares para asegurarse de que se implementen los procedimientos y las prácticas de instrucción adecuadas. Los recorridos en el aula, las observaciones y la documentación de los elementos de cumplimiento también se revisan para garantizar que las escuelas estén implementando el plan del distrito. Además, el plan del distrito se discute durante las reuniones de PLC con traductores disponibles, y se alienta a los padres a que aporten sus opiniones para que la implementación sea exitosa.

Sección 8: Notificación de los padres, tutores, estudiantes y derechos

Describa los procedimientos utilizados y proporcione un enlace a la notificación a los padres de un ELL identificado para participar en un programa educativo de instrucción de idiomas. Por cada estudiante tenga éxito Ley y por regla junta estatal, este aviso debe definir:

1. las razones para la identificación de su hijo como ELL y la necesidad de su colocación en un programa educativo de instrucción de idiomas;
2. el nivel de dominio del inglés del niño, cómo se evaluó dicho nivel y el estado del rendimiento académico del niño;
3. los métodos de instrucción utilizados en el programa en el que sus hijos participan o participarán, y los métodos de instrucción utilizados en otros programas disponibles, incluida la forma en que dichos programas difieren en el contenido, los objetivos de instrucción y el uso del inglés y el idioma nativo. en la instrucción;
4. la forma en que el programa en el que su hijo participa o participará cumplirá con las fortalezas y necesidades educativas de su hijo;
5. cómo dicho programa ayudará específicamente a su hijo a aprender inglés y cumplir con los estándares de logro académico apropiados para su edad para la promoción y graduación de grado;
6. los requisitos de salida específicos para el programa, incluida la tasa esperada de transición de dicho programa a aulas que no están adaptadas para los estudiantes ELL, y la tasa esperada de graduación de la escuela secundaria (para estudiantes en escuelas secundarias);
7. en el caso de un estudiante con una discapacidad, cómo dicho programa cumple con los objetivos del programa de educación individualizada del estudiante; y
8. Información relativa a los derechos de los padres que incluye una guía por escrito.
 - a. Detallando el derecho que tienen los padres de que su hijo sea retirado inmediatamente de dicho programa cuando lo soliciten;
 - b. detallando las opciones que tienen los padres para negarse a inscribir a sus hijos en dicho programa o para elegir otro programa o método de instrucción, si está disponible; y
 - c. ayudar a los padres a seleccionar entre varios programas y métodos de instrucción, si se ofrece más de un programa o método.

Para cumplir con el cumplimiento de ESSA, los distritos deben notificar a los padres de un ELL identificado para participar en el programa a más tardar 30 días después del comienzo del año escolar. Para aquellos niños identificados como ELL durante el año escolar, el distrito notificará a los padres durante las primeras 2 semanas de la colocación del niño en ESOL. Se notificará a los padres por cartas, se mantendrán en las carpetas de los estudiantes y se supervisarán por el Título I. Todas las cartas, así como toda la comunicación entre el hogar y la escuela, deben proporcionarse a los padres en un idioma que puedan entender, a menos que claramente no sea posible.

<http://www.gadsdenschools.org/Default.asp?PN=Forms&L=1&DivisionID=2193&LMID=82134>

Describa los procedimientos utilizados por el personal de la escuela para brindar asistencia a los padres o tutores de los ELL en el idioma de su hogar.

Toda la comunicación verbal y escrita se proporciona a los padres / tutores en el idioma de su hogar, siempre que sea posible. La asistencia lingüística también se proporciona a través de la escuela y el personal del distrito con fluidez en el idioma del hogar de los padres / tutores, es decir, mensajes pregrabados con información sensible al tiempo que se envía directamente a los teléfonos de los padres / tutores, información publicada en el sitio web del distrito e interpretada en funciones escolares y locales comunitarios. Los servicios de traducción, específicamente en idiomas menos hablados, también pueden proporcionarse a través de personal bilingüe, personal universitario, voluntarios de la comunidad cuando sea posible.

Describa las actividades de divulgación para padres que informan a los padres sobre cómo pueden participar en la educación de sus hijos y cómo pueden ayudar a sus hijos a aprender inglés y cumplir con los estándares académicos del estado.

El Departamento de ESOL organiza varios eventos a lo largo del año escolar para que participen los padres, incluidos talleres de ayuda con las tareas escolares, noches familiares de ESOL para discutir temas como leer para el éxito, por qué las ausencias cuentan, cómo comprender los programas de títulos. Además, el Consejo de Liderazgo de Padres de ESOL se reúne trimestralmente para garantizar que se aborden las necesidades y preocupaciones de los padres de ELL. El distrito Departamento de ESOL trabaja en cooperación con otros INVOL familia en todo el distrito ve Ment iniciativas, así como la comunidad agencias para proporcionar servicios adicionales que pueden incluir clases de Inglés, ayuda con la inmunización y la inmigración información. Las actividades generalmente se programan en sitios escolares con poblaciones ELL significativas para que sea más fácil para los padres participar. Los servicios de cuidado de niños a menudo están disponibles, así como los intérpretes.

Verifique las comunicaciones de la escuela al hogar que envían la LEA o la escuela a los padres o tutores de los estudiantes ELL que están en un idioma que los padres o tutores pueden entender. (Marque todo lo que corresponda. Proporcione enlaces a todas las casillas marcadas.):

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- Resultados de la evaluación de la competencia lingüística
- Colocación del programa
- Opción (s) modelo (s) de entrega del programa
- Extensión de la instrucción de ESOL
- Salir del programa ESOL
- Seguimiento posterior a la reclasificación de ex ELLs
- Reclasificación de ex ELLs
- Pruebas estatales y / o LEA
- Adaptaciones para la prueba (ajuste flexible)
- Pruebas anuales para el desarrollo del lenguaje.
- Crecimiento en el dominio del idioma (comprensión auditiva, expresión oral, lectura, escritura)
- Exención de FSA en ELA para estudiantes ELL con DEUSS por menos de un año
- Retención / Remediación / Buena Causa
- Transición a clases regulares o cambio de curso.
- Invitación a participar en una reunión del comité de ELL
- Invitación a participar en el Consejo de Liderazgo de Padres (PLC)
- Programas especiales como Dotados, ESE, Colocación avanzada, Inscripción doble, Pre-K, Educación vocacional y técnica, escuelas autónomas y actividades de apoyo estudiantil
- Almuerzo a precio reducido / gratis
- Opciones de elección de los padres, estado de mejora de la escuela y avisos de maestros fuera del campo
- Formularios de inscripción y requisitos.
- Formularios disciplinarios
- Información sobre las Normas de la Florida y las Normas de Desarrollo del Idioma Inglés (ELD)
- Información sobre servicios comunitarios disponibles para padres.
- Información sobre oportunidades para la participación de los padres (voluntariado, PTA / PTO, SAC)
- Las boletas de calificaciones*
- Otro (Especifique) _____

* Si las libretas de calificaciones no están disponibles en otros idiomas, describa cómo se comunica a los padres / tutores el progreso académico de un ELL

Sección 9: El Consejo de Liderazgo de Padres (Regla 6A-6.0904, FAC)

¿Qué tipo (s) de Consejo de Liderazgo de Padres (PLC) existe en el LEA? (Marque todo lo que corresponda. Proporcione enlaces a la membresía de la agenda y reuniones).

- Nivel LEA
- Nivel escolar

Por favor dirijase a las funciones y composición del PLC:

Los objetivos del PLC son familiarizar a los padres de los ELL con el personal escolar y los servicios disponibles en los sitios escolares individuales; proporcionar a los padres de los ELL la oportunidad de tomar un papel activo en las decisiones que afectan la educación de sus

hijos y consultar con el personal de la escuela y brindar información sobre los objetivos relacionados con el programa. District PLC está compuesto por padres de estudiantes ELL actuales y anteriores como mayoría, así como maestros de aula, especialistas en currículos y maestros de recursos de ESOL. Los líderes comunitarios y los defensores de ELL también están invitados a participar como miembros. La función principal del PLC es hacer recomendaciones para el plan de Distrito de ELL, y revisar las políticas que son instrumentales en el proceso.

¿Cómo involucra la LEA al PLC en otros comités de la LEA?

El PLC desarrolla un entorno escolar que fomenta la comunicación bidireccional entre el hogar y la escuela y se reúne anualmente, pero según sea necesario, también hay personal bilingüe para discutir temas que promueven la participación escolar y brindan a los padres de los ELL capacitación de liderazgo y oportunidades para ser representados en los consejos consultivos escolares y distritales existentes. Los miembros del PLC participan en la revisión del Plan del Distrito de ELL y se los alienta a participar en los Comités Consultivos Escolares y en la Asociación de Padres y Maestros, así como en un comité escolar ad hoc. El PLC hace recomendaciones para el desarrollo del Plan ELL del Distrito. Los oficiales también revisan y aprueban el Plan ELL del Distrito antes de que se presente para la aprobación de la Junta Escolar y del Departamento de Educación del estado.

¿Cómo participa LEA PLC en el desarrollo del Plan ELL del Distrito?

El LEA PLC proporciona información durante el desarrollo del Plan ELL y revisa el Plan ELL final del Distrito en una reunión programada del PLC. Los traductores están disponibles para brindar asistencia y aclaraciones lingüísticas y el Plan ELL está disponible en español. Los miembros del PLC pueden solicitar una versión del plan por correo electrónico si no pueden asistir a la reunión. Se alienta la retroalimentación de los padres y se abordará. Al finalizar la revisión por parte de los miembros del PLC, el Presidente firma y aprueba el Plan ELL del Distrito.

¿El LEA PLC aprueba el Plan ELL del Distrito? Sí No

Si no, proporcione una explicación para la no aprobación del PLC.

Sección 10: Capacitación del personal (Reglas 6A-6.0907 y 6A-1.0503, FAC)

Describa cómo los maestros de la Categoría I responsables de las artes del lenguaje en inglés y la instrucción de lectura intensiva de los ELL que deben obtener la certificación / aprobación de ESOL son notificados de los requisitos y oportunidades de capacitación. Incluya el título de la (s) persona (s) responsable (s) de emitir las notificaciones y cómo se documenta el proceso.

El personal que será el proveedor principal de cursos de inglés o artes del lenguaje y de lectura para un ELL debe estar debidamente certificado para la asignación de enseñanza de ESOL. Los maestros pueden cumplir con un respaldo infundado de ESOL junto con un programa de preparación de maestros aprobado por el DOE, que generalmente se completa antes del empleo. Los maestros también pueden completar un distrito aprobada por el DOE complemento en el servicio del programa respaldo tomando el 300 horas en servicio de: a) Métodos de enseñanza ESOL, b) Currículum ESOL y Desarrollo de Materiales, c) Comunicación Intercultural y Comprensión, d) Lingüística aplicada, y e) Pruebas y evaluación de ESOL. Los profesores también pueden analizar el examen de área temática de ESOL y completar 120 horas de capacitación de ESOL dentro de tres años. La formación ESOL se puede utilizar y la documentación se mantiene en el archivo personal del profesor. Los miembros del personal en la Oficina de Certificación de Educadores asistirán al personal que haya completado los requisitos para el Endoso de ESOL, a través del servicio legal, para solicitar el Endoso de ESOL a través de la Oficina de Certificación de Educadores. El personal que haya aprobado el examen de área de materias de ESOL K-12 ayudará a las personas que posean carreras de grado en ESOL a solicitar la cobertura de ESOL ante la Oficina de Certificación de Maestros.

El Departamento Profesional será responsable de notificar al personal de sus requisitos de certificación y de monitorear su cumplimiento. La Oficina de Desarrollo Profesional y el personal del Distrito EL serán responsables de proporcionar al personal información sobre la capacitación en servicio, la publicidad y la programación de las clases. La oficina de EL programará, supervisará, coordinará y facilitará la capacitación en servicio. El FTE ponderado 130 puede ser reclamado por estos maestros.

Describa cómo se notifica a los profesores del área de contenido de matemáticas, ciencias, estudios sociales y conocimientos informáticos sobre los requisitos de capacitación de ESOL (60 horas) y las oportunidades. Incluya el título de la (s) persona (s) responsable (s) de emitir las notificaciones y cómo se documenta el proceso.

El Departamento Profesional será responsable de notificar al personal de sus requisitos de certificación y de monitorear su cumplimiento. La Oficina de Desarrollo Profesional y el personal del Distrito EL serán responsables de proporcionar al personal información sobre la capacitación en servicio, la publicidad y la programación de las clases. La oficina de EL programará, supervisará, coordinará y facilitará la capacitación en servicio. El FTE ponderado 130 puede ser reclamado por estos maestros.

Describa cómo se notifica a todos los demás miembros del personal de instrucción sobre los requisitos de capacitación de ESOL (18 horas) y las oportunidades. Incluya el título de la (s) persona (s) responsable (s) de emitir las notificaciones y cómo se documenta el proceso.

Se notifica a todos los demás miembros del personal docente sobre los requisitos y oportunidades de capacitación publicando el programa de capacitación de ESOL en el sitio web de Aprendizaje Profesional del Distrito y enviando el calendario de capacitación de ESOL, el Plan de Estudio y el Cronograma para la Capacitación de ESOL Requerida a los administradores por correo electrónico. Notificar a los maestros. El Director de ESOL del distrito es responsable de coordinar, emitir y monitorear las notificaciones de toda la capacitación presentada al Distrito y a los niveles escolares. El proceso se documenta a través de los archivos electrónicos del ePDC y se mantiene en el archivo del personal del profesor.

Describe los procedimientos utilizados cuando los maestros de Categoría I son reportados fuera de campo. Incluya procedimientos de cumplimiento cuando reclame un FTE 130 ponderado para cursos básicos.

El Director informa a los maestros de Categoría I que están fuera del campo al Director del Departamento de Recursos Humanos, quienes luego son reportados a la Junta Escolar para su aprobación. Se envía una carta notificando a los padres sobre el estado de fuera de campo a los padres ELL en su idioma nativo, a menos que claramente no sea posible. Los maestros de Categoría I se consideran fuera de campo hasta que se cumplan los requisitos de aprobación o certificación de ESOL. Una vez que se les asigna un ELL, los maestros de la categoría I deben completar 60 horas de capacitación en ESOL dentro de dos años y al menos 60 horas de entrenamiento de ESOL cada año consecutivo hasta que se complete el respaldo de ESOL, independientemente de la asignación de ELL. El endoso de ESOL se debe agregar al certificado de enseñanza existente. Los maestros que siguen estas pautas se consideran en cumplimiento y se puede reclamar el FTE 130 ponderado. Aunque ponderada FTE 130 puede ser reclamada por teachers responsables de la enseñanza de la Categoría II, cursos básicos de Matemáticas, Ciencias, Estudios Sociales y de la Computadora, los maestros no se consideran fuera del campo y ninguna carta de notificación o la aprobación de la junta escolar es necesario. Todo maestro s debe documentar que las estrategias de ESOL están siendo utilizados para asegurar instrucción comprensible dentro de sus planes de estudio.

Describe cómo la LEA proporciona el requisito de capacitación de ESOL de 60 horas para los administradores escolares y el sistema de seguimiento de la LEA que se implementará.

La LEA proporciona los requisitos de capacitación de ESOL de 60 horas para los administradores escolares al brindarles las oportunidades de capacitación adecuadas a través del modelo de capacitación de aprendizaje combinado, curso en línea de inscripción abierta o una vez cada dos años y según las necesidades según lo determine el Coordinador de PD del Distrito. La oficina de Desarrollo Profesional con participación de la Oficina de Distrito de ELL es responsable de coordinar, emitir y monitorear las notificaciones de la capacitación para administradores escolares. Los administradores, incluidos los directores, asistentes o subdirectores, el plan de estudios basado en la escuela y los supervisores de comportamiento tienen tres años de asignación de liderazgo escolar para completar las 60 horas, pero se pueden utilizar los cursos anteriores de ESOL. El proceso se documenta a través de servicio de registros electrónicos principal CONTENIDA en el EPDC alojado en el PAEC unidad central y también se mantiene en el IR archivo personal.

Describe cómo la LEA proporciona los requisitos de capacitación de ESOL de 60 horas para los consejeros de orientación y el sistema de seguimiento de la LEA.

La LEA proporciona los requisitos de capacitación de ESOL de 60 horas para los consejeros escolares al brindarles las oportunidades de capacitación adecuadas a través del modelo de capacitación de aprendizaje combinado, curso en línea de inscripción abierta o una vez cada dos años y según las necesidades, según lo determine el Coordinador de PD del Distrito. La Oficina de Desarrollo Profesional con participación de la Oficina del Distrito de ELL es responsable de coordinar, emitir y monitorear las notificaciones de la capacitación para consejeros escolares que tienen tres años desde la asignación para completar las 60 horas, pero se pueden usar los cursos previos de ESOL. El proceso se documenta a través de los archivos electrónicos en servicio del ePDC y se mantiene en el archivo de personal.

Describe el desarrollo profesional complementario que ofrece el LEA para garantizar que el personal de instrucción esté informado sobre los estándares y las mejores prácticas de desarrollo del idioma inglés.

Los maestros de ELL y del área de contenido, así como los administradores escolares y padres bilingües están informados de la capacitación suplementaria de ESOL a través de la Oficina de Desarrollo Profesional y la Oficina del Distrito de ELL. El personal puede inscribirse en cursos o actividades proporcionados por el distrito escolar, el DOE o los facilitadores de WIDA. Aunque estos cursos no se pueden utilizar para cumplir con los mandatos de capacitación de ESOL requeridos, los maestros pueden recibir puntos en servicio cuando se completan los cursos.

Si la instrucción se proporciona en un idioma que no sea el inglés, describa los procedimientos que se utilizan para evaluar la competencia de los maestros en el otro idioma y en inglés.

N / A

Se requiere un paraprofessional o maestro bilingüe en las escuelas que tienen 15 o más ELL que hablan el mismo idioma. Especifique los requisitos de elegibilidad requeridos por la LEA para paraprofesionales bilingües. Explique la descripción del trabajo y la tarea principal del paraprofessional bilingüe.

Los postulantes paraprofesionales bilingües deben tener un título de AA / AS o pasar la prueba de ParaPro. Deben ser fluido en Inglés y el lenguaje nativo apropiado como determinar d por la entrevista, el cribado del distrito y / o un examen oral y wrtten. La descripción del trabajo incluirá pero no se limita a: participación en actividades de servicio que incluyen procedimientos del programa, modificaciones curriculares y de evaluación y estrategias de tutoría; ayudar en la administración de exámenes individuales y grupales en el idioma nativo apropiado o en inglés; convertirse en miembro del Comité ELL y según lo solicitado participar en el desarrollo del plan del estudiante; ayudar al presidente del Comité de ELL y al maestro de recursos de ESOL con el apoyo en el idioma nativo; trabajar con grupos pequeños de estudiantes, bajo la dirección del maestro del aula; familiarizar a los padres con el personal del programa y los servicios disponibles en el sitio escolar individual.

Describe los procedimientos de la LEA para capacitar a paraprofesionales bilingües en ESOL o estrategias del idioma del hogar. Incluir cómo se mantiene la documentación de la formación.

Paraprofesionales bilingües reciben un servicio en forma continua durante la planificación previa, la orientación, los días de salida temprana, los talleres escolares previos al verano, las reuniones en el área de grupos pequeños, que se centran en temas como el Decreto de Consentimiento de ESOL, la identificación de los estudiantes y los procedimientos de evaluación. -Diferencias y similitudes culturales, participación de los padres, técnicas de tutoría, desarrollo curricular y adaptación, y estrategias para trabajar con los ELL. El proceso se documenta a través de archivos electrónicos de ePDC y se mantiene en el archivo de personal.

Describe los procedimientos para determinar la competencia del paraprofesional bilingüe en inglés y en el idioma de herencia de los estudiantes atendidos.

Los postulantes a puestos paraprofesionales bilingües en escuelas deben pasar un examen oral y escrito o mostrar fluidez en el idioma a través de una entrevista en español, que se registra en la oficina de Programas para Estudiantes del Idioma Inglés. Th es el lenguaje es representativa de la lengua hablada por la parte superior que están aprendiendo inglés en nuestro distrito .

Proporcione una carta de seguridad del superintendente del distrito que indique que el distrito cumple con todos los requisitos de capacitación de ESOL.

Ver carta adjunta.

Sección 11: Extensión de servicios (Regla 6A-6.09022, FAC)

Describe los procedimientos LEA utilizados para determinar la extensión de los servicios, incluida la línea de tiempo apropiada basada en DEUSS. Explique la función del Comité de ELL y la documentación de respaldo que se utiliza para determinar si los servicios de ESOL continuos son necesarios.

Tres (3) años después de la fecha de la inscripción inicial de un ELL en una escuela en los Estados Unidos (DEUSS), se convocará un Comité ELL anualmente para reevaluar el progreso del estudiante hacia el dominio del idioma inglés . El Comité de ELL se convocará a más tardar treinta (30) días escolares antes del tercer aniversario de la fecha de inscripción inicial del estudiante en una escuela en los Estados Unidos (DEUSS) y no más tarde de la fecha de aniversario, a menos que la fecha de aniversario del estudiante cae dentro de las primeras dos (2) semanas de cualquier año escolar. Luego, el comité de ELL puede reunirse a más tardar el 1 de octubre. Este proceso se completará anualmente a partir de entonces. Cualquier estudiante que se considere para la extensión de servicios se evaluará en al menos un (1) instrumento de evaluación aprobado por el Departamento. La evaluación se administrará a más tardar treinta (30) días escolares antes de la fecha de aniversario del estudiante. La evaluación puede ser cualquier evaluación aprobada por el Departamento que cubra los cuatro (4) dominios de escuchar, hablar, leer y escribir. Si el estudianteLa fecha de aniversario cae entre el lanzamiento de la evaluación estatal de dominio del idioma inglés y los puntajes de evaluación estandarizados estatales aplicables en un año escolar dado y el 1 de octubre del año escolar siguiente, la evaluación estatal de dominio del idioma inglés a nivel estatal y los puntajes de evaluación estandarizados estatales aplicables serán suficientes. y no se requiere una evaluación más reciente.

Los procedimientos seguidos para determinar la extensión de los servicios son:

- una) El estudiante es referido al comité de ELL.
- segundo) El Comité de ELL revisa las boletas de calificaciones, portafolios de los estudiantes, logro de los estándares de la Florida, desempeño en las evaluaciones del distrito / estado, aportes de los padres / maestros, número de años que el estudiante ha estado inscrito en el Programa ESOL y dominio de la adquisición del idioma.
- do) El comité de ELL puede determinar que el estudiante continúa en el programa regular.
- re) El Comité de ELL puede determinar que el estudiante sea referido para una evaluación adicional.
- mi) El comité ELL puede determinar que el estudiante necesita extensión de servicios

El maestro de recursos de ESOL y el presidente de ELL son responsables de iniciar un nuevo Plan ELL para estudiantes, proporcionar al Procesador de datos los datos del estudiante para que entren en el mainframe y garantizar la ubicación adecuada después de que el estudiante haya sido evaluado. Los datos originales de los estudiantes, incluidos DEUSS y la fecha de ingreso, permanecen igual.

Evaluación de la capacidad auditiva y oral

Enumere las evaluaciones de comprensión oral y oral utilizadas en el LEA para determinar si un estudiante es competente en inglés para la extensión de los servicios.

ACCESO para los ELLs
IPT
WIDA screener

Evaluación de la capacidad de lectura y escritura

Enumere las evaluaciones de lectura y escritura utilizadas en el LEA para determinar si un estudiante es competente en inglés para la extensión de los servicios.

ACCESO para los ELLs
IRW
WIDA Screener
FSA ELA

[The following text is extremely faint and illegible, appearing to be a series of lines of text, possibly a list or a document page.]

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8h

DATE OF SCHOOL BOARD MEETING: February 26, 2019

TITLE OF AGENDA ITEM: Jaeqwaun Hover v. Gadsden County School Board

DIVISION:

PURPOSE AND SUMMARY OF ITEM: The purpose of this item is to get final approval of a settlement in the above-referenced matter.

Mr. Hover alleges that, while a student, he suffered bodily injury on January 10, 2012 when he was attacked from behind in his classroom. He claims he was put in a choke hold, lost consciousness and fell hitting his head. He claims that as a result, he was diagnosed with a frontal lobe contusion, hematoma and brain injury. He filed a negligence action against the District in the Gadsden County Circuit Court.

As required with all court actions, this matter was referred to mediation by the judge. As a result of the mediation, Mr. Hover will be responsible for his attorney's fees and cost of litigation as well as satisfying any outstanding liens. The District has liability insurance coverage for this matter and the carrier is aware of the recommended settlement amount.

Given the inherent uncertainties in litigation, and the potential for a higher verdict at trial, we believe that this is a reasonable amount to compensate Mr. Hover for his injuries. Therefore, we, along with the District's insurance carrier, recommend approval of the settlement.

The Superintendent recommends approval of this item.

FUND SOURCE: Insurance
AMOUNT: \$55,000.00
PREPARED BY: DSM
POSITION:

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

Date of School Board Meeting: February 26, 2019

TITLE OF AGENDA ITEM: Stewart Street Elementary School

DIVISION: Elementary Education


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

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

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field trips must be approved by the School Board. Stewart Street Elementary School is requesting approval for an out-of-state field trip to Valdosta, Georgia. Please see attached documentation.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Tammy McGriff Farlin 

POSITION: Area Director of Elementary Education

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 _____

CRJ

REVISED 08/15/17

FORM MUST BE RECEIVED IN DISTRICT OFFICE 2 WEEKS PRIOR TO TRIP

FIELD TRIP REQUEST

SCHOOL: Stewart Street Elementary	CONTACT FOR FIELD TRIP: Hudson Woods 229-292-1743
---	--

DATE OF TRIP: May 17, 2019	WHO IS ATTENDING: (grade/organization) Early Intervention, Prek - 5th
--------------------------------------	---

LOCATION: 3766 Old Clyattville Rd Valdosta, GA 36601	TRAVELING BY: <input type="checkbox"/> School bus <input checked="" type="checkbox"/> Charter bus
--	---

PURPOSE: To observe and learn about various animals and reptiles such as alligators, snakes, birds and more. We will also learn about native species and some exotic species from Africa, Asia and Australia. This will enhance our students' curriculum, provide real world experiences and make learning fun.

SCHOOL BUS – Required items for approval: <ol style="list-style-type: none"> 1. Principal's signature 2. Complete list of participants and chaperones 3. Complete final itinerary 4. Documentation showing correlation of the Florida Standards or benchmarks to the field trip request 	CHARTER BUS – Required items for approval: <ol style="list-style-type: none"> 1. Principal's signature 2. Complete list of participants and chaperones 3. Complete final itinerary 4. Copy of charter bus contract with signatures 5. Proof of Insurance showing either district or school as insured
--	---

E. Lynette Davis Sweet
Signature of Person Requesting Trip

Lisa Robinson
Approval of Principal (signature required)

<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED
_____ Superintendent/Designee	_____ Date

Please forward completed form via district mail or fax to:
Mrs. Cheryl Ellison
Program Assistant for Curriculum & Instruction
Fax: (850)-627-3530 Email: ellisonc@gcpsmail.com



Stewart Street Elementary School

"Where Children and Learning Come First"

749 South Stewart Street ← Quincy, Florida 32351
(850) 627-3145 ← Fax: (850) 875-8750

Field Trip Request Form

<u>Trip Type:</u>	<u>In/Out of County:</u>	<u>Duration:</u>
<input checked="" type="checkbox"/> Educational	<input type="checkbox"/> In County	<input checked="" type="checkbox"/> Day
<input type="checkbox"/> Extracurricular	<input checked="" type="checkbox"/> Out county	<input type="checkbox"/> Extended
<input type="checkbox"/> Other	<input checked="" type="checkbox"/> Out of State/Country	
<input type="checkbox"/> Recreation/Fun	<input type="checkbox"/> Overnight	
<input type="checkbox"/> Sports		

Sponsor/Group Information

Requested by: Davis-Sweet, Pringley, Dowdell, & Baker

Group Name: ESE Autism KG-5th;1Class (ESE Pre-K; 2Classes) and ESE Early Intervention;1 Class

Group Contact: E. Lynette Davis-Sweet

Contact Mobile: 850-408-7293

Trip Purpose:

To observe and learn about various animals and reptiles, both native and exotic.

Estimated # of Students 35 Estimated # of Chaperones 10

Total Participants _____ # of Bag Lunches Required _____

Transportation Required

Is Transportation Required? Yes No

Type of Transportation Required Car Full Bus Mini Bus
 Other/Van/Charter Bus

Estimated # of Vehicles Required 1

Volunteer Driver Required Yes No

Specify Any Special Needs Required:

We will be using a charter bus.

Lisa Robinson, Principal

Currie Harris, Assistant Principal

Itinerary

Depart Date: May 17, 2019

Depart Time: 7:30 am

Return Date: May 17, 2019

Return Time: 5:00 pm

Trip Destination: Wild Adventures

Destination City: Valdosta

Destination State: Georgia

Destination Contact Name: Hudson Woods

Destination Phone #: 229-292-1743

Departure Location: Stewart Street Elementary

Return Location: Stewart Street Elementary

Fund: \$75.00 for lunch, entry fee, a t-shirt and the charter bus

Additional Comments:

We will eat lunch at one of Wild Adventures' concessions.

Signature: E. Lynette Davis Sweet

Date Submitted: 1/9/19

FIELD TRIP REQUEST EXCEPTIONAL STUDENT EDUCATION

This form must be turned into the Exceptional Education Office at least 3 weeks in advance

Person in charge of Field Trip: Mrs. E. Lynette Davis-Sweet Date(s) of Field Trip: May 17, 2019
 Exact Destination (1): Wild Adventures; 3766 Old Clyattville Road; Valdosta, GA 31601
 Exact Destination (2): _____
 Exact Destination (3): _____

Teachers Attending: Ms. Pringley, Mrs. Dowdell, Mrs. Davis-Sweet, Ms. Baker

Grade Group and School Organization going on Field Trip: SSES - ESE Pre-K-5th

Departure Time: 7:45 am Return Time: 5:30 pm
 Number of Students: 35 Number of Buses Requested: 1
 Number of ESE Students: _____ Number of Chaperones: 10

Purpose:

To observe and learn about various animals and reptiles such as alligators, snakes, birds and more. We will also learn about native species as well as some exotic animals Africa, Asia and Australia. This will enhance our students' curriculum, provide real world experiences and make learning fun.

The SUNSHINE STANDARD(S) BEING REINFORCED:
 (Standards should be written out completely)

See Attached

Attach a copy of the Lesson Plans detailing activities occurring before, during, and after the field trip

Special Request/Comments:

After your field trip has been approved by the Director of Exceptional Student Education, a copy will be sent back to you. The original will be given to Lealer Francis to be approved and entered into the computer

Approved by: Lisa Robison 1/9/19
 Principal Date
 Approved by: Christa Bascom 1/9/19
 Program Specialist Date
 Approved by: Sharon B. Thomas 1/11/19
 Sharon Thomas, ESE Director Date

USING THE FIVE SENSES

Kindergarten

PURPOSE: To help students understand their five senses and to show how animals use those same senses.

ACADEMIC STANDARDS FOR UNDERSTANDING AND USING YOUR FIVE SENSES:

Benchmark number: SC.K.L.14.1

Benchmark Description: Recognize the five senses and related body parts.

A. All plants and animals, including humans, are alike in some ways and different in others.

B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce.

C. Humans can better understand the natural world through careful observation.

PURPOSE:

The purpose of this lesson is to teach the students about their five senses through exploration Wild Adventure Zoo.

DURING THE FIELD TRIP PROJECT:

This project is designed to help the students discover their five senses and the related body parts.

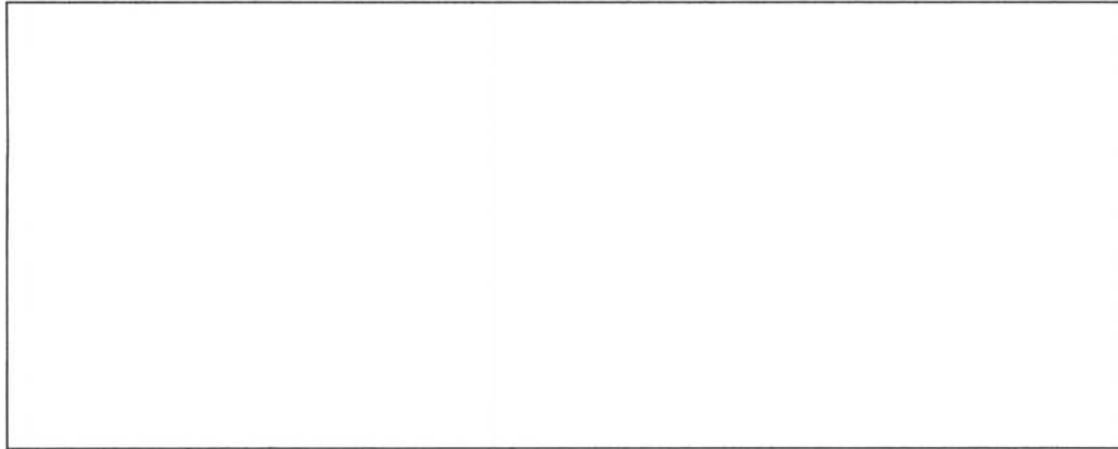
During Field Trip

Directions: On your visit to the Wild Adventure Zoo, draw a picture of how you used your senses in each box. For instance: Do you HEAR the rooster crowing, draw a picture of the rooster crowing in the hearing sense box.

Smell 	Taste 	Hear 
See 	OBSERVATIONS One thing I can:	Feel 

Senses Project: Pre-Visit

2. Now, draw a picture of an animal that you hope to see at the Wild Adventure Zoo. Include some of the items that may enrich its life. Try to include items to appeal to all of their senses.



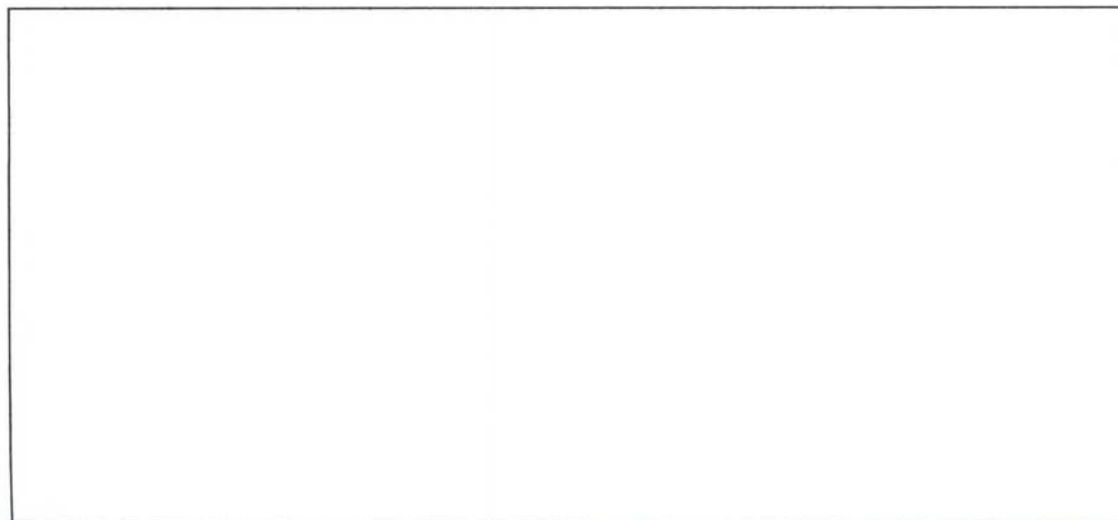
Senses Project: During Field Trip

Directions: On your visit to the Wild Adventure Zoo, observe the different habitats that the animals live in and write down any enrichment items that you may see. For instance: Are there items to climb on in the monkey exhibit? Is there a hammock for the great apes? What senses are the animals using to enjoy their enrichment?

Animal Enrichments	Noticed	Senses Used

Senses Post Curriculum:

Directions: Think of your pet at home, or an animal you saw around your school. What were they using their senses to do?



THE FIVE SENSES – ENRICHMENT

1st Grade

PURPOSE: Understand the use of the five senses in animals, and to show the benefits that environmental and behavioral enrichment provides for all animals, including humans.

ACADEMIC STANDARDS FOR UNDERSTANDING AND USING YOUR FIVE SENSES:

Benchmark number: SC.1.L.14.1

Benchmark Description: Make observations of living things and their environment using the five senses.

- A. All plants and animals, including humans, are alike in some ways and different in others.
- B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce.
- C. Humans can better understand the natural world through careful observation.

BACKGROUND:

Environmental enrichment in zoos provides stimulating habitats for animals, helping them display species-typical behavior. This allows the animals to exercise control over their environment, and enhances their mental well-being. Wild Adventure encourages their animals to engage their five senses by practicing different techniques of environmental and behavioral enrichment.

PREVISIT FIELD TRIP PROJECT:

Senses Project 1

This project is designed to familiarize students with items that enrich their daily lives and consider what senses they use to explore their surroundings.

DURING FIELD TRIP PROJECT:

Senses Project 2

This project is designed to show students how the animals use their senses and how enrichment encourages, both natural and learned behaviors.

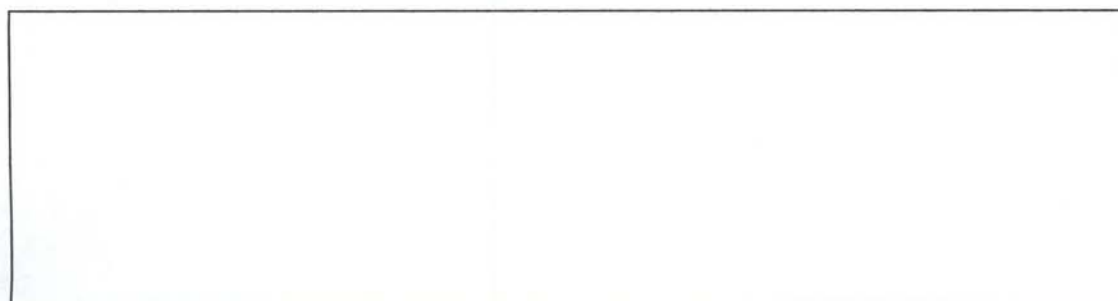
POST FIELD TRIP PROJECT:

Senses Project 3

This project is designed to give real world application, and to encourage awareness of the 5 senses.

Senses Project: Pre-Visit

1. Draw a picture of you in the rectangle below. Imagine that this is your house, and it is empty. Now, add some items to the picture to show how your environment is enriched. Clues: What do you like to do at home? Who do you enjoy this activity with? Can you draw one item to appeal to each of your 5 senses?



BASIC NEEDS vs ENRICHMENT

2nd Grade

PURPOSE: Understand the difference between basic needs and the items that enrich their lives.

ACADEMIC STARDARDS FOR UNDERSTANDING AND USING YOUR FIVE SENSES:

Benchmark number: SC.2.L.17.1, SC.2.L.17.2, SC.2.N.1.1

Benchmark Description: Recognize the five senses and related body parts.

- A. All plants and animals, including humans, are alike in some ways and different in others.
- B. Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- C. Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

BACKGROUND:

An animal’s basic needs are met by the habitat that they live in. Wild Adventure provides everything that their animals need to survive, but also provide many environmental and behavioral enrichment activities to enhance the animals’ well-being and quality of life.

DURING FIELD TRIP PROJECT:

Basic Needs vs Enrichment:

In this activity students will differentiate between basic needs and enrichment. The things an animal needs to survive versus the things that an animal doesn’t need, but that makes their lives better by having.

Basic Needs vs Enrichment Project: During

Directions: List animals you see at the zoo and describe items that you see in their habitat. Now list whether this item is a basic need or is enrichment?

Animal	Describe Their Habitat	Basic Need or Enrichment

CLASSIFIED SAFARIS

3rd Grade

PURPOSE: Understand the scientific classification process.

ACADEMIC STANDARDS FOR UNDERSTANDING AND USING YOUR FIVE SENSES:

Benchmark number: SC.3.L.15.1, MA.3.S.7.1

Benchmark Description:

A. Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

B. Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.

BACKGROUND:

Animals are grouped through special attribution (characteristics) to create genus or species classifications.

DURING FIELD TRIP PROJECT:

Classified Safaris

In the activity students will discover how animals are classified through exploration of the zoo. Students will explore the zoo in search of characteristics of animals, and then classify that animal.

Classified Safaris Project: During Visit

Directions: Circle which one of the listed classifications is TRUE. Then identify how it can be classified.

Mammal	Bird	Reptile	Fish
Fur	Feathers	Scales	Scales
Live Birth	Lays Eggs	Eggs and Live birth	Eggs and Live birth
Produces milk for young	Does not produce milk	Does not produce milk	Does not produce milk
Sweats	Does not sweat	Does not sweat	Does not sweat
Warm Blooded	Warm Blooded	Cold Blooded	Cold Blooded

Now YOU classify the animals you see at the zoo by making sure ALL of you information is true!!!

	ANIMAL	CHARACTERISTIC	CHARACTERISTIC	CLASSIFICATION
1.	YOU			
2.				
3.				
4.				
5.				
6.				

PURPOSE:

Understand the value of wildlife and the concepts of interdependence of all life forms.

ACADEMIC STARDARDS FOR UNDERSTANDING AND USING YOUR FIVE SENSES:

Benchmark number: SC.4.L.17.4, SC.4.L.17, SC.4.L.17.2

Benchmark Description:

A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.

B. Both human activities and natural events can have major impacts on the environment.

C. Energy flows from the sun through producers to consumers.

BACKGROUND:

Plants and animals must coexist to survive. They depend upon each other because each provides something the other needs. Trees provide shade, a place to live, food for nourishment. Animals spread the seeds of plants and help with pollination and fertilization.

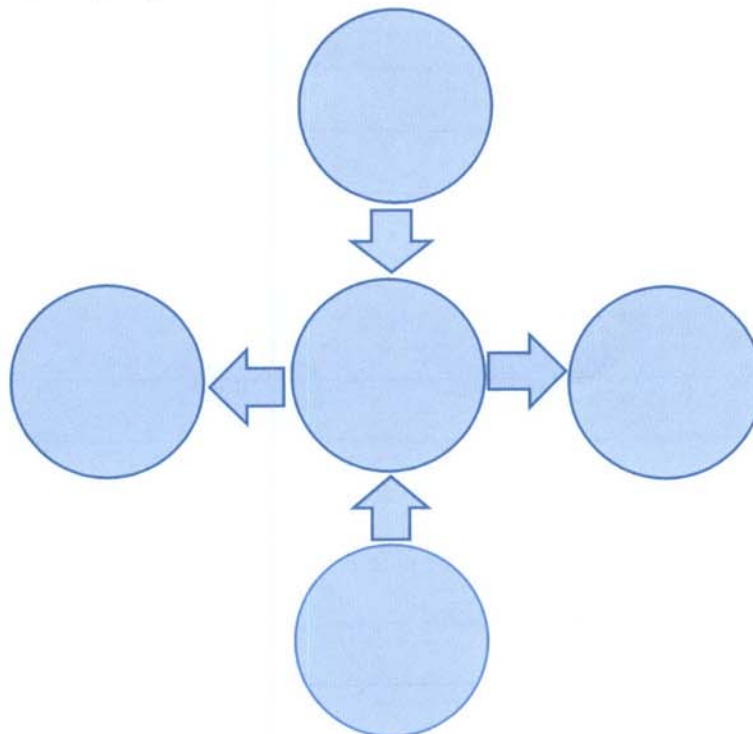
DURING FIELD TRIP PROJECT:

Dependable Nature

In the activity students will use their skill of observation to study one animal and the interdependence of the animals and the habitat they share.

DEPENDABLE NATURE:

Directions: Pick an animal and write, or draw them in the center circle. In all of the other circles around the animal write or draw what they depend on.



SURVIVAL OF THE FITTEST

5th Grade

PURPOSE: in order to survive and reproduce in their habitats animals have adaptations.

Benchmark number: SC.5.L.17.1

Benchmark Description: A. Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

BACKGROUND: In order to survive and reproduce in their habitats, animals have adaptations.

DURING FIELD TRIP PROJECT:

Survival of the Fittest Directions:

Become a scientist to prove or disprove whether the animal you have found is best suited to live in its habitat, this finding should be supported by evidence that you have collected.

Choose an animal to study, read the informational sign at their exhibit to determine what habitat the animal comes from, then work through each of the steps on the following page and determine if the animal you are studying really is best suited to survive in its habitat.

Hypothesis:

The _____ is an animal that is adapted to survive in a _____ habitat.

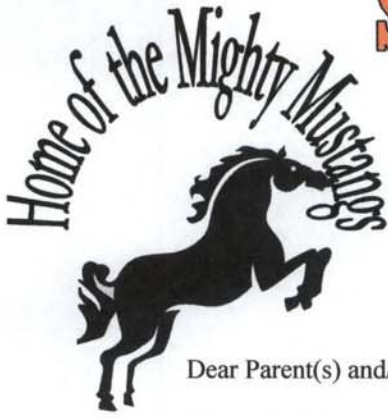
Date Collection:

Now pick two animals you see while at the Gulf Breeze Zoo and describe three of their adaptations that help them live in their native habitat.

Animal	Adaptations
1.	1a. 1b. 1c.
2.	2a. 2b. 2c.

Conclusion:

Based on my observations, a _____ (insert animal being studied) is/ is not (circle one) adapted to live in a _____ (fill in type of habitat) habitat.



Stewart Street Elementary School

"Where Children and Learning Come First"

749 South Stewart Street ♦ Quincy, Florida 32351
 (850) 627-3145 ♦ Fax: (850) 875-8750

January 10, 2019

Dear Parent(s) and/or Guardian(s),

The end of the year is rapidly approaching! To celebrate the gains and progress our students have made this school term, we will be traveling to **Wild Adventures in Valdosta, GA** for our end of the year trip.

The date of the trip will be Wednesday, May 17, 2019. We will leave the school at approximately at **7:45 am**; therefore, it is important that your child arrive to school on the day of the trip by 7:30 a.m. to give your child the opportunity to eat breakfast and use the restroom before we leave.

The cost of the trip is **\$75 for each student**. This includes everything; transportation **\$25.00**, lunch **\$13.00**, a t-shirt (\$9.99) and admission to Wild Adventures **\$30.00**. You may pay in full or three **\$25.00** installments. The first payment of **\$25.00** is due by **February 1, 2019**, the second payment of **\$25.00** is due by **March 1, 2019** and final payment of **\$25.00** is due by **April 1, 2019**. If you would like to chaperone this trip and order a t-shirt for **\$7.00**, please inform your child's teacher. The cost to chaperone this trip is **\$20.00** to ride the bus and **\$30.00** for your admission to Wild Adventures and you will need to have money for lunch.

We will return to the school by **5:30 pm**. If you are not chaperoning this trip, please make sure you have made arrangements to have your child picked up at the school. If you would like for your child to attend this trip, please sign and return this form with **payment** to your child's teacher no later than Wednesday **April 1, 2019**, so that we can have an accurate count of how many students will be attending the trip. Thank you in advance for your cooperation and please remember that all money turned into the school is **Non-Refundable**.

Thanks,

Ms. Pringley (Pre-K ESE 0)
 Mrs. Dowdell (Pre-K ESE 1)
 Mrs. Davis Sweet (K-5, ESE)

() Yes, I would like my child _____ to attend the trip to Wild Adventures, Wednesday **May 17, 2019**.

() No, I would not like my child _____ to attend this trip to Wild Adventures, Wednesday **May 17, 2019**.

() Yes, I would like to chaperone this trip.

() No, I would not like to chaperone this trip.

Parent Name

Phone Number

Emergency Contact

Phone Number

Parent Signature

Date

ESE Pre-K
Brandi Pringley, ESE Teacher
Priscilla Clark, ESE ParaProfessional

Students

1. J
2. N
3. A
4. M
5. D
6. B
7. J
8. B
9. C
10. C

ESE Class Rosters - SSES (2018-19)

Mrs. Davis-Sweet – Teacher

Mr. Carroll – Para

Ms. Newsome – Para

Mrs. Harrell – Grandparent

Students (8) Grade

1. A
2. M
3. S
4. D
5. W
6. Je
7. Jz
8. K

ESE Pre-K

Shannon Dowdell, ESE Teacher

Ms. Murphy, ESE Paraprofessional

Students

1. G
2. T
3. Z
4. D
5. A
6. K
7. J
8. J
9. K
- al
10. A
- al

Early Intervention (2 & 3 yo)
Carlacia Baker, ESE Teacher
Mrs. Donaldson, ESE ParaProfessional

1. J
2. T
3. T
4. E
5. T
6. N

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

Date of School Board Meeting: February 26, 2019

TITLE OF AGENDA ITEM: James A. Shanks Middle School

DIVISION: Secondary Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field trips must be approved by the School Board. James A. Shanks Middle School is requesting approval for an out-of-state field trip to Atlanta GA. Please see attached documentation.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Sylvia R. Jackson

POSITION: Director of Secondary Education/ Director of Adult, Career and Technical Education

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 _____

FORM MUST BE RECEIVED IN DISTRICT OFFICE 2 WEEKS PRIOR TO TRIP

FIELD TRIP REQUEST

SCHOOL: James A. Shanks Middle School	CONTACT FOR FIELD TRIP: Ms. Sanura Kelly Cell: 1-850-933-3176 or 1-850-875-8737
---	--

LOCATION: Atlanta, Georgia	TRAVELING BY: <input type="checkbox"/> School bus <input checked="" type="checkbox"/> Charter bus
--------------------------------------	---

Date of Trip: April 10, 2019 Who is attending: Girls Rock Field Trip

PURPOSE:

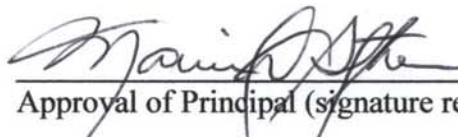
US.PK12.SE.3.5; Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.

****CNN Standards attached ****

SCHOOL BUS – Required items for approval: <ol style="list-style-type: none"> 1. Principal’s signature 2. Complete list of participants and chaperones 3. Complete final itinerary 4. Documentation showing correlation of the Florida Standards or benchmarks to the field trip request 	CHARTER BUS – Required items for approval: <ol style="list-style-type: none"> 1. Principal’s signature 2. Complete list of participants and chaperones 3. Complete final itinerary 4. Copy of charter bus contract with signatures 5. Proof of Insurance showing either district or school as insured
--	---



 Signature of Person Requesting Trip



 Approval of Prindipal (signature required)

_____ APPROVED	_____ DENIED
_____ Superintendent/Designee	_____ Date

James A. Shanks Middle School

2018-2019 Girls Rock Field Trip

- **Date:** Wednesday April 10, 2019
- **Time:**
 - Depart – 5:00am (4-10-19)
 - Return – 1:00am (4-11-19)
- **Location:** Atlanta, Georgia
 - Spelman College
 - CNN
 - Six Flags
 - Lenox Mall
- **Number of Chaperones:** 3
- **Number of Students:** 35
- **Transportation:** Charter Bus
- **Field Trip Coordinator:** Sanura Kelly

<u>CHAPERONES:</u>	<u>STUDENTS ATTENDING:</u>
1. Sanura Kelly: 6 th grade ELA Teacher and Cheerleading Coach	1. _____ 2. _____ 3. _____ A list of participants 4. _____ will be provided 2 weeks 5. _____ prior to the trip date. 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____ 12. _____ 13. _____ 14. _____ 15. _____ 16. _____ 17. _____ 18. _____ 19. _____ 20. _____ 21. _____ 22. _____
<u>THE GIRLS ROCK FIELD TRIP WILL INCLUDE ELIGIBLE</u>	
1. Cheerleaders 2. Basketball players 3. Soccer players 4. Volleyball players 5. Miss Shanks & court – girls 6. SGA – girls	

<p style="text-align: center;"><u>STUDENT PARTICIPATION REQUIREMENTS:</u></p> <ul style="list-style-type: none"> • Complete and turn in permission slip/ release form with the deposit. • Turn in field trip payment by or before the due date. • Students must obtain and maintain good behavior and grades. • Students and parents must attend the pre-field trip informational meeting. • Participate in field trip fundraiser. 	<p>23. _____</p> <p>24. _____</p> <p>25. _____</p> <p>26. _____</p> <p>27. _____</p> <p>28. _____</p> <p>29. _____</p> <p>30. _____</p> <p>31. _____</p> <p>32. _____</p> <p>33. _____</p> <p>34. _____</p> <p>35. _____</p> <p style="text-align: center;"><u>PURPOSE OF THE GIRLS ROCK FIELD TRIP</u></p> <p>The purpose of the girls' rock field trip is to reward these outstanding young ladies for achieving excellent grades, maintaining great behavior, and being positive leaders on campus. This trip is meant to enrich their lives and outlook by exposing them to experiences and opportunities that will encourage them to continue to work hard, inspire them to strive to achieve their dreams, and explore their world.</p>
--	--

Proposed Itinerary
Wednesday April 10th, 2019

1. Chaperones report to James A. Shanks bus ramp- 4:00 am
2. Students report to James A. Shanks Bus ramp- 4:30 am
3. Dress code check (Field trip shirt, appropriate jeans & sneakers) – As girls arrive
4. Load bus – 4:45am (As girls arrive)
5. Depart from Shanks for Spelman College in Atlanta, Georgia - 5:00 am
6. Arrive at Spelman College – 9:00 am Bagged breakfast
7. Tour of Spelman College - 10:00 am – 11:00 am
8. Load bus and depart for CNN - 11:00 am
9. Arrive at CNN – 11:15 am
10. CNN Tour – 11:30 am – 12:30 pm Snacks
11. Load bus and depart CNN for Six Flags – 12: 30 pm
12. Arrive at Six Flags – 1:00 pm (Establish groups, check in times, etc.)
13. Six Flags – 1:00 pm – 6:00 pm Lunch in theme park
14. Load bus and depart Six Flags for Lenox Mall – 6:00 pm
15. Arrive to Lenox Mall – 6:30 pm
16. Lenox Mall – 6:30 pm – 9:00 pm Dinner at mall
17. Load bus and depart Lenox Mall for Shanks Middle School – 9:00 pm
18. Arrive at James A. Shanks bus ramp – 1:00 am



www.astrotravel.com

4876 Woodlane Circle
Tallahassee, FL 32303-6808
850-514-1793

Page: 1

(Fax: 850-514-0044)
info@astrotravel.com

James A Shanks Middle School
Sanura Kelly
1400 W King Street
Quincy, FL 32351

Quote # Q9933

Date Printed: Tuesday, January 15, 2019
PO #:
Group Name: Atlanta
Phone: 850-443-6618 Fax:
Salesperson: Janet Callahan
Email: jcallahan@astrotravel.com

		Time	Date	# Coaches	Description	Total Capacity
Pickup	Shanks Middle School 1400 W. King Street Quincy, FL	05:00 am	04/10/19	1	Temsa TS-35E	38
Dropoff	Atlanta Atlanta, GA		04/10/19			38
Pickup	Atlanta Atlanta, GA		04/11/19			38
Dropoff	Shanks Middle School 1400 W. King Street Quincy, FL	01:00 am	04/11/19			38

Your Charter Includes:	# Units	Cost/Unit	Total	Note
Flat Rate	1.00	2100.00	2100.00	
Fuel Surcharge	1.00	84.00	84.00	4.00%
Security Fee	1.00	20.00	20.00	
Parking/Six Flags	1.00	20.00	20.00	
parking/ATL Marshall yard	1.00	25.00	25.00	

Total Cost: \$ 2,249.00
Deposit of \$ 224.90 is due: January 29, 2019
Balance of \$ 2,024.10 is due: March 27, 2019

Itinerary:

Sanura Kelly 8509333176 fraziers@gcpsmail.com

LIGHT SNACKS AND DRINKS WITH SCREW ON LIDS ARE ALLOWED ON BUS/NO FAST FOOD

Departure Date 04/10/2019

THIS IS A CHARTER QUOTE. CALL OUR OFFICES TO CONFIRM YOUR QUOTE OR SEND A DEPOSIT IN THE AMOUNT DESCRIBED ABOVE ALONG WITH A COPY OF THIS QUOTE.

****** SMOKING IS PROHIBITED AT ALL TIMES ON THE COACHES ******

YOUR COST IS BASED ON THE SERVICES DETAILED ABOVE AND IS SUBJECT TO CHANGE IN ACCORDANCE WITH YOUR ACTUAL ITINERARY. THIS COMPANY RESERVES ITS RIGHT TO LEASE EQUIPMENT FROM OTHER COMPANIES IN ORDER TO FULFILL THIS AGREEMENT. THIS COMPANY SHALL NOT BE LIABLE FOR ITEMS LEFT ON THE COACH OR LOSS OF TIME DUE TO MECHANICAL FAILURE OR INCLEMENT WEATHER. WE CANNOT GUARANTEE THE ASSIGNMENT OF REQUESTED DRIVERS OR COACHES. A SIGNED CONTRACT AND DEPOSIT WILL CONFIRM YOUR RESERVATION AND ACKNOWLEDGE YOUR ACCEPTANCE OF THIS AGREEMENT.

Signature _____

Date _____



4876 Woodlane Circle
Tallahassee, FL 32303-6808
850-514-1793

Page: 2

(Fax: 850-514-0044)
info@astrotravel.com

James A Shanks Middle School
Sanura Kelly
1400 W King Street
Quincy, FL 32351

Quote # Q9933

Date Printed: Tuesday, January 15, 2019

PO #:

Group Name: Atlanta

Phone: 850-443-6618 Fax:

Salesperson: Janet Callahan

Email: jcallahan@astrotravel.com

Itinerary (cont):

Departure Time 5AM
Departure City Quincy
Destination Atlanta, Georgia
Itinerary Tentative Schedule Spelman College 10:00am
to 11:00am CNN 11:30-12:20pm Six Flags 1pm-6pm Lenox Mall
6pm-9pm Atlanta to Quincy 9pm - 1am
Upload Itinerary
Return Date 04/11/2019
Return Time 1AM
Requested Vehicle 38 passenger Temsa
Number of Vehicles Needed 1
Additional Information This is an all girls trip, including
the chaperones. We would like a driver that is knowledgeable
about Atlanta and is good with children. Thank you for your
consideration. I look forward to hearing back from you.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

4/13/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER TIB Transportation Insurance Brokers 425 West Broadway, Suite 400 Glendale CA 91204	CONTACT NAME: Ana Cetin PHONE (A/C No. Ext): 818-246-2800 E-MAIL ADDRESS: acetin@tibinsurance.com		FAX (A/C No): 818-246-4690
	INSURER(S) AFFORDING COVERAGE		
INSURED Astro Travel & Tours Inc. 4876 Woodlane Cir Tallahassee FL 32303-6808	ASTRO-2	INSURER A : Lancer Insurance Company	NAIC # 26077
		INSURER B : Hudson Excess Insurance Co.	14484
		INSURER C :	
		INSURER D :	
		INSURER E :	
		INSURER F :	


COVERAGES **CERTIFICATE NUMBER:** 880740245 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE 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 CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER	Y	GL156539#14	4/17/2018	4/17/2019	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ \$
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS	Y	BA159587#14	4/17/2018	4/17/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 5,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ Less Deductible \$ 10,000
B	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$		HXS100038401	4/17/2018	4/17/2019	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/> N/A				PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 THE CERTIFICATE HOLDER IS ADDED AS ADDITIONAL INSURED BUT ONLY TO THE EXTENT THAT THE CERTIFICATE HOLDER IS HELD LIABLE FOR THE CONDUCT OF THE NAMED INSURED.

CERTIFICATE HOLDER**CANCELLATION**

Gadsden County Schools 35 MLK JR. Blvd., Quincy FL 32351	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

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^_Spelman^_ College Welcome Center Campus Tour for James A. Shanks Middle School on Wed 04/10/2019 at 10am

From: welcomecenter (welcomecenter@spelman.edu)

To: SFrazier2987@yahoo.com

Date: Wednesday, January 9, 2019, 1:04 PM EST

Greetings,

We are excited that you have chosen to visit Spelman College. This email is to confirm your campus tour with the Welcome Center on **Wednesday, April 10, 2019 at 10:00 a.m.** Please be aware of the information below in preparation for your visit:

1. **For GPS Directions** utilize the address **440 Westview Dr. SW, Atlanta, GA 30310.**
2. **Drop Off/Parking**
 - a. If traveling by **bus**, your driver should drop your group off at the entrance of the driveway so that you can walk up to the gate.
 - b. If traveling by **car**, parking is available in the Spelman Parking Garage for \$3.00. Once you park, return to the Public Safety Office and request that they call the Welcome Center to inform us that you have arrived. Remain there until your tour guide greets you.
3. **Inform Public Safety** that your tour was coordinated through the **Welcome Center.**
4. The **tour duration** is approximately one hour, ending at the Spelman College Bookstore.
5. **For the Spelman College Bookstore hours of operation** visit <http://www.bkstr.com/spelmanstore/home>
6. In the case of **inclement weather**, such as rain, thunderstorms, or snow, your tour may require a delay or cancellation.
7. **For late arrivals or cancellations**, please call 404.270.5014 or 404.270.6501. Note that arriving late may result in an abbreviated or canceled tour.
8. **Campus-dining reservations** are available during the academic year, with the exception of the dates when tours are not available. Reservations are required for groups of 10 or more. Lunch visits must be coordinated through Aramark Dining Services. Email McMichael-Simone@aramark.com and gibbons-phelicia@aramark.com.
9. Male participants, other than group chaperones, cannot tour Spelman College with groups. Prior arrangements should be coordinated with Morehouse College. The only exceptions are in cases where male family member(s) are escorting a prospective female participant.

If you have questions prior to your visit, feel free to contact us at 404.270.5014 or 404.270.6501. We look forward to meeting you on **Wednesday, April 10, 2019 at 10:00 a.m.**

Best Regards,

Trelenny Joiner, C'2019

Lead Student Concierge

Spelman College Welcome and Information Center



Study Guide for Grades 6-8

TABLE OF CONTENTS

CNN Studio Tours
Study Guide for Grades 6-8

Welcome to CNN Studio Tours!

What to Expect on Your Field Trip

Using this Study Guide

Live Feed: Classroom Lesson Plans

1. In His Own Words (Social Studies, Language Arts)
2. Broadcast the Forecast (Science, Technology & Engineering)
3. CNN Heroes of History (Social Studies, Language Arts)
4. Coast to Coast (Social Studies, Mathematics)
5. Career Network (Mathematics, Careers)

Beyond the News: Additional Resources

Games & Puzzles: Cryptogram, Word Search

The Real Story: History of CNN Timeline

Talk the Talk: CNN Control Room Jargon

The Man Behind the Station: Biography of Ted Turner

TV Terms: CNN Glossary

News You Can Use: Curriculum Standards

National Curriculum Standards

State: GA, AL, FL, NC, SC, TN

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Content created by TurnKey Education, Inc., for Cable News Network, Inc.
TurnKey Education, Inc.: www.turnkeyeducation.net

CNN Studio Tours: What to Expect on Your Field Trip

A field trip to **CNN Studio Tours** showcases what happens when you mix the spirit of entrepreneurship with advances in science and technology to create the world's news leader. You and your students will go behind the scenes at CNN to explore how news and information are broadcast around the globe.

Welcome!

Ted Turner, a born entrepreneur, was not afraid to risk failure to achieve what he wanted. He was also able to recognize business potential when others did not. Cable and satellite communications systems started to develop in the late 1940s and 1950s but they were not widely used. In the 1970s Ted Turner saw those technologies as being the wave of the future for television.

Turner knew that people would watch if he provided programming that they wanted to see. He decided to start a network that provided news programming 24 hours a day, seven days a week as it was happening. He bought an abandoned country club in Atlanta, turned it into a television studio, and the Cable News Network was launched on June 1, 1980.

When the company grew too big for its original building, Turner purchased another old building and turned it into CNN Center, where it still is today. Over the years, CNN added spin-off networks and other news-related services. All CNN-branded networks and services combined are now available to more than one billion people in 212 countries and territories.

Control Room Theater

Your experience at CNN Studio Tours begins with a ride on an eight-story, freestanding escalator – the longest in the world! Your first stop is the Control Room Theater. From your seats, you see a screen with real-time representations of some of the monitors that the control room staff is watching from their location three floors below. On an average day, the control room

staff is comprised of six to ten people. During breaking news, the control room environment can become very intense. Directors often have only seconds to prepare for new developments.

Studio 7E

Here, you learn about the technology used to deliver both news and weather. Someone from your group may even get to be an anchor for the day and read off of the TelePrompTer! The weather team at CNN uses two systems during their coverage. One that you may have seen before – the Chroma Key system – is also called the "Green Screen." The other technology is known as "The Magic Wall." The Magic Wall is a display with a multi-touch overlay that allows meteorologists to interact directly with the graphics that they are discussing on air.

Studio 7

This is the HLN Studio featuring a signature set designed to inspire conversation among the hosts. There's also a lot of technology at work, including a retractable green screen. The Vista wall seen in this studio is eight feet tall, 24 feet wide, and is made up of three smaller panels. The edges have been blended together to make the seams in the panels less noticeable. This wall is used to create a distinctive look for each program through a combination of videos, graphics, and text. The Vista wall has its own control room manned by a producer or technical director who manage the content it displays.

CNN Newsroom

The CNN newsroom operates 24 hours a day, seven days a week with a normal staff size of 150 people. During major breaking news events, there can be more than 300 people working in a heightened state of activity. As you will see, the newsroom is broken into three zones: news gathering, CNN Digital, and future assignments.

Digital Hub

CNN gets some of its headlines from social media and actively monitors multiple digital platforms about what people are searching, playing, sharing, creating and watching. You will also see the suite of apps that Turner (parent company) owns and operates.

Atrium

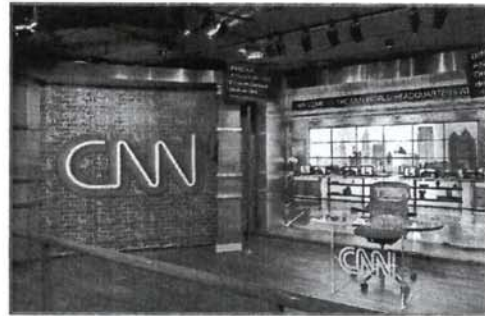
This stop on the tour brings you past the studios for CNN International and CNN en Español. You will overlook a food court that used to be a giant skating rink! Look closely at the floor and you will notice a map of the world with gold disks marking some of CNN's news bureaus.

Studio 3

Studio 3 is a modular studio capable of being transformed based on the needs of the broadcast schedule. This studio is used mainly for CNN weekend shows, CNN weather broadcasts, and sometimes for CNN en Español and CNN International.

CNN Studio Tours

CNN Studio Tours offers your students a unique opportunity to see STEAM learning at work. They will be inspired by the story of Ted Turner to think BIG and follow their passion. When you hear your students ask "Why do I need to learn this?" point to your class visit to CNN Studio Tours and remind them of how proficiency in science, technology, engineering, art, and math can lead to careers on the world stage - both in front of the camera and behind the computer.



Studio 7E



Atrium



CNN Newsroom



Studio 3