

**AGENDA**  
**SCHOOL BOARD OF SANTA ROSA COUNTY**  
**April 24, 2012-6:30 PM**

A. Call to Order and Roll Call

B. Pledge of Allegiance

C. Approval of Minutes

1. [March 22, 2012 SRCSD meeting minutes](#)

D. Oral Written Communications

1. [Celebrate Literacy Week, Florida 2012 and the Million Minute Marathon](#)
2. [Exceptional Student Education Compliance Self-Assessment 2011-12](#)
3. [Milton High School - National Flight Academy](#)
4. [Request to Re-Schedule June 14th board meeting](#)

Added Late

E. Recognitions/Resolutions/Proclamations

1. [Recognition of Teachers, Students, and Volunteers](#)

F. Public Hearing

1. [Request to advertise for Public Hearing - School Board Policy Updates](#)
2. [Request to advertise for Public Hearing - Code of Conduct 2012-2013](#)

G. Public Forum- (Request to address the School Board regarding an item not on the agenda)

***Administrative Agenda***

H. Approval of Agenda- Items may be pulled from the Administrative Agenda and placed under the respective Action Agenda category by request of the Board member/Superintendent

1. Human Resource items

- a. [Administrative Personnel Board Agenda](#)
- b. [Substitute Teacher List](#)
- c. [Educational Support Substitute List](#)
- d. [Leaves: Without Pay, Illness In Line Of Duty, Military Leave; Out-of-State Temporary Duty Requests](#)
- e. [Fire and Life Safety Inspection Reports](#)

Addendum  
Added

Added Late

Added Late

6. Curriculum/Instruction Items

- a. [Student Reassignments/Transfers](#)
- b. [Elementary, Middle and High School Suspensions](#)

- c. [School Volunteers](#)
- 7. Financial Items
  - a. [Bills/Payroll, Budget Amendment, Monthly Fin. Stmt - Feb. 2012](#)
  - b. [2011 Audit of the Annual Financial Statement](#)
- 8. Administrative Operational Items
  - a. [Field Trip Requests](#)
  - b. [Facility Use Requests](#)
  - c. [Request for use of Religious Venue](#)

Addendum  
Added

### ***Action Agenda***

- I. Administrative/Operational Recommendations- Joey Harrell, Assistant Superintendent for Administrative Services
  - 1. [RFP 12-02 Petroleum Products 042412](#)
  - 2. [Visa rebate 042412](#)
  - 3. [Food Service Presentation April 2012](#)
  - 4. [DAG Architects Agenda 04.24.12](#)
  - 5. [Pinder Martin Agenda Items](#)
  - 6. [Direct Purchasing Change Orders](#)
  - 7. [Five Year Survey Facilities List](#)
- J. Human Resource Recommendation- Lewis Lynn Assistant Superintendent for Human Resources
  - 1. [Human Resource Action Agenda](#)
  - 2. [Safety Incentive Program](#)
  - 3. [Virgin Health Miles](#)
- K. Curricular and Instructions Recommendation – Bill Emerson, Assistant Superintendent for Curriculum and Instruction
  - 1. [Termination of Alternative Placements](#)
  - 2. [Alternative Placements - Compilation](#)
  - 3. [Medicaid Contract with Seminole County](#)
  - 4. [COLA \(Cost of Living Adjustment\) Grant](#)
  - 5. [Contract between Santa Rosa School District and Florida Virtual School](#)
  - 6. [Overview of Virtual Education Program](#)
  - 7. [Changes to Workforce Education Training Education 2012-13](#)
  - 8. [Middle School School Supply Lists](#)

Addendum  
Added

Changed

- 9. [Adaptive PE Teachers travel increase](#)
- 10. [Early Head Start/Head Start Monthly Report for March 2012 \(Review\)](#)
- L. Financial Recommendations – Susan McCole, Assistant Superintendent for Finance
  - 1. [New Bank Account for Internal Funds for Santa Rosa Adult School](#)
- M. Items from Board Members
  - 1. [Florida School Labor Relations Service 2012-13 Membership Dues](#)
  - 2. [Florida School Board Association Dues for 2012-13](#)
- N. Items from Board Attorney
- O. Items from Superintendent
  - 1. [Gulf Breeze Property](#)
  - 2. [Discuss potential school property in Pace/Milton area](#) Added Late
  - 3. [Safe Schools Training](#) Added Late
- P. Adjournment

## Santa Rosa County District Schools

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**Submitted By:** Marilynne Pugh

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**Title of Item:** March 22, 2012 SRCSD meeting minutes

**Description/Introduction:**

**Recommendation/Action Requested:** Request approval of March 22, 2012 school board meeting minutes

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**Financial Impact:**

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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**Legal Review**

**Does item require legal review?** No

**If Yes, Approval Date**

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**ATTACHMENTS:**

Name:

 [March 22, 2012 SB Minutes.pdf](#)

Description:

Minutes from March 22, 2012 School Board Meeting



**MEETING MINUTES  
SCHOOL BOARD OF SANTA ROSA COUNTY  
March 22, 2012-6:30 PM**

**A. Call to Order and Roll Call**

The School Board of Santa Rosa County met in regular session at 6:30 p.m. with the following members present: Hugh Winkles, Chairman, JoAnn Simpson, Vice-Chairman, Diane Coleman, Scott Peden and Diane Scott. Also present was Timothy S. Wyrosdick, Superintendent of Schools and Secretary and Paul R. Green, Board Attorney.

**B. Pledge of Allegiance**

The Chairman called the meeting to order and David Johnson lead us in the Pledge of Allegiance to the Flag and a moment of silence.

**C. Approval of Minutes**

**1. Minutes from February 23, 2012 School Board Meeting**

Motion to Approve was moved by Scott Peden , Seconded by JoAnn Simpson. Motion Passed by a vote of 5-0.

**D. Oral Written Communications**

Mr. Wyrosdick reminded the Board that FCAT is coming up and we are about the business of preparing. He also shared that the District Accreditation Quality Assurance Team will be here Sunday to begin their review and report on our district.

**E. Recognitions Resolutions Proclamations**

**1. SkillsUSA**

Mrs. Cheryl Smith, Director of Workforce Education and Ms. Charlene Knight, Principal of Locklin Technical Center came forward and recognized the 2012 Regional SkillUSA Winners. Mrs. Smith shared with the board that Locklin won the most awards at th 2012 Regional SkillsUSA competition and many of our winners will go on to compete at the State competition the 1st week in May at the Pensacola Civic Center. She also shared that Mr. Jim Sullivan received the inaugural "Jim Sullivan" award which is named after him. This award will be given out each year to the instructor who shows the most dedication and support for SkillsUSA.

**F. Public Hearing**

**1. 2011-2012 Code of Conduct Amendment**

Motion to Approve was moved by JoAnn Simpson , Seconded by Scott Peden. Motion Passed by a vote of 5-0.

The board watched a video produced by Pace High School about the dangers of using "Spice."

**G. Public Forum- (Request to address the School Board regarding an item not on the agenda)**

The Chairman opened the floor for the public forum and asked if anyone wanted to address the board regarding any item not on the agenda. There was no response and the public forum was closed.

***Administrative Agenda***

**H. Approval of Agenda- Items may be pulled from the Administrative Agenda and placed under the**

respective Action Agenda category by request of the Board member/Superintendent

Motion to Approve was moved by JoAnn Simpson , Seconded by Diane Coleman. Motion Passed by a vote of 5-0.

1. Human Resource Items

Motion to Approve was moved by JoAnn Simpson , Seconded by Diane Coleman. Motion Passed by a vote of 5-0.

- a. Administrative Personnel Board Agenda
- b. Educational Support Substitute List
- c. Leaves: Without Pay, Illness In Line Of Duty, Military Leave; Out-of-State Temporary Duty Requests
- d. Fire and Life Safety Inspections

2. Curriculum/Instruction Items

Motion to Approve was moved by JoAnn Simpson , Seconded by Diane Coleman. Motion Passed by a vote of 5-0.

- a. Student Reassignments/Transfers
- b. Suspensions - 3-22-12
- c. School Volunteers

3. Financial Items

- a. Finance Items

Motion to Approve was moved by JoAnn Simpson , Seconded by Diane Coleman. Motion Passed by a vote of 5-0.

- \* Bills/Payroll for February 2012
- \* Budget Amendment #12/05 for Feb. 2012
- \* Monthly Financial Statement for Feb. 2012

4. Administrative Operational Items

Motion to Approve was moved by JoAnn Simpson , Seconded by Diane Coleman. Motion Passed by a vote of 5-0.

- a. Class/Club Trip Requests
- b. Facility Use Approval
- c. Request for Use of Religious Venue
- d. Facility Use-The Florida Department of Children and Family Services
- e. Human Resource Action Agenda

Motion to Approve was moved by Diane Coleman , Seconded by Scott Peden. Motion Passed by a vote of 5-0.

\*Mr. David Crissey, Principal of West Navarre Intermediate School, effective May 1, 2012

Motion to Approve was moved by Diane Coleman , Seconded by Diane Scott. Motion Passed by a vote of 5-0.

**\*Employee Disciplinary Actions as presented**

Motion to Approve was moved by JoAnn Simpson , Seconded by Scott Peden. Motion Passed by a vote of 5-0.

**\*McKinney-Vento Summer Enrichment Program - Teacher (Revision) Job Description**

### *Action Agenda*

**I. Administrative/Operational Recommendations- Joey Harrell, Assistant Superintendent for Administrative Services**

**1. Pur-Surplus List 032212**

Motion to Approve was moved by Diane Coleman , Seconded by Diane Scott. Motion Passed by a vote of 5-0.

No present or future need can be found within the Santa Rosa County School System for these items.

**2. Pur-Visa Rebate 032212**

Motion to Approve was moved by Diane Coleman , Seconded by Diane Scott. Motion Passed by a vote of 5-0.

Board informed of the receipt of a rebate check in the amount of \$83,554.04 from Sun Trust Bank which represents the rebate for the district's VISA Card program for the year 2011.

Request approved that \$2,000 be used to fund this year's VISA Incentive Program and \$5,000 be set aside for special training on P-Card administration and program options for the VISA Card Administrators for the 2012/2013 school year.

**3. Dag Architects Agenda**

Motion to Approve was moved by JoAnn Simpson , Seconded by Diane Coleman. Motion Passed by a vote of 5-0.

**\*Change Orders as presented**

The board reviewed the status of DAG construction projects.

**4. Pinder Martin Agenda 03.22.12**

**\*The board reviewed the status of the Pinder-Martin construction projects.**

**5. STOA Agenda 03.22.12**

Motion to Approve was moved by Scott Peden , Seconded by JoAnn Simpson. Motion Passed by a vote of 5-0.

**\*Change Orders and Final Construction payments as presented**

**6. Direct Purchasing Change Orders**

Motion to Approve was moved by Diane Scott , Seconded by Diane Coleman. Motion Passed by a vote of 5-0.

**7. FISH Certification**

Motion to Approve was moved by Scott Peden , Seconded by JoAnn Simpson. Motion Passed by a vote of 5-0.

- J. Human Resource Recommendation- Lewis Lynn Assistant Superintendent for Human Resources  
Item moved to immediately after Administrative Items

- K. Curricular and Instructions Recommendation – Bill Emerson, Assistant Superintendent for Curriculum and Instruction

1. Alternative Placement Terminations

Motion to Approve was moved by JoAnn Simpson , Seconded by Diane Coleman. Motion Passed by a vote of 5-0.

2. Alternative Placements

Motion to Approve was moved by JoAnn Simpson , Seconded by Diane Coleman. Motion Passed by a vote of 0-0.

3. Memo of Understanding USC/2tor

Motion to Approve was moved by Diane Scott , Seconded by Diane Coleman. Motion Passed by a vote of 5-0.

4. Delayed Entry for Juniors and Seniors during FCAT testing

Motion to Approve was moved by Diane Coleman , Seconded by Diane Scott. Motion Passed by a vote of 5-0.

5. Delayed Entry Addendum

Motion to Approve was moved by Diane Coleman , Seconded by Diane Scott. Motion Passed by a vote of 5-0.

6. Santa Rosa High School FCAT Letter

Motion to Approve was moved by Diane Coleman , Seconded by Diane Scott. Motion Passed by a vote of 5-0.

Approved delayed entry for students on April 10-12, 2012 who are not scheduled to take the FCAT Retake on specific days and students who have passed the FCAT.

7. Approval of Revised Exceptional Student Education Policies & Procedures (SP&P)

Motion to Approve was moved by JoAnn Simpson , Seconded by Scott Peden. Motion Passed by a vote of 5-0.

8. Elementary School Supply Lists 2012-2013

Motion to Approve was moved by Scott Peden , Seconded by JoAnn Simpson. Motion Passed by a vote of 5-0.

9. PE/HOPE waiver

Motion to Approve was moved by Diane Coleman , Seconded by Scott Peden. Motion Passed by a vote of 5-0.

10. Request for Funding Summer Session

Motion to Approve was moved by Diane Coleman , Seconded by Scott Peden. Motion Passed by a vote

of 5-0.

**Estimated Costs for Summer Session 2012**

Course/Credit Recovery \$38,000; Algebra I Remediation \$18,000; Acceleration Course Work (FLVS Virtual Laboratory) \$38,000; On-Line Course Requirement (Locklin Technical Center) \$8,000; and Transportation \$42,000 for an estimated total of \$144,000.00.

**11. Early Head Start/Head Start Monthly Report Feb 2012**

The board reviewed the Early Head Start/Head Start Monthly Report Feb. 2012

**12. Unaccompanied Youth Challenge Grant - MOU**

Motion to Approve was moved by Diane Scott , Seconded by Scott Peden. Motion Passed by a vote of 5-0.

**L. Financial Recommendations – Susan McCole, Assistant Superintendent for Administrative Services**

**1. Finance Item**

Motion to Approve was moved by Diane Coleman , Seconded by JoAnn Simpson. Motion Passed by a vote of 5-0.

Request that the Assistant Principal be added as a check signer to the internal funds account at Pea Ridge Elementary School.

**2. In-County Travel Increase**

Motion to Approve was moved by JoAnn Simpson , Seconded by Diane Scott. Motion Passed by a vote of 5-0.

**M. Items from Board Members**

Mrs. Scott shared with the board that she was glad everyone got through the new agenda program. She requested we check into breaking down the HR items into the categories we used previously instead of lumping them all together as Human Resource Items.

Mr. Winkles mentioned he attended Milton High School's Discovery Education and was amazed. We have a a lot of good things going on and he was impressed with the technology.

**N. Items from Board Attorney**

None

**O. Items from Superintendent**

None

**P. Adjournment**

## Santa Rosa County District Schools

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**Submitted By:** Tim Wyrosdick

### Superintendent

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<b>Title of Item:</b>	Celebrate Literacy Week, Florida 2012 and the Million Minute Marathon
<b>Description/Introduction:</b>	Santa Rosa County has been recognized by the FDOE for their participation and contribution to the Celebrate Literacy Week, Florida. Santa Rosa County public schools was among the top six participants in the Million Minute Marathon.
<b>Recommendation/Action Requested:</b>	No action required. Information Only

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

 [Celebrate Literacy Week 2012.pdf](#)

Description:

Celebrate Literacy Week, Florida

# FLORIDA DEPARTMENT OF EDUCATION



## STATE BOARD OF EDUCATION

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BARBARA S. FEINGOLD  
JOHN R. PADGET

Gerard Robinson  
Commissioner of Education



April 6, 2012



Superintendent Tim Wyrosdick  
Santa Rosa County Public Schools  
5086 Canal Street  
Milton, Florida 32570

Dear Superintendent Wyrosdick:

It is my privilege to recognize the schools of Santa Rosa County for their outstanding participation and contribution to the Celebrate Literacy Week, Florida! Million Minute Marathon. Students across Florida achieved a total goal of reading over 23 million minutes on January 23, 2012. Based on the percentage of minutes contributed by Santa Rosa County public schools your district was among the top six participants in the Million Minute Marathon.

Congratulations on this achievement and please accept the enclosed certificate as recognition of our appreciation for your support and participation.

The Department looks forward to the 2013 Million Minute Marathon and the help of students in Santa Rosa County as we strive to achieve another Million Minute Marathon goal. Thank you for promoting literacy in your district.

Sincerely,

  
Pam Stewart

PS/hc

Enclosure

PAM STEWART  
CHANCELLOR OF PUBLIC SCHOOLS



The Florida Department of Education



Recognize

*Santa Rosa County Public Schools*

For their participation and contribution to  
*Celebrate Literacy Week, Florida! 2012* and the  
Million Minute Marathon

*April 5, 2012*

*Pam Stewart*

Pam Stewart  
Chancellor  
Florida Department of Education



*Stuart Greenberg*

Stuart Greenberg  
Executive Director,  
*Just Read, Florida!*





## Santa Rosa County District Schools

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**Submitted By:** Superintendent

### Curriculum/ Instruction

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<b>Title of Item:</b>	Exceptional Student Education Compliance Self-Assessment 2011-12
<b>Description/Introduction:</b>	Final report for SRCSD 2011-12 self-assessment monitoring process
<b>Recommendation/Action Requested:</b>	No action required - information only

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

 [ESE Compliance Self-Assessment.pdf](#)

Description:

Final Report for ESE Compliance Self-Assessment

# FLORIDA DEPARTMENT OF EDUCATION



## STATE BOARD OF EDUCATION

KATHLEEN SHANAHAN, Chair

ROBERTO MARTÍNEZ, *Vice Chair*

### *Members*

SALLY BRADSHAW

GARY CHARTRAND

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BARBARA S. FEINGOLD

JOHN R. PADGET



Gerard Robinson  
Commissioner of Education



April 6, 2012

Mr. Tim Wyrosdick, Superintendent  
Santa Rosa County School District  
5086 Canal Street  
Milton, FL 32570

Dear Superintendent Wyrosdick:

The Bureau of Exceptional Education and Student Services is in receipt of your district's response to the preliminary findings of its 2011-12 Exceptional Student Education (ESE) Compliance Self-Assessment. This letter and the attached document comprise the final report for Santa Rosa County School District's 2011-12 Level 1 and Fall Cycle Level 2 self-assessment monitoring process. No findings of noncompliance or matrix cost factor discrepancies were identified by the district, nor by the Bureau during validation.

The results of district self-assessments are included in the state's Annual Performance Report (APR) and are used to inform oversight activities, including the selection of districts for on-site monitoring, and the local education agency (LEA) determinations required under section 300.603, Title 34, Code of Federal Regulations, which result in districts being identified as "meets requirements," "needs assistance," "needs intervention," or "needs substantial intervention."

We understand that the implementation of this self-assessment required a significant commitment of resources and appreciate the time and attention your staff has devoted to the process report. If you have questions regarding this process, please contact your assigned district liaison for monitoring or Patricia Howell, Program Director, at (850) 245-0476 or via email at [patricia.howell@fldoe.org](mailto:patricia.howell@fldoe.org).

Sincerely,

Monica Verra-Tirado

### Attachments

cc: Linda Novato  
Pam Stewart  
Mary Jane Tappen

Karen Denbroeder  
Patricia Howell  
Misty Bradley

Sheila Gritz

MONICA VERRA-TIRADO, Ed.D., CHIEF  
*Bureau of Exceptional Education and Student Services*

Florida Department of Education  
Bureau of Exceptional Education and Student Services

Self-Assessment 2011 – 2012  
Level 1 and Fall Cycle Level 2

**Santa Rosa County District Summary Report: Findings of Noncompliance by Standard**

This report provides a summary of the district's results and must be used when developing corrective actions. See the *Student Report: Findings of Noncompliance* for student-specific findings. Results are reported by standard, and are based on the following:

Number of Department of Juvenile Justice (DJJ) protocols completed: 5  
Number of standards per Department of Juvenile Justice (DJJ) protocol: 31  
Number of SPP 13 - Secondary Transition Age 16 (T16) protocols completed: 8  
Number of standards per SPP 13 - Secondary Transition Age 16 (T16) protocol: 16

Total number of protocols: 13  
Total number of standards: 283  
Total number of findings of noncompliance (NC): 0  
Overall % findings of noncompliance: 0%

Total number of different standards assessed: 47  
Total number of different standards for which noncompliance was identified: 0  
% of different standards for which noncompliance was identified: 0%

Percent of noncompliance is calculated as the # of findings of noncompliance for a given standard divided by the # of protocols reviewed for that standard, multiplied by 100.

**\* Correctable for the student(s):** A finding which requires immediate action(s) to correct the noncompliance

**\*\* Ensure future compliance:** For findings which cannot be corrected for individual students, corrective actions are required to address how the district will ensure future compliance

**No findings of noncompliance.**

Florida Department of Education  
Bureau of Exceptional Education and Student Services

**Self-Assessment 2011 – 2012  
Level 1 and Fall Cycle Level 2  
Santa Rosa County District Report: Matrix of Services**

This report provides a summary of the results of the Matrix of Services review component of the ESE Compliance Self-Assessment for this school district.

Total # of Matrixes reported by District: 8  
Cost Factor 254 reported: 7  
Cost Factor 255 reported: 1

Total # of Matrixes reviewed by District: 8  
Cost Factor 254 reviewed: 7  
Cost Factor 255 reviewed: 1  
Cost Factors 251-253 reviewed: 0

Total # of Matrixes reviewed by DOE: 1  
Cost Factor 254 reviewed: 1  
Cost Factor 255 reviewed: 0  
Cost Factors 251-253 reviewed: 0  
Discrepancies between Matrixes reported and  
Matrixes reviewed by District or DOE: 6

Domain A – Curriculum and Learning Environment: 1  
Domain B – Social/Emotional Behavior: 2  
Domain C – Independent Functioning: 0  
Domain D – Health Care: 2  
Domain E – Communication: 0  
Extra Points: 0  
Total Ratings: 1  
Cost Factors: 0

% Cost Factors Discrepancies: 0%

**No cost factor discrepancies.**



## Santa Rosa County District Schools

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**Submitted By:** Superintendent

### Superintendent Action Agenda

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<b>Title of Item:</b>	Milton High School - National Flight Academy
<b>Description/Introduction:</b>	Will show a video regarding the National Flight Academy and Milton High School
<b>Recommendation/Action Requested:</b>	Information only

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

Description:

No Attachments Available

## Santa Rosa County District Schools

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**Submitted By:** Tim Wyrosdick

### Superintendent

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<b>Title of Item:</b>	Request to Re-Schedule June 14th board meeting
<b>Description/Introduction:</b>	Request approval to move the June 14th School Board Meeting to Tuesday, June 12th at 9:00 a.m. The Superintendent needs to attend the Commissioners Business Recognitions which takes place during the 2012 FSBA/FADSS Annual Spring Conference, June 13-15, 2012. Santa Rosa Business Recognition winners are Hurlbert Field (nominated by West Navarre Primary) and Santa Rosa Medical Center (nominated by Cheryl Smith).
<b>Recommendation/Action Requested:</b>	Recommend approval of request to re-schedule the June 14th meeting to Tuesday, June 12th at 9:00 a.m.

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

Description:

No Attachments Available

## Santa Rosa County District Schools

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**Submitted By:** Charlene Kincaid, Coordinator of Mathematics and Science

### Curriculum/ Instruction Administrative Agenda

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**Title of Item:** Recognition of Teachers, Students, and Volunteers

**Description/Introduction:** Recognition of teachers, students, and volunteers for the following awards:

- Air Force Association, Chapter 398, Hurlburt Field Teachers of the Year
- Florida State Science Olympiad
- West Panhandle Regional Science and Engineering Fair

**Recommendation/Action Requested:** No Action

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

📎 [April 24 2012 Recognitions - Kincaid.pdf](#)

Description:

Memo: April 24, 2012 Recognitions - Math & Science



# Memo



**To: Tim Wyrosdick, Superintendent**

**From:** Charlene Kincaid, Coordinator of Mathematics & Science

**RE: Recognitions at the April 24<sup>th</sup> School Board Meeting**

**Date:** April 16, 2012

I would like to recognize the individuals or groups shown below at this month's Board Meeting.

Air Force Association, Chapter 398, Hurlburt Field Teachers of the Year  
Scott Erickson, Milton High School, High School Teacher of the Year  
Frank Beckwith, Avalon Middle School, Middle School Teacher of the Year

Florida State Science Olympiad –

Avalon Middle – Frank Beckwith, coach and two to four students will represent their team, and a volunteer may also be recognized

Gulf Breeze Middle – Sherri Barber, co-coach with Bob Smith, two to four students will represent their team, and a volunteer may also be recognized

Gulf Breeze High – Sue Cundiff, coach and two to four students will represent their team, and a volunteer may also be recognized

West Panhandle Regional Science and Engineering Fair

Holley-Navarre Middle – Kathy Clark – Outstanding Teacher Award

## Santa Rosa County District Schools

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**Submitted By:** L.Sutton for Bill Emerson

### Curriculum/ Instruction

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<b>Title of Item:</b>	Request to advertise for Public Hearing - School Board Policy Updates
<b>Description/Introduction:</b>	Request to advertise for public hearing on School Board Policy updates to be held at the June 14, 2012 School Board meeting.
<b>Recommendation/Action Requested:</b>	Recommend approval.

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### Financial Impact:

<b>A-Funds required from School Board?</b>	Yes
<b>B-Amount required</b>	
<b>C-Grant/Project Synopsis attached?</b>	No
<b>D-Date Grant/Project Reviewed/Approved by Accountant:</b>	

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### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

 [LegalAD\\_PubHearing\\_June14Mtg.doc](#)

Description:

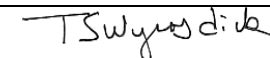
Summary of SB Policy Revisions and changes

**NOTICE OF INTENT TO ADOPT, UPDATE OR CORRECT POLICY OF SCHOOL BOARD FOR SANTA ROSA COUNTY, FLORIDA**

The Santa Rosa County District School Board, acting through the superintendent of schools, hereby gives notice of its intent to enact, update or correct School Board Policy . A complete version of each policy being effected is available at the main School Board office located at 5086 Canal Street in Milton between the hours of 7:30 am and 4 pm. Monday – Friday excluding holidays.

<b>POLICY NUMBER</b>	<b>SUMMARY</b>	<b>Specific Authority Specific Statutory Authority</b>	<b>Estimate of Costs</b>
2.255	Strategic Planning	new policy based on model provided by FSBA which recommends that each district have a strategic planning policy	-0-
2.70	Prohibiting Discrimination, Including Sexual and Other Forms of Harassment	revises I.B. to include organizations protected by law, e.g., Boy Scouts of America; adds citation 34 CFR 108 Boy Scouts of America Equal Access Act; revision necessary	-0-
4.10	The Curriculum	adds citation 1003.4203, F.S.; revision recommended	-0-
4.11	Student Progression Plan	adds citations 1003.4156, 1003.428, and 1003.429, F.S.; revision recommended	-0-
5.20	Student Assignment	revises VII. consistent with 1002.38, F.S.; revision necessary	-0-
5.60	Student Injuries	changes Health Services Manual to School Health Policy and Procedures Manual	
6.502	Approval of Leaves	Deletes I.C. requiring SB approval of personal leave in excess of allowed days.	-0-
6.531	Deferred Retirement Option Program	adds term "irrevocable" related to resignation letter	-0-
7.70	Purchasing and Bidding	revises II.B.8. regarding exemption of bids, proposals, or replies to competitive solicitations being exempt from inspection and copying; adds citation 119.071, F.S.; revision necessary; 07/18/11 - adds citation 1001.421, FS; new statute 2011; revision recommended	-0-
8.10	Safety	link to Risk Management document related to animals on sb property updated.	-0-
8.37	Seat Belts	revises I. and I.A. and adds II. and IV. to clarify use of seat belts; adds citations 316.6145, 316.6146, and 1006.22, F.S.; revision recommended	-0-
8.60	Telecommunication Plan and Electronic Communication Use	revises introductory paragraph 3 and adds III. regarding social media; revision recommended	-0-
			-0-

The text of the proposed policy changes may be obtained without cost from the office of the Superintendent of Schools. Adoption of these proposed policies is anticipated to be considered at the regular School Board meeting on JUNE 14, 2012 at 6:30 pm in the board room at 5086 Canal St., Milton, FL. Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodation to participate in this hearing is asked to advise the agency at least 48 hours in advance by contacting the board's secretary at (850) 983-5010. Any person substantially affected by the proposed policy(s) who wishes to challenge the validity must file a petition with the board's secretary (12 copies) in conformity with section 120.56, 2007 Florida Statutes, not later than 10 days prior to the meeting of the board, as set forth above. The hearing is open to the public.



Timothy S. Wyrosdick, Superintendent of Schools  
Santa Rosa County, Florida

## Santa Rosa County District Schools

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**Submitted By:** Conni Carnley

### Curriculum/ Instruction Action Agenda

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**Title of Item:** Request to advertise for Public Hearing - Code of Conduct 2012-2013

**Description/Introduction:** The revision process for the Student Code of Conduct, 2012-2013 has begun as we prepare for the 2012-2013 school year. It is requested that the School Board approve the advertisement for a public hearing to be conducted at the School Board meeting that will be held on June 14, 2012 at 6.30 p.m.

I have attached a copy of the advertisement for public hearing, a draft of the Student Code of Conduct, and a summary of the proposed changes. As you review the first draft, if you have any questions, please contact Conni Carnley at 983-5000.

Your support is always appreciated in both the preparation of this document and the enforcement of the policies established to enable us to serve our students as effectively as possible.

**Recommendation/Action Requested:** School Board Approval Requested.

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

- ☐ [NOTICE OF PUBLIC HEARING TO ADOPT REVISIONS TO 1213.pdf](#)
- ☐ [CoC Summary of Changes 201213 .pdf \(2\).pdf](#)
- ☐ [CoC 2012 13 .pdf 1st draft \(2\).pdf](#)

Description:

Public Hearing Request - Code of Conduct  
Summary of Changes - Code of Conduct 2012-2013  
Code of Conduct 2012-2013 1st Draft

**NOTICE OF PUBLIC HEARING TO ADOPT REVISIONS TO  
SANTA ROSA DISTRICT SCHOOLS STUDENT CODE OF CONDUCT  
FOR 2012-2013**

Pursuant to Chapter 120, Florida Statutes, the Santa Rosa County School Board will hold a public hearing to consider the revisions, additions and deletions to the Student Code of Conduct for 2012-2013 and will review and take public testimony regarding the school district policy regarding corporal punishment. The purpose of these changes is to update the existing Student Code of Conduct and review the school district policy regarding corporal punishment in accordance with legislative and State Board of Education Regulations. The public hearing is June 14, 2012 at 6:30 PM at the Santa Rosa County School Board Room, 5086 Canal Street, Milton, Florida.

Copies of proposed revisions, additions and deletions will be available for study and examination at the office of the Superintendent of Schools in Milton, Florida from 8:00 AM to 4:00 PM, Monday through Friday, May 14, 2012 through June 13, 2012.

Tim Wyrosdick  
Superintendent of School

Please run on:

May 12  
May 19  
May 26  
June 2  
June 9

**Summary of Proposed Changes to the Student Code of Conduct for 2012-13**  
**April 24, 2012**

Pg. 1	Superintendent's Letter <ul style="list-style-type: none"><li>• Date changes</li><li>• Language change/ addition concerning synthetic drugs.</li></ul>
Pg. 2	Code of Conduct Highlights <ul style="list-style-type: none"><li>• Date change</li></ul>
Pg. 3	Code of Conduct Highlights: Cell Phone Possession <ul style="list-style-type: none"><li>• Additional language to reflect "Santa Rosa Connects" Policy</li></ul>
Pg. 17	Leaving school prior to End of Day: <ul style="list-style-type: none"><li>• O. Additional language regarding students with shortened schedules.</li></ul>
Pg. 17	General Policies <ul style="list-style-type: none"><li>• P &amp; Q: Additional language regarding Accelerated Curriculum via Virtual School</li></ul>
Pg. 19	Criminal Acts on School Grounds, on School Sponsored Transportation, or During School-Sponsored Activities <ul style="list-style-type: none"><li>• B. Additional language regarding 504/ESE students</li></ul>
Pg. 20	Drug Testing <ul style="list-style-type: none"><li>• Change in language</li></ul>
Pg. 20	Electronic Media Devices: <ul style="list-style-type: none"><li>• Language change and addition to reflect current use.</li></ul>
Pg. 21-22	Internet Acceptable Use Policy and Guidelines <ul style="list-style-type: none"><li>• Added language referring to Acceptable Use Document.</li><li>• Deleted Acceptable Use Policy (AUP) guidelines: currently piloting Bring You Own Technology (BYOT) which will change language in AUP.</li></ul>
Pg. 25	Pupil Detention, Search, Seizure <ul style="list-style-type: none"><li>• Deleted : moved to "Student Detention, Search, Seizure</li></ul>
Pg. 27	School Bus Transportation <ul style="list-style-type: none"><li>• E. Additional language regarding Pre-K transportation</li></ul>
Pg. 28	Student Detention, Search, Seizure <ul style="list-style-type: none"><li>• Change of terminology</li><li>• Additional language for vehicle searches</li></ul>
Pg. 29	Student With A Disability <ul style="list-style-type: none"><li>• Additional language regarding Behavior Intervention Plans (BIPs)</li></ul>
Pg. 30	Vehicle Use by Students <ul style="list-style-type: none"><li>• Additional language</li></ul>
Pg. 34	Distribution/ Possession/ Under the Influence of Alcohol <ul style="list-style-type: none"><li>• 6. Deleted language</li></ul>
Pg. 39	Drugs <ul style="list-style-type: none"><li>• Additional language to include "synthetic substances"</li></ul>

Pg. 40	Drug Paraphernalia <ul style="list-style-type: none"> <li>• Additional consequence language added.</li> </ul>
Pg.40	Cellular Phones/ Wireless Communication Devices/ Electronic Pagers <ul style="list-style-type: none"> <li>• Additional language to reflect use</li> </ul>
Pg. 50	Unauthorized Use of Media Devices <ul style="list-style-type: none"> <li>• Change of terminology and addition of “audio”</li> </ul>
Pg. 52	Behavioral Intervention Plans <ul style="list-style-type: none"> <li>• Additions and Deletions for clarity.</li> </ul>
Pg. 58	Expulsion Without Continuing Educational Services <ul style="list-style-type: none"> <li>• Deletions due to redundancy and reference to page information found.</li> </ul>
Pg. 61	Secured Seclusion/ Restraint: Procedures: Teacher and Administration Responsibility <ul style="list-style-type: none"> <li>• 7. &amp; 8: additional language for clarity</li> </ul>
Pg. 63-68	Consent Decree <ul style="list-style-type: none"> <li>• Revised Consent Decree (CD) (August 2011) replacing previous CD.</li> </ul>

**Santa Rosa County  
School District**



*"A Tradition of Excellence"*

**Timothy S. Wyrosdick  
Superintendent of Schools**

5086 Canal Street Milton, Florida 32570-6706

Phone: 850/983-5012

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Facsimile: 850/983-5013

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~~August 22, 2011~~ August 20, 2012

Open Letter to the Parents and Students of the Santa Rosa School District:

Welcome to the ~~2011-2012~~ 2012-2013 school term! We all take great pride in the accomplishments of our students in Santa Rosa County and realize that it takes the joint efforts of the students, the parents, the District's teachers, administrators and support staff, and the support of our communities to bring about the positive outcomes that we enjoy. The School Board and I are grateful for your support of our efforts to provide a safe school environment and for the understanding that discipline is an essential element in a productive educational environment.

The *Code of Student Conduct* is prepared and distributed to set forth the rules and guidelines that students are expected to follow. In complying with the law, the Santa Rosa County School Board defines zero tolerance to mean that certain kinds of misconduct will always lead to a disciplinary consequence. For some discipline infractions, administrators have discretion as to the discipline and penalties, and for others, the School Board has mandatory penalties. There are some infractions that require the school officials to notify law enforcement and there are times that infractions become a violation of the law as well as a violation of the *Code of Student Conduct*. This may result in an arrest and charges being filed by law enforcement. All of these policies have been enacted to ensure your child is safe and has every opportunity to benefit from instruction. The school administrators and teachers will be reviewing this *Code of Student Conduct* along with the school's student handbook to bring attention to the rules, guidelines and consequences that have been established. I encourage you as parents and guardians to read the document and to set forth your expectations for your children to follow the rules and make good choices when faced with those pressures from peers and the temptations that come along each year. I would like to bring to your attention a growing issue with students bringing and distributing ~~prescription medication~~ "Spice" and other synthetic drugs. We have had several incidents in which this resulted in suspensions and expulsions for students. It is our desire to prohibit this from occurring and ask that you discuss with your child the dangers of ~~taking medication that is not specifically prescribed for them as well as the medication policy~~ synthetic drugs of which "Spice" is only one of many street names associated with these substances. I also encourage you to discuss with your child, ~~along with the issue regarding prescription medication~~ the seriousness of the possession/use/distribution of any drugs, weapon possession, the medication policy, and the commitment of a sexual offense. These are some of the areas that carry severe consequences. Again, please keep in mind that the primary objective of the *Code of Student Conduct* is to ensure that all our schools are safe and secure places for the students, enabling us to provide the best opportunity for our students to learn and excel.

Florida Statue 1003.31(4) contains a school child's daily Conduct Pledge. You will find this pledge on the following page. While our students are not required to recite this pledge, we do expect them to follow it each day as the way to conduct themselves as students in the schools of the Santa Rosa County School District. With your support we will continue to have Santa Rosa School District and its students bringing honor and pride to us all.

Sincerely,

*Timothy S. Wyrosdick*

Superintendent of Schools



DISTRICT 1  
Diane Scott, Ph.D E.

DISTRICT 2  
Hugh Winkles

DISTRICT 3  
Diane Coleman  
**Conduct Pledge**

DISTRICT 4  
JoAnn Simpson

DISTRICT 5  
Scott Peden

I will be respectful at all times and obedient unless asked to do wrong.

I will not hurt another person with my words or my acts, because it is wrong to hurt others.

I will tell the truth, because it is wrong to tell a lie.

I will not steal, because it is wrong to take someone else's property.

I will respect my body, and not take drugs or alcohol.

I will show strength and courage, and not do something wrong, just because others are doing it.

I pledge to be nonviolent and to respect my teachers and fellow classmates.

**Santa Rosa County Schools**  
**Code of Student Conduct Highlights**  
**~~2011-2012~~ 2012-2013**

- The parent/guardian must notify the school to provide the reason for the student's absence or respond to the school's inquiry about the reason for the absence within three (3) days of the absence, or it becomes an unexcused absence.
- A student who has had fifteen (15) unexcused absences in a ninety (90) calendar-day period may have his/her motor vehicle operator's license suspended.
- If a student has had at least five (5) unexcused absences within thirty (30) calendar days or ten (10) unexcused absences within ninety (90) calendar days, then the District's truancy procedures will begin. (See Page 16)
- If a high school student misses a class ten (10) or more days during the semester unit of instruction or five (5) or more days during the quarter unit of instruction, the student must pass the final exam in that class for that unit of instruction to receive credit.
- If a student needs to take medication, prescription or nonprescription, during the school day, the parent must bring the medication to the school and complete the required forms. Medication is dispensed in accordance with the established policy.
- When a high school student is allowed to bring a vehicle on campus, the student assumes all responsibility for the vehicle and all contents found in the vehicle.
- A drug incident involving possession, use and/or under the influence will lead to ten (10) days suspension and referral for a Disciplinary Hearing regarding alternative placement or expulsion.
- Possession of a weapon will lead to ten (10) days suspension and referral for a Disciplinary Hearing regarding expulsion.
- Students in honors and/or advanced placement courses who are expelled or offered education through alternative placement must be aware that their curriculum will be impacted. While every attempt is made to match schedules, it is rarely possible to replicate every class. Students taking these classes must be aware that, when engaging in serious violations of the *Code of Student Conduct* they are jeopardizing their academic plan.
- During an alternative placement or expulsion, a student may not participate in any school activity or be on any Santa Rosa County School campus without specific approval of the Principal.

- Seniors who are alternatively placed or expelled during the second semester/term of their senior year will not be allowed to participate in graduation activities.
- A bomb threat or false report of a bomb threat will lead to a ten (10) day suspension and referral for a Disciplinary Hearing regarding expulsion.
- Illegal use, possession or sale of controlled substances, or possession of a firearm, knife or other weapon, or other behavior determined to be of a criminal nature may result in criminal penalties being imposed.
- Cell Phone Possession (this includes any electronic communication device): **The only exemptions to the guidelines listed below are the use of a device/ cell phone in the designated area(s) of the school campus with permission from and under the supervision of school personnel.**
  - Your child may bring a cell phone to school.
  - For safety and security, students are strongly encouraged to secure phones in a purse, book bag, etc.,
  - It must be turned off and not used at all during the school day.
  - The phone must be kept completely out of sight.
  - It must not be allowed to ring or make any sound during the school day (including time on the bus).
  - A student may only use a cell phone on **a school bus during a life-threatening emergency**
  - If a cell phone is seen or heard during the school day, it will be confiscated.
  - Consequences will be issued for cell phone violations, including text messaging.
  - Parents who need to reach their child (or vice versa) should communicate via the Front Office only.
  - Even if it falls out of a pocket accidentally, it will be confiscated.
  - The phone may be held until a parent / guardian picks it up or makes arrangements.
  - Use of a cell phone or improper storage during the school day will result in disciplinary action.

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## JURISDICTION

Santa Rosa County Public School students are subject to the rules and regulations of the Santa Rosa County School Board during the school day and regular school activities; while being transported on school buses or at the public expense to and from school or

other educational facilities; during the time they are otherwise en route to and from school or are presumed by law to be attending school including while at school bus stops; at such time and places, including, but not necessarily limited to, school-sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students. In addition to the foregoing, jurisdictional control over the student may be extended to the immediate vicinity of the school whenever the conduct of the students is deemed to have a detrimental effect on the health, safety and welfare of other students and/or of the school. **Home schooled students are also subject to the rules and regulations of the Santa Rosa County School Board when receiving services from, or participating in a class or extra curricular activity with the Santa Rosa County School District.**

#### **PHILOSOPHY**

The primary objective of the Santa Rosa County Public School System is to develop each student's potential for learning and to foster positive interpersonal relationships. Therefore, it is necessary that the school environment be free of disruptions which interfere with teaching and learning activities. The student's conduct determines to a great extent the full development of his/her potential for learning and the development of positive relationships.

The purpose of this document is to assist students, parents, teachers and school administrators in the maintenance of an environment which will enhance the achievement of this objective. To be fully effective, the *Code of Student Conduct* addresses not only the role of the parents, the students, and the school but also specifies areas relative to School Board policies; responsibilities and rights of students; grounds for disciplinary action; and procedures to be followed for acts requiring disciplinary action.

Each school is permitted and encouraged to develop rules, procedures and expectations for student conduct. While these may not conflict with direction provided in the district-wide *Code of Student Conduct*, broad latitude in dealing with local school problems shall be afforded each school so that student discipline may be responsive to particular problems in each individual school.

#### **ROLES OF THE HOME, STUDENT, SCHOOL AND SCHOOL PERSONNEL**

In order for effective instruction to occur, there must be a cooperative relationship between student, parent and educator. This relationship may be described as follows:

##### **Parents or guardians who:**

- Keep in regular communication with the school concerning their child's progress and conduct.
- Let the school know if something has happened at home that could affect how the student performs in school.
- Ensure that the child is in daily attendance and on time for school and promptly report the reason for an absence or tardy.
- Provide the child with the resources needed to complete class work.
- Assist the child in being healthy, neat and clean and dressed appropriately for school since it is a place to work and learn.
- Discuss work assignments, progress reports and report cards with their child.
- Each year provide the school with their current telephone number, home address, work telephone number and emergency contact information. Also, notify the school in case any of the information changes during the year.
- Expect the child to conform to the rules of the *Code of Student Conduct* and those set forth in the school's student handbook.
- Do not leave the child at school more than thirty (30) minutes before the start of the school day or after the end of the school day as supervision will not be provided beyond that time. This also includes school activities outside of the regular school day such as clubs, practices, games, after school detention and tutoring.
- Encourage the child to take care of the textbooks and teaching materials assigned for his/her use and to not purposely damage any School Board property. The parent should be prepared to pay for any damage done to School Board property by their child.
- Is aware that when parents are divorced or separated, both parents have full rights to participate in the child's school activities and know what is happening at school unless there is a court document limiting that access. If such a document exists, then a certified copy must be provided to the school Principal. The non-residential parent will not be allowed to remove the child from school without the permission of the residential parent, unless there is a certified copy of a court order saying that the non-residential parent can remove the child from school. Permission by the residential parent may be in the form of a letter on file or notation on the child's Health Card. A non-residential parent has access to student records and information unless a court order prohibits such access.

##### **Students who:**

- Attend all classes daily and are punctual in attendance.
- Are prepared to come to class with appropriate working materials.
- Are respectful of all individuals and property.
- Refrain from profane or inflammatory statements and conduct themselves in a safe and reasonable manner.
- Are neat, clean and drug free.
- Are responsible for their own work.
- Abide by the rules and regulations of the school system, the school, and each classroom teacher.
- Seek changes in an orderly and recognized manner.

##### **Schools that:**

- Promote a safe, drug free school environment.
- Provide a rigorous and challenging academic program and encourage the use of good guidance procedures.
- Maintain an atmosphere conducive to good behavior and exhibit an attitude of respect for students.



Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920  
(202) 260-3887

## PARENT NOTICE FOR DIRECTORY INFORMATION

FERPA requires that the District, with certain exceptions, obtain the parent or eligible student's written consent prior to the disclosure of personally identifiable information from the student's educational records. However, Santa Rosa District Schools may disclose appropriately designated directory information without written consent unless the District has been advised to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from the student's educational records in certain school publications. Examples include:

- a playbill showing student's role in a drama production
- the yearbook
- honor roll or recognition lists
- graduation programs
- sports activity sheets, such as for football, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include but are not limited to companies that manufacture class rings or publish yearbooks. In addition, two federal laws (the *No Child Left Behind Act of 2001*, the *National Defense Authorization Act for Fiscal Year 2002*), require local educational agencies receiving assistance under the *Elementary and Secondary Education Act of 1963* to provide military recruiters, on request, with three directory information categories—names, addresses, and telephone listings—unless parents have advised the school that they do not want their student's information disclosed without their prior written consent.

You must notify your school in writing on the approved form (available in guidance offices) by the first week of September or within ten (10) school days after the student enrolls if you do not want the school to disclose directory information from your child's education records without your prior written consent. Santa Rosa District Schools has designated the following information as directory information:

- student's name
- address
- telephone, if listed
- date and place of birth
- major field of study
- dates of attendance
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- degrees, honors, and awards received
- the most recent educational agency or institution attended
- grade level

## RIGHTS REGARDING DISTRICT CONDUCT OF SURVEYS, COLLECTION AND USE OF INFORMATION FOR MARKETING PURPOSES AND CERTAIN PHYSICAL EXAMS

The Protection of Pupil Rights Amendment (PPRA) affords parents and students who are eighteen (18) or eligible students certain rights, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one (1) or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)
  - 1) political affiliations or beliefs of the student or student's parent;
  - 2) mental or psychological problems of the student or student's family;
  - 3) behavior or attitudes regarding sex;
  - 4) illegal, anti-social, self-incriminating, or demeaning behavior;
  - 5) critical appraisals of others with whom respondents have close family relationships;
  - 6) legally recognized privileged relationships, such as with lawyers, doctors, or ministers;

- 7) religious practices, affiliations, or beliefs of the student or parents; or
  - 8) income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of*
    - 1) any other protected information survey, regardless of funding;
    - 2) any non-emergency, invasive physical exam (any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body) or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    - 3) activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
  - *Inspect, upon request and before administration or use*
    - 1) protected information surveys of students;
    - 2) instructional material used as part of the educational curriculum (instructional material includes materials that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats such as materials accessible through the Internet. The term does not include academic tests or academic assessments.); and
    - 3) instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.

The requirements concerning activities involving the collection and disclosure of personal information from students for marketing purposes do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

- college or other postsecondary education recruitment, or military recruitment
- book clubs, magazines, and programs providing access to low-cost literary products
- curriculum and instructional materials used by elementary and secondary schools
- tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students
- the sale by students of products or services to raise funds for school-related or education-related activities
- student recognition programs

Santa Rosa District Schools has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will notify parents and eligible students of these policies at least annually at the beginning of the school year and will notify after any substantive changes. The District will also directly notify, such as through U.S. mail or email, parents of students who are scheduled to participate in the specific or approximate dates of the activities or surveys listed below and provide an opportunity for the parent to opt a student out of participation of the specific activity or survey. This District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their student out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- collection, disclosure, or use of personal information for marketing, sales, or otherwise providing that information to others for that purpose
- administration of any protected information survey not funded in whole or in part by ED
- any non-emergency, invasive physical examination or screening that is: 1) required as a condition of attendance; 2) administered by the school and scheduled by the school in advance; and 3) not necessary to protect the immediate health and safety of the student, or of other students. This law does not apply to any physical examination or screening that is permitted without parental notification.

Parents/eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office (FPCO). Informal inquiries may be sent to FPCO via the following email addresses: [FERPA@ED.GOV](mailto:FERPA@ED.GOV) and [PPRA@ED.GOV](mailto:PPRA@ED.GOV). The FPCO Web site address is [www.ed.gov/policy/gen/guid/fpc](http://www.ed.gov/policy/gen/guid/fpc).

## **DISSEMINATION OF INFORMATION DURING EMERGENCIES:**



Emergency information for parents or guardians before, during or after any critical incident will be disseminated through local radio and television stations.

## **PUBLIC NOTICE TO PARENTS, GUARDIANS, AND ELIGIBLE STUDENTS**

### **Notice of Privacy Practices Health Insurance Portability and Accountability Act of 1996 (HIPAA) Florida Department of Health Santa Rosa County Health Department School District of Santa Rosa County**

**This notice describes how medical information about you may be used and disclosed  
and how you can access the information.**

#### **Health Department and School District Duties**

The Health Department and School District are required by law to maintain the privacy of your protected health information. This Notice of Privacy Practices tells you how your protected health information may be used and how we keep your information private and confidential. This notice explains the legal duties and practices relating to your protected health information. As part of the department's legal duties this Notice of Privacy Practices must be given to you. The Health Department and School District are required to follow the terms of the Notice of Privacy Practices currently in effect.

The Health Department or School District may change the terms of its notice. The change, if made, will be effective for all protected health information that it maintains. New or revised notices of privacy practices will be posted on the Department of Health website at [www.myflorida.com](http://www.myflorida.com) and will be available by email and at all Department of Health buildings. Also available are additional documents that further explain your rights to inspect, copy and amend your protected health information.

#### **Uses and Disclosures of Your Protected Health Information**

Protected health information includes demographic and medical information that concerns the past, present, or future physical or mental health of an individual. Demographic information could include your name, address, telephone number, social security number and any other means of identifying you as a specific person. Protected health information contains specific information that identifies a person or can be used to identify a person.

Protected health information is health information created or received by a health care provider, health plan, employer, or health care clearinghouse. This medical information is used in many ways while performing normal business activities.

Your protected health information may be used or disclosed by the Health Department or School District for purposes of treatment, payment, and health care operations. *Health care professionals use medical information in the clinics or hospital to take care of you. Your protected health information may be shared, with or without your consent, with another health care provider for purposes of your treatment. The Health Department or School District may use or disclose your health information for case management and services. The Health Department or School District may send the medical information to insurance companies, Medicaid, or community agencies to pay for the services provided you.*

Your information may be used by certain personnel to improve health care operations. Personnel may send you appointment reminders, information about treatment options or other health-related benefits and services.

Some protected health information can be disclosed without your written authorization as allowed by law. Those circumstances include:

- reporting abuse of children, adults, or disabled persons
- investigations related to a missing child
- internal investigations and audits by the divisions, bureaus, and offices of the Health Department and School District
- investigations and audits by the state's Inspector General and Auditor General and the legislature's Office of Program Policy Analysis and Government Accountability
- public health purposes including vital statistics, disease reporting, public health surveillance, investigations, interventions and regulation of health professionals
- district medical examiner investigations
- research approved by the department
- court orders, warrants, or subpoenas
- law enforcement purposes, administrative investigations and judicial and administrative proceedings

Other uses and disclosures of your protected health information by the Health Department or School District will require your written authorization. This authorization will have an expiration date that can be revoked by you in writing. These uses and disclosures may be for marketing and for research purposes. Certain uses and disclosure of psychotherapist notes will also require your written authorization.

#### **Individual Rights**

You have the right to request the Health Department or School District to restrict the use and disclosure of your protected health information to carry out treatment, payment, or health care operations. You may also limit disclosures to individuals involved with your care. The Health Department or School District is not required to agree to any restriction.

You have the right to be assured that your information will be kept confidential. The Health Department or School District will make contact with you in the manner and at the address or phone number you select. You may be asked to put your request in writing.

You have the right to inspect and receive a copy of your protected health information. Your inspection of information will be supervised at an appointed time and place. You may be denied access as specified by law. If access is denied, you have the right to request a review by a licensed health care professional who was not involved in the decision to deny access. This licensed health care professional will be designated by the Health Department or School District.

You have the right to correct your protected health information. Your request to correct your protected health information must be in writing and provide a reason to support your requested correction. The Health Department or School District may deny your request, in whole or part, if it finds the protected health information:

- was not created by the Health Department or School District
- is not protected health information
- is by law not available for your inspection
- is accurate and complete

If your correction is accepted, the Health Department or School District will make the correction and tell you and others who need to know about the correction. If your request is denied, you may send a letter detailing the reason you disagree with the decision. The Health Department or School District will respond to your letter in writing. You also may file a complaint, as described below in the section titled Complaints.

You have the right to receive a summary of certain disclosures the Health Department or School District may have made of your protected health information. This summary does not include:

- disclosures made to you
- disclosures to individuals involved with your care
- disclosures authorized by you
- disclosures made to carry out treatment, payment and health care operations
- disclosures for public health
- disclosures to health professional regulatory purposes
- disclosures to report abuse of children, adults or disabled
- disclosures prior to April 14, 2003

This summary does include disclosures made for:

- purposes of research, other than those you authorized in writing
- responses to court orders, subpoenas or warrants

You may request a summary for not more than a six (6) year period from the date of your request.

#### **For Further Information**

Requests for further information about the matters covered by this notice may be directed to the person who gave you the notice, to the Director or Administrator of the Department of Health facility where you received the notice, or to the Department of Health's Inspector General at 4052 Bald Cypress Way, BIN A03/ Tallahassee, FL 32399-1704/ telephone 850-245-4141. For more information on the HIPPA Privacy Rule, visit the Department of Health and Human Services HIPPA Privacy Rule website at <http://www.hhs.gov/ocr/hippa/>.

If you believe your privacy health rights have been violated, you may file a complaint with the: Department of Health's Inspector General at 4052 Bald Cypress Way, BIN A03/ Tallahassee, FL 32399-1704/ telephone 850-245-4141 and with the Secretary of the U.S. Department of Health and Human Services at 200 Independence Avenue, S.W./ Washington, D.C. 20201/ telephone 202-619-

0257 or toll free 877-696-6775. The complaint must be in writing, describe the acts or omissions that you believe violate your privacy rights, and be filed within 180 days of when you knew or should have known that the act or omission occurred.

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## INTRODUCTION

The *Code of Student Conduct*, as required by law, includes the grounds and the procedures to be followed in disciplinary action and an explanation of students' rights and responsibilities. It is designed to provide a framework of discipline for all schools in Santa Rosa County. Used as a guide, it outlines the behavioral problems to be dealt with by classroom teachers, those to be referred to the Principal or a member of the administrative team, and those problems which are beyond the scope of the school's authority. The Principal, or his/her designated representative, has the authority, as delegated by and in accordance with School Board policies, to take additional or more severe action than suggested in the *Code*, if in his/her opinion the conduct warrants it.

The *Code* has been created to help students gain the greatest possible benefit from their school experience. The *Code* is made available to school personnel, teachers, parents, students, and School Advisory Council members at the beginning of each school year. Students receive instruction in the *Code* and are encouraged to share the *Code* with their parents/guardians. Parents/guardians have the responsibility for the actions of their children and should be involved in their education. Parents and students are responsible for knowledge of the contents of the *Code*. The School Board and administrators expect all students to comply with the *Code of Student Conduct*.

A student with a disability refers to any student identified as disabled in accordance with the Individuals with Disabilities Education Act Revised and/or Section 504 of the Rehabilitation Act of 1973. If a student with a disability has an individual Behavior Intervention Plan (BIP), then the BIP supplants the *Student Code of Conduct* and the student will be disciplined in accordance with the procedures delineated in his/her Behavior Intervention Plan.

## GENERAL POLICIES

### Attendance

Florida Statute 1003.21 requires students ages six (6) up to eighteen (18) to be in regular attendance at school. A student who has been absent from school shall have his or her absence reported in a manner which is described in the school's Student Handbook.

- A. **Excused Absences:** Absences granted for personal illness, illness or death of a member of the immediate family, medical or dental appointments, religious holidays, religious instruction, court date and special emergencies or pre-arranged absences approved by the Principal or designee. The parent/guardian must notify the school to provide the reason for the absence or respond to the school's inquiry about the reason for the absence within three (3) days of the absence, or it becomes an unexcused absence.

A student who desires to be absent for reasons not given above; may make a **prior arrangement** request to the school Principal by bringing a written request from his/her parent or guardian.

1. Pre-arranged absence requests must be made at least five (5) school days prior to the date of the absence, except in the case of an emergency.
2. Students shall make pre-arrangements for their school work to be done; it will be due the day the student returns to school. Work done in the pre-arranged time allotted will be given full credit.

- B. **Unexcused Absences:** Absences for shopping trips, vacations, pleasure trips, truancy, dismissal from school, or other avoidable absences which have not been pre-arranged and approved by the Principal or designee.

**Learnfare Program:** The School District will report any wage recipient (student) to the Department of Children & Families when he/she reaches five (5) unexcused absences within thirty (30) calendar days.

**Student Contact Program:** If a parent/guardian does not respond to the initial school contact regarding unexcused absences, schools have the option of utilizing a law enforcement officer to deliver a letter of notice.

- C. **Notification to School:** Any student who has been absent from school shall bring a note from one of his/her parents or guardians stating the cause of the absence. A Principal may choose to accept notification in person or by telephone in lieu of a note. Failure to properly notify the school or the inability of the school to reach the parent/guardian to establish the reason for the absence within three (3) days shall result in an unexcused absence.

1. The school shall receive notification of the cause of the absence within three (3) days.
2. The school will determine if the absence is to be excused or unexcused.

- D. **Definition of Habitual Truant:** A habitual truant is a child who has fifteen (15) unexcused absences within ninety (90) calendar days with or without the knowledge or justifiable consent of the child's parent or legal guardian, who is subject to compulsory school attendance under Florida Statute 1003.21(1) and (2)(a), and who is not exempt under Florida Statute 1003.21(3) or 1003.24 or any other exemptions specified by law or rules of the State Board of Education.

- E. **Truancy Procedures:** If a student has had at least five (5) unexcused absences or absences for which the reasons are unknown within thirty (30) calendar days, or ten (10) unexcused absences or absences for which the reasons are unknown within ninety (90) calendar days, the student's primary teacher shall report to the school Principal that the student may be exhibiting a pattern of nonattendance.

1. The Principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's Integrated Services Team to determine if early patterns of truancy are developing.
2. The parent/guardian shall be invited to meet with the Integrated Services Team to develop a written Truancy Intervention Plan.
3. The parent/guardian shall be informed of the requirements of compulsive attendance laws, Truancy Pick-Up Program and the Department of Motor Vehicle sanctions.
4. If an initial meeting does not resolve the problem, the Integrated Services Team shall implement interventions that best address the problem. The interventions may include, but need not be limited to the following:
  - referral to the School Social Work Department
  - frequent communication between the teacher and the family
  - changes in the learning environment
  - mentoring
  - student counseling
  - tutoring, including peer tutoring
  - placement into different classes
  - evaluation for alternative education programs
  - attendance contracts
  - referral to other agencies for family services
  - other interventions, including, but not limited to, a truancy petition pursuant to s.984.151, F.S.

The Integrated Services Team shall be diligent in facilitating intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted.

- a. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the School Board.
    - b. If the Board's final determination is that the strategies of the Integrated Services Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.
    - c. If nonattendance continues after the implementation of intervention strategies, the Principal may request that the Superintendent (or his designee) file a truancy court petition. If a truancy court petition is filed, the parents/guardian of the student will receive a summons to appear in circuit court pursuant to F.S. 984.151, and the parents/guardian may be subject to continued court jurisdiction, fines, probation or jail.
  5. If the parent/guardian of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a home education program pursuant to F.S.1002, the Superintendent of Schools shall provide the parent/guardian a copy of F.S.1002.41 and the accountability requirements of this paragraph. The Superintendent of Schools shall also refer the parent/guardian to a home education review committee composed of the District contact for home education programs and at least two (2) home educators selected by the parent/guardian from a District list of all home educators who have conducted a home education program for at least three (3) years and who have indicated a willingness to serve on the committee. The Home Education Review Committee shall review the portfolio of the student, as defined by F.S.1002.41, every thirty (30) days during the District's regular school terms until the committee is satisfied that the home education program is in compliance with F.S.1002.41 (1)(b). The first portfolio review must occur within the first thirty (30) calendar days of the establishment of the program. The provisions of paragraph six (6) below do not apply once the committee determines the home education program is in compliance with F.S.1002.41 (1)(b).
  6. If the parent/guardian fails to provide a portfolio to the committee, the committee shall notify the Superintendent of Schools. The Superintendent of Schools shall then terminate the home education program and require the parent/guardian to enroll the child in an attendance option provided under F.S.1003.01 (13), (a), (b), (c), or (e), within three (3) days. Upon termination of a home education program pursuant to this paragraph, the parent/guardian shall not be eligible to reenroll the child in a home education program for 180 calendar days. Failure of a parent or guardian to enroll the child in an attendance option after termination of the home education program pursuant to this paragraph shall constitute noncompliance with the compulsory attendance requirements of F.S.1003.21 and may result in criminal prosecution under F.S.1003.27 (z). Nothing contained herein shall restrict the ability of the Superintendent of Schools, or the ability of his or her designee, to review the portfolio pursuant to F.S.1002.41(1)(b).
  7. If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian or the Superintendent or his designee shall refer the situation to the case staffing committee (Child in Need of Services – CINS) and the Superintendent or his designee may file a Truancy Petition pursuant to the procedures in Florida Statute 984.151.
- F. **Truancy Pick-Up:** Any child believed to be of compulsory school age of six (6) up to eighteen (18) who does not appear to be under adult supervision may be stopped, interviewed and picked-up by law enforcement officers.
- G. **Prolonged or Repeated Absences:** When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the Principal or designee may require

documentation from a physician or health care provider. If the requested documentation is not provided, the absence will be unexcused.

A student who has medically diagnosed physical or mental conditions which confine the student to home or hospital and whose activities are restricted for a period of at least fifteen (15) consecutive school days, may be eligible for **homebound/hospital services**.

Parents/guardian should contact the student's school to secure an application for these services.

A student who has been sent home with **head lice and/or nits** should return to school, free of head lice and/or nits within three (3) calendar days; absences from school during the three (3) calendar days will be excused. For each occurrence of head lice and/or nits, absences beyond three (3) calendar days will be unexcused.

- H. **Department of Motor Vehicles Sanctions:** A student who is fourteen (14) years of age, but less than eighteen (18) years of age, and who has had fifteen (15) unexcused absences within a ninety (90) calendar-day period may have his/her motor vehicle operator's license suspended (in accordance with F.S.322.091).

The student may request a *hardship waiver* hearing with appropriate school officials within fifteen (15) days of *notice of intent to suspend license* issued by the Department of Highway Safety and Motor Vehicles. This hardship waiver request should be made in writing to the school Principal or his/her designee. The written request should set forth, in detail, the extraordinary circumstances which justify a waiver. A hardship hearing shall take place within thirty (30) days of notification of the intent to suspend by the Department of Highway Safety and Motor Vehicles. If the hardship waiver is denied by the Principal or designee, the student may appeal the decision to the Director of High Schools. This request must be written and submitted to the Director within five (5) days of the denial. A student may have his/her license reinstated after he/she has attended school for thirty (30) days with no unexcused absences. The student must complete a reinstatement form, which the school must verify. The student will then take the completed form and reinstatement fee to the driver's license office, which will issue the student another operator's license.

- I. **Intent to Terminate School Enrollment:** A student between the **ages of sixteen (16) and eighteen (18)** who chooses to terminate his/her education **must officially withdraw** and complete a "Declaration of Intent to Terminate School Enrollment" form, which will acknowledge that this action is likely to reduce the student's earning potential and **which must be signed by the parent and student**. The school must notify the student's parents of receipt of the student's declaration of intent to terminate school enrollment. The student must participate in an exit interview with the student's guidance counselor or other school personnel for determination of the reasons for the student's decision to terminate school enrollment and to discuss actions and opportunities to continue the student's education in a different environment. The student must complete a survey as a part of the exit interview that will provide data on student reasons for terminating enrollment and actions taken by schools to keep the student enrolled. Such action, unless recognized by the School Board as a hardship condition, will cause the student to lose his/her driving privilege.

Exceptional Student Education Program (ESE):

- a.) Transfer of Rights – Under the regulations for FERPA in 34 CFR 99.5(a), parent rights regarding education records are transferred to your child at age 18. If the rights accorded to the parent under IDEA are transferred to your child who reaches the age of majority, consistent with 34 CFR 300.520, the rights regarding educational records also are transferred to your child. (Parent Procedural Safeguards for Parents of students with disabilities, Part B Santa Rosa).
- b.) ESE students with disabilities who have not yet reached their twenty-second (22) birthday and who have not earned a standard diploma and who wish to continue their education may continue to receive Free Appropriate Public Education (FAPE) consistent with a properly developed IEP.
- J. **Elementary School Absenteeism:** After review by the Integrated Services Team at each school, the Principal has the authority to retain students who have been absent twenty (20) or more days excused and/or unexcused.

The Principal has the final authority, for the grade placement of each student.

- K. **Middle School Absenteeism:** A student in grades six (6) through eight (8) is **required to be in attendance 162 days per year in the 180 day school year**. If a student accrues more than nineteen (19) absences within a school year, the student will be referred to the Integrated Services Team or the Academic Review Committee at the school to determine whether the student shall be promoted. The Principal has the final authority for the grade placement of each student in accordance with the *Student Progression Plan*.
- L. **High School Absenteeism:** Absenteeism equal to ten (10) or more absences during a semester unit of instruction or five (5) or more absences during a quarter unit of instruction requires the demonstration of mastery of the course for all students, except those students enrolled in competency based Dropout Prevention programs as follows:

1. Meeting the class requirements of the semester/quarter unit of instruction and earning a teacher-assigned passing grade
2. Passing a comprehensive semester/quarter examination covering the performance standards of the semester/quarter unit of instruction at the sixty (60) percent level or above. The length, design, and degree of difficulty of such an exam is to be comparable to the semester/quarter exam required of any other student taking the exam for the same course.
3. Any student who scores below sixty (60) percent on the semester/quarter exam will be awarded a course average of 59 or their actual average, whichever is lower.

**Any parent/guardian requesting a waiver of this policy must submit their request in writing to the school principal along with a detailed explanation for the request. The intent of this waiver is for situations regarding absences due to medical reasons. The school principal will evaluate each request and make a determination as to whether or not the waiver will be granted.**

#### **Course Average Flow Chart**

- |                                                                       |     |                      |
|-----------------------------------------------------------------------|-----|----------------------|
| 1. Excessive absences?                                                | Yes | No → Actual Average  |
|                                                                       | ↓   |                      |
| 2. Pass Exam?                                                         | No  | Yes → Actual Average |
|                                                                       | ↓   |                      |
| 3. Principal Grants Waiver?                                           | No  | Yes → Actual Average |
| 4. Student receives 59 or Actual Average, whichever is <b>lower</b> . |     |                      |

- M. **Make-Up Work:** When a student is absent from school for school-sponsored activities or for an **excused absence**, the student shall be responsible for making arrangements with teachers for completing all work and assignments missed during the absence. All make-up work assigned shall be completed within three (3) days after the student returns to school unless given an extension of time by the teacher. Tests announced prior to the absence can be given on the student's first day back to school, or at the discretion of the teacher. Assignments given prior to an absence that were due during the absence should be turned in the first day the student returns to school (see "Excused Absences"). If the teacher finds it necessary to provide an alternate test or assignment for a student who has been absent, the test or assignment shall be comparable in length, design and degree of difficulty of the test or assignment given to the other students in the class for which the student was absent.

Zeros will be given for class work and assignments missed during an **unexcused absence** and may not be made up for grading purposes unless an exception is made by the Principal or designee.

Accommodations indicated on student IEP/504 Plan must be implemented.

## Out-of-School Suspension Assignments

### Elementary/ Middle School:

Assignments provided to students **suspended out-of-school**, are due upon the student's return to school. Any assignment not turned in upon the student's return from being suspended out of school will result in the student receiving zeros for the work assigned. Credit will not be awarded for work turned in but will be reviewed for feedback purposes only.

### High School:

Students will receive zeros for all assignments during the time the student is **out-of-school suspended**. Assignments provided to students **suspended out-of-school**, are due upon the student's return to school. Credit will not be awarded for work turned in but will be reviewed for feedback purposes only.

- N. **Tardiness:** A tardy is the absence of any student at the time attendance is taken, provided the student is in attendance before the end of class. When a student reports to school late or to a class late, the tardy must be appropriately identified as excused or unexcused. Repeated and/or excessive incidents of tardiness may potentially result in disciplinary action for the student.

An **excused tardy** will be given when a student is late to school or a class due to sickness or injury, death in the family, medical or dental appointment with a note from the physician, school-sponsored activities, court date, or other reason that was pre-approved by the school Principal.

An **unexcused tardy** will be given any time a student is late to school or to class due to (but not limited to) oversleeping, missing the school bus, shopping trips, pleasure trips or excessive number of tardies due to illness without a physician's note stipulating that the medical condition justifies the student's tardiness.

- O. **Leaving School Prior to End of Day:** If a student leaves school before the end of the instructional day, the absence for the time missed will be determined to be excused or unexcused. It is required that the parent or designated adult sign the student out unless prior arrangement has been made by the parent/guardian. Repeated and/or excessive incidents of leaving school prior to the end of the day may potentially result in disciplinary action for the student.

When a student leaves school through the established procedure at the school due to sickness or injury, death in the family, medical or dental appointment with a note from the physician, school-sponsored activities, court date or other reason that was pre-approved by the school Principal, the absence will be **excused**.

When a student leaves school early for any other reason, the absence will be **unexcused**.

**Students with an IEP/504 Plan indicating a modified/shortened school day will not be marked absent.**

- P. **Accelerated Virtual Option for Elementary Students:** Any current elementary school student who scored a level 4 or 5 on FCAT Reading or Mathematics during the 2011-2012 FCAT administration and scores an 80% or higher on the district's placement exam will have the opportunity to take accelerated courses in Reading and Mathematics through Florida Virtual School. Because these accelerated courses are a part of the Middle School (Grade 6) curriculum in Florida Virtual School, the course content will be much more advanced than that of the elementary school. Any student who successfully completes both segments of M/J Reading or M/J Mathematics 1 with a "B" or higher will be able to accelerate to the next course when he or she enters middle school. If you are interested in exploring this possibility further, please contact Patti Peacher, Coordinator of Virtual Education Programs, at 850-981-7860 or Paula Lowrimore at 850-626-3115 no later than Friday, August 31, 2012, to schedule a placement exam to see if accelerated courses are a viable option for your



child. Placement exams will take place September 4-5, 2012, from 8:00-10:00 a.m. at the Berryhill Administrative Complex. Interested students should plan to attend just one of these testing days. Students who score an 80% or higher on this placement exam will be eligible to request a course in either virtual M/J Reading 1 or M/J Mathematics 1. All course requests must be completed by September 7, 2012.

**Q. Open Enrollment for Full-Time Virtual Instruction:** Any qualifying student in grades K-12 may choose to become a full-time public education virtual student through our district's Virtual Instruction Program (Grades K-12) or through our partnership with Florida Virtual School (Grades 6-12). Open enrollment will take place from April 15 – July 31 each year prior to the beginning of the school year in August. Late registration will continue through the first two weeks of the school year if space is available. Interested students and parents should contact Patti Peacher, Coordinator of Virtual Education Programs, at 850-981-7860, or Paula Lowrimore at 850-626-3115.

**R. Student Search**

- a. The principal, a teacher, or any other staff member may temporarily detain and question a student when circumstances indicate that such student has committed, is committing, or is about to commit a violation of Florida Statutes or School Board rules.
- b. School authorities may search student lockers or other areas when reasonable suspicion that prohibited or illegally possessed substance or object is contained within the area pursuant to Florida Statutes.
- c. As a condition of being permitted to park a vehicle on campus, Students understand and agree that the vehicle which is driven onto campus is subject to search at anytime by school officials or their designees, at their discretion. This search may be conducted because of reasonable suspicion by school officials or without any reasonable suspicion. Furthermore anything found in the vehicle shall be deemed to be in the student's possession and it is the student's responsibility to be certain that no items which are prohibited by the Code of Student Conduct are located in the vehicle whether or not said items belong to the student or to others.

**Civility**

In order to provide a safe, caring and orderly environment, the Santa Rosa School District expects civility from all who engage in school activities. Mutual respect, professionalism and common courtesy are essential qualities that all need to demonstrate in promoting an educational environment free from disruptions, harassment, bullying and aggressive actions. The following are unacceptable behaviors: using loud offensive language or profanity; behaviors which interfere with or threaten to interfere with school activities; intimidating, harassing, bullying, and inappropriate display of temper; threatening verbal or physical harm; threatening, abusive, intimidating or obscene telephone conversations, written communications, electronic mail, or voice mail.

Any student subjected to unacceptable behavior may bring the concern to the attention of a school employee who will notify the school administration for review and resolution of the reported incident.

Any other individual subjected to unacceptable behavior may bring the concern to the attention of the school administration or the School District administration for review and resolution to the reported incident.

**Criminal Acts on School Grounds, on School Sponsored Transportation, or During School-Sponsored Activities**

- A. The Santa Rosa County School Board has adopted a Zero Tolerance Policy for the following Violent and Non-Violent Criminal Acts:
  1. Violent Criminal Acts are defined by the State Board of Education Rule 6A-1.0404 (2) and Florida Statutes as homicide (murder, manslaughter); sexual battery; armed

robbery; aggravated battery; battery or aggravated battery on a teacher or other school personnel; kidnapping or abduction; arson; possession, use, or sale of any firearm; possession, use, or sale of any explosive device; possession or use of a weapon; threat to throw, project, place, or discharge any destructive device or to make a false report about planting a bomb or explosive involving school or school personnel's property, school transportation, or a school-sponsored activity.

2. Non-Violent Criminal Acts as defined in this policy are the possession of weapons within one thousand (1000) feet of school property; the possession, use, or distribution of controlled substances and the possession or distribution of controlled substances within one thousand (1000) feet of a school; the violation of the School Board's Sexual Harassment Policy; and other criminal acts of a nonviolent nature.

- B. A student who commits a Violent Criminal Act is to be recommended for expulsion from the school system, and his/her offense is to be reported to the appropriate local law enforcement agency. In addition, if the offense involves a victim, the victim and the victim's parent(s) or legal guardian(s) are to be notified by school officials of the offense and of the victim's right to press charges against the offender. School officials shall cooperate in any investigation or other proceedings leading to the victim's exercise of rights as provided by law.

**Note: If a student has an IEP/504 Plan, refer to "Alternative Placement/Expulsion with Continuing Educational Services."**

- C. A student who commits a Non-Violent Criminal Act should be disciplined in accordance with the procedures set forth in this *Code of Conduct* and his/her offense reported to the appropriate local law enforcement. Criminal acts are grounds for disciplinary action and may also result in criminal penalties in accordance with Florida Statute.

### **Distribution of Audio, Video, Digital, Printed Materials, or Computer Disc**

No audio, video, digital, printed material or computer disc from any source shall be distributed on school property, or at a school-sponsored function, without the prior approval of the school Principal.

### **Dress Code and Grooming of Students**

Appropriate student grooming and dress are primarily the responsibility of the student and parent/guardian. Students are expected to give proper attention to personal cleanliness and neatness prior to coming to school. Students whose personal attire, or grooming, distracts other students and/or teachers from school work by exposing underwear or body parts in an indecent or vulgar manner, or whose attire could be hazardous to themselves and/or others in the course of school activities, shall be required to make necessary alterations of such attire and grooming before entering the classroom. If such alterations cannot be made at school, the student will be sent home to make the necessary changes. The time missed from school will be unexcused. Adhering to the school dress code is a prerequisite for student eligibility for participation in interscholastic extracurricular student activities. Out-of-school suspension should not be considered as an automatic solution to dress code violations, but may be used if the student exhibits a persistent pattern of dress code violations. The principal or principal's designee has the final authority for interpreting whether a student's apparel/appearance conforms to the dress code.

#### **Guidelines**

- Students may not wear clothes, jewelry, accessories, or tattoos which convey messages that are: inappropriate for age group, crude, vulgar/profane, violent/death-oriented, gang related, sexually suggestive, show/promote/ advertise alcohol, drugs or tobacco.
- Students may not wear any color, clothing, insignia, emblem, jewelry, or other object in such a manner as to indicate membership or association with any secret organization or gang.
- Students may not wear tank tops, halter tops, muscle shirts, undershirts, sports bras or boxer briefs, or other underwear as outer garments.

- Students may not wear clothing that reveals undergarments or the midriff, nor blouses or shirts which are low-cut or see-through. This includes the expectation that pants cover the hips upon sitting so that undergarments are not revealed.
- Skirts, split-skirts, dresses, and shorts may be worn, but must be near the knee in length.
- Shoes must be worn at all times (unless medical reasons indicate otherwise). Elementary students are discouraged from wearing flip flops, high heels or bedroom slippers/house shoes.
- Armbands, wristbands, belts, or other items with heavy metal projections and chains, including wallet chains, are prohibited.
- Students are strongly encouraged not to bring hats or other head coverings to school. The wearing of hats or other head coverings on school campuses shall be in accordance with the local school dress codes and shall not be disruptive to the orderly school environment.
- Students may not wear sunglasses inside the building without prior approval of the Principal or the Principal's designee nor may a student wear a hoodie with the hood worn over the head at school.
- Any student who is required to wear a GPS (ankle monitor) must keep it covered at all times.

***More specific guidelines for dress may be provided in the school's Student Handbook.***

## **Drug Testing**

All athletes, cheerleaders, and marching band members who participate in interscholastic extracurricular activities **will may** be subject to random drug testing in accordance with the School Board approved guidelines. This will include any random drug testing and designated penalties as required by Florida Statute.

## **Due Process**

Due process in education requires that a student is given notice of what allegation is being made against him/her and that the student is given an opportunity to be heard regarding the allegations. The initial due process is usually at the school where the incident occurred. The Principal or his/her designee provides the student with information regarding the incident and the student is provided with the opportunity to respond. After considering the student's response, the principal makes a decision on discipline. This level is informal. Subsequent levels of due process may involve the student discipline committee, the Superintendent or the School Board. At each level the procedure becomes more formal and the student is apprised of the procedural safeguards. The ultimate decision of expulsion is made by the School Board in accordance with the requirements of due process.

## **Electronic Reading Media Devices ~~(ex: e-Readers)~~**

**The following guidelines apply only to the use of e-Readers electronic media devices on Santa Rosa County School campuses/property. ~~Other electronic devices (such as Smart Phones, i-Pods) may not be used as e-Reading devices unless approved by the school administrator.~~ Electronic media devices must be approved prior to use by the school administrator or designee.**

- 1. An electronic media device for use in Santa Rosa District Schools is an electronic device used as an educational delivery tool that has been approved by the school administrator or designee. It does not include gaming devices, game consoles or devices used for non-educational purposes.**
- 2 Students must have written permission from the dean, assistant principal, or principal.
  - a. Permission slips/cards can be picked up from the front office and require parent signature as well as administrative signature prior to using the electronic **media** device.
- 3 These electronic devices can only be used under the direct supervision of **a teacher, school staff.**
  - a. They cannot be used during class changes or lunch.
- 4 Each classroom teacher must give permission for the device to be used.
- 5 The student must disable all Internet functions while on campus **except in designated areas.**

- 6 The teacher/ administration retain the right to approve or disapprove content used on the **e-reader electronic media device** while on the school campus.
- 7 Students will not be allowed to download content at the school site **except in designated areas.**
- 8 The student is solely responsible for personal property and neither the school nor School District shall bear any responsibility for lost, damaged, or stolen property brought by a student.
- 9 Neither the school nor School District will provide technical support for any personal electronic device.
- 10 The school may provide, where available, electronic media for current core classroom textbooks to be used by a student via their personal **e-reader electronic media** device.
- 11 Consequences for violation of this policy will coincide with those of cell phone violations.
  - a. Violation of policies will result in the electronic **media** device being taken from the student.
  - b. A parent/guardian will be required to pick-up the device from the dean or administration.
  - c. The school retains the right to assign further consequences as necessary.

### **Failure to Notify**

A student who has knowledge of and fails to report to a person in authority the plans or actions of another person that might result or has resulted in harm to a person or damage to property could face disciplinary action. A student may report this information to an administrator, staff member or a School Resource Officer at the school or the student may report it through the Santa Rosa County Crime Stoppers at 437-STOP (437-7867). See Page 75 for "How to Call a Tip to Crime Stoppers."

### **False Statements**

Whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his or her official duty shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083. (FS 837.06)

### **Harassment**

It is the policy of the Santa Rosa County School Board that each student be allowed to receive equal educational opportunities in an environment free from any form of malicious or sexual harassment as prohibited by state and federal statutes.

Students found to be in violation of the Board's policy on harassment may be subject to disciplinary action up to and including expulsion and may also be subject to criminal penalties.

### **Internet Acceptable Use Policy and Guidelines:**

#### **Refer to the Santa Rosa District Schools Acceptable Use Policy**

~~The Santa Rosa County School Board of Education provides Internet access to students for educational purposes only. The use of the Internet is necessary for many school research projects. Misuse of the Internet violates School Board Policy and subjects your child to suspensions and other school disciplinary consequences. Additionally, your child may incur civil and criminal penalties under Florida and Federal law for misuse of the Internet. Some of the misuses are as follows:~~

- ~~● using proxy sites to avoid the district filter~~
- ~~● sending and distributing offensive material on District computers or school grounds~~
- ~~● sending cyber threats of death, bodily harm, damage to property to students or staff (i.e., cyber bullying)~~
- ~~● creating offensive materials on home computers and distributing them on school grounds~~

- ~~using their own portable devices to distribute offensive material on school grounds~~
- ~~attempting to gain access to or using program administrative passwords or District staff passwords~~

~~General guidelines include but are not limited to the following:~~

- ~~1. The student should have no expectation of privacy at any time while using District resources, nor at home when it pertains to school business (such as when accessing SuccessMaker Enterprise Home edition or when writing about other students or District employees).~~
- ~~2. The District is authorized to monitor e-mail logs and Internet histories of students and does so.~~
- ~~3. Students should use the Internet/network for appropriate educational purposes and research.~~
- ~~4. Students should use the Internet/network only with the permission of designated school staff.~~
- ~~5. Students should be considerate of other users on the network. Cyber bullying is unlawful behavior.~~
- ~~6. Students must use appropriate language for school situations and must not use vulgar or profane language or images, including those with implied vulgarity and/or profanity.~~
- ~~7. Students should immediately report any security problems or breeches of these responsibilities to the supervising teacher.~~
- ~~8. Students must adhere to copyright laws and plagiarism rules when using the Internet.~~
- ~~9. Students must not share user IDs and passwords required to access e-mail and other programs.~~
- ~~10. Students must not give out personal information about themselves or where they live.~~
- ~~11. Students must not fill out forms on the Internet without parent/teacher permission.~~
- ~~12. Students must not send pictures of themselves through e-mail.~~
- ~~13. Students may not have access to e-commerce or publicly provided Internet Service Providers or e-mail services. Students will receive District-approved e-mail accounts upon teacher request and parent permission if the accounts are needed for educational projects.~~
- ~~14. Students must not use proxy avoidance sites (sites that allow the user to bypass the District Internet filter) or other sites indicated as blocked on the Addendum 01e — Internet Filter Policy Information for Students. Use of these sites violates this contract and could result in loss of Internet access and/or other disciplinary actions.~~
- ~~15. Students are required to access the Internet only through district-provided, filtered equipment. Under no circumstances are students to use any device (e.g., air cards, smart phones, Palms, or other Internet data device) that bypasses this requirement.~~
- ~~16. Students must not intentionally degrade or disrupt Internet network services or equipment. This includes but is not limited to tampering with computer hardware or software, vandalizing data, invoking computer viruses, attempting to gain access to restricted or unauthorized network services, unauthorized redirection of school web pages, or violating copyright laws.~~
- ~~17. Students must not attach or transfer media from a personal storage device to district hardware without permission from an appropriate staff member.~~
- ~~18. Students must not work directly on teacher, school, or District department websites without express, written permission from the District Web Administrator and Director for Instructional Technology.~~
- ~~19. Students must not create or work directly on “live” school club/organization websites (e.g., robotics team websites) or any website that represents the District. Students should work on local copies of these websites, which can then be published on a District or school Web server by an appropriate staff member.~~
- ~~20. Students must not construct websites using content or links that violate state or federal laws.~~
- ~~21. Students must not use the network in a fashion inconsistent with directions from teachers and other staff.~~

~~All network users must acknowledge their understanding of the guidelines in School Board Acceptable Use Policy as a condition of receiving Internet access. Websites designed to be representative of a class, school, or department of the Santa Rosa School District will be maintained on the District-approved Web Server or on a school server to ensure that all District policies and guidelines are met. This policy may be modified to accommodate new laws and School Board Policies. All users will be notified of any policy changes in writing and expected to act accordingly.~~

~~A form provided by the school must be signed by the parent/guardian and the student before the student will be given Internet access. The student will be given access for the current school year only. If the parent/guardian wishes to change the access status during the year, the parent/guardian should inform the Principal in writing.~~

## Language Other Than English

Students may not be disciplined for the use of a language other than English. However, students may be disciplined for the use of profanity or obscenity in any language.

## Law Enforcement Officers/Court Officials/DCF Representatives

- A. **Non-Victim/Non-Witness Interviews/Suspect:** When a law enforcement officer, an identified representative of the court on official business, or an identified Department of Children and Families representative makes a request to interview a student **who is not a victim or witness of a crime or delinquent act or is not involved in a suspected child-abuse case**, the following steps shall be taken by the administrator or designee:
  - 1. The parent shall be called and notified of the request.
  - 2. If the parent objects to such questioning or if the parent cannot be contacted, the officer shall be requested to make arrangements for questioning the student at a later date when the parents or their representative can be present, unless a law officer has an investigative subpoena.
  - 3. In the event an interview or interrogation takes place, the school administrator should request to be present in the room during the interview or interrogation.
- B. **Victim/Witness Interviews:** Principals shall permit law enforcement officers, identified representatives of the court on official business, or identified Department of Children and Families representatives to interview students who are victims of or witnesses to a crime or delinquent act, or students who are involved in suspected child abuse cases. The Principal or his/her designee shall document attempts to notify the student's parent or guardian prior to such interviews with victims unless a family member is the alleged abuser or participant in the crime or delinquent act. In accordance with Florida Statutes, the Principal or designee shall be present for interviews regarding suspected child abuse only if requested by the student and the official conducting the interview. Other interviews involving the student as a victim, witness shall be conducted in the presence of the Principal or designee. School Resource Officers shall be required to document parent contact prior to interviewing a suspect for activities that occurred off campus unless the student is 18 years of age or an emancipated minor. School Resource Officers shall not be required to document parent contact prior to interviewing a victim or witness.
- C. **Warrants and Subpoenas:** Principals shall permit law enforcement officers and identified representatives of the court on official business to serve students with arrest or search warrants and subpoenas.
- D. **Removal of Student from School:** Should an officer request to take the student out of school, he/she shall do so only with the consent of the parents or with a subpoena which requires the student to be a witness. If the officer desires to make an arrest, either with or without an arrest warrant, he/she shall be allowed to do so without objection by the administrator or teacher in charge. If the student is removed by an officer, the administrator shall endeavor to notify the parents prior to the student's removal from school premises or as soon thereafter as possible.
  - 1. If a law enforcement officer demonstrates to a Principal, or his/her representative, that the child needs to be taken into protective custody pursuant to Section 39.401 F.S., the officer shall be permitted to remove the student.
  - 2. Should the officer request to take the student out of school, he/she should be permitted to do so under the aforementioned conditions and upon the condition that he/she signs the student out in accordance with local school policies regarding students leaving campus.

## **Medication**

Any medication, either prescription or nonprescription, to be administered to a student on school premises or at school functions (including field trips), must be brought to the school by the parent/guardian/authorized adult representative for retention and administering. No student will be allowed to have medication, prescription or nonprescription, with the exception of an Epipen or an asthma inhaler, in his/her possession on school premises, on school transportation, or at a school function. Epipens, insulin pens, or asthma inhalers will be permitted to be carried with parental permission and physician's signature on the "Dispersion of Medication Form." The parent/guardian of a student with diabetes should contact the school to update the "Students Health Care Plan for Insulin Dependent Diabetes Form."

Medication brought to the school must be in the original prescription container, properly labeled with the child's name, doctor's name, name of medication, route, dosage, directions and expiration date. A "Dispersion of Medication Form" must be completed for **each** prescription, and a method of disposal of any unused or expired medication designated. The medication must be counted jointly by the parent/guardian and a school staff member. The parent/guardian and school staff member must both sign the "Registry of Medication Form" both for the initial prescription and each time additional medication for the same prescription is brought to the school. Nonprescription medication should also be in the original container and the procedures previously described for dispersion and registering of medication apply.

Parents/guardians are encouraged to request prescriptions for medications which limit administration during school hours. First morning doses should be given at home with only mid-day doses administered by a school staff member. Doses missed at home will not be administered by school staff.

Medication(s) will not be provided by the school.

## **Nondiscrimination**

No student shall be denied the opportunity to participate in appropriate programs, services, and activities by this School District on the basis of race, color, religion, gender, age, marital status, disability, political or religious beliefs, national or ethnic origin, if otherwise qualified, social and family background, or on the basis of the use of a language other than English, except as provided by law.

Accommodations shall be afforded to students with disabilities who qualify for services under Section 504 and/or the Individuals with Disabilities Education Act.

F.S.1006.0625 forbids a public school to deny any student access to programs or services because the parent/guardian of the student has refused to place the student on psychotropic medication.

## **Off Campus Actions Which Disrupt the School Environment**

Normally off-campus actions of students are not the basis for disciplinary actions by the school or School District. However, when those actions are of such a nature and extent that they reasonably can or do cause a disruption of the educational environment at the school, they may be the subject of disciplinary action. An example might be a student's use of an off-campus computer to post libelous, slanderous, demeaning, or profane remarks pertaining to school personnel or other students. It is not the purpose of this section to suppress the student's right of free speech, but rather to protect the school environment from actions that have a direct and detrimental effect on the educational process taking place at the school. Any disciplinary action by the School District shall in no way limit the right of the individual teacher or other school personnel to report the false allegation of committing a crime to the appropriate law enforcement authority, and/or pursue a civil action for libel, slander or defamation.

## **Patriotic Programs: Rules**

F.S. 1003.44 requires that the pledge of allegiance to the flag be recited at the beginning of the day in each public elementary, middle, and high school in the state. The pledge shall be rendered by students standing and placing their right hand over their heart. Upon written request from his or her parent, a student must be excused from reciting the pledge. When the pledge is given or the national anthem is played, all civilians (including students) must show full respect to the flag by standing at attention, men removing headdress, except when the headdress is worn for religious purposes.

## **Personal Property and Possessions**

Students are solely responsible for any personal property brought onto school grounds, on school-sponsored transportation, or to a school-sponsored activity. Neither the Board nor any Board employee shall bear any responsibility for any lost, damaged, or stolen personal property brought by a student onto school grounds, on school-sponsored transportation or to a school-sponsored activity.

## **Pupil Detention, Search and Seizure**

The Principal, any member of the administrative or instructional staff, or the School Resource Officer shall be authorized to temporarily detain and question a student when circumstances indicate that such a student has committed, is committing, or is about to commit a violation of law or a regulation of the School Board.

- A. If at any time reasonable suspicion exists that the student is unlawfully concealing any stolen or illegal property, an alcoholic beverage or liquor, illegal drugs, or any weapon as provided in these regulations or any other item in violation of this code, a school official or the School Resource Officer may temporarily detain and search the student, school property assigned to a student (including, but not limited to lockers and desks), a student's personal property located on school grounds including student's vehicles on campus, or any property in the possession of the student on the school grounds for the purpose of disclosing the presence of items as herein provided. In the absence of probable cause, school officials may temporarily detain and search a student if reasonable suspicion exists.
- B. If a search of a student, school property assigned to a student (including, but not limited to lockers and desks), a student's personal property located on school grounds, or other property in the possession of the student on the school grounds reveals stolen or illegal property or any item prohibited by School Board regulations, such item or items may be seized and surrendered to the proper authorities or the parents/guardians of the student or disposed of by the school official in the most appropriate manner.
- C. The Board reserves the right to inspect students' school lockers or other school property assigned to students in order to protect the health, safety, and welfare of students. Such property is the property of the school system, and each student who desires to exercise the privilege of using such property must sign a form, if requested, acknowledging the ownership of the school system and that such property may be inspected by school authorities at any time without notice or consent and without the student's knowledge or presence. Such searches shall be conducted only if school personnel have reasonable suspicion. Routine clean-ups shall not be considered a search.
- D. Metal detectors or specially trained animals may be used in the course of a search when reasonable suspicion exists. A trained drug-sniffing dog may be used to walk through the parking lot or the building without reasonable suspicion provided that students are not being detained (without reasonable suspicion) while the dog is sniffing. An alert by a trained drug-sniffing dog that drugs are present in a particular location provides school officials and law enforcement officers alike with probable cause to conduct a search of the person or place to which the dog alerted.



## Reporting of Expulsions, Alternative Placements, Arrests and Juvenile Justice Actions

Students are required at initial registration for school enrollment in the District to report any previous school expulsions, alternative placements, arrests resulting in a charge, and/or juvenile justice actions. The School Board has the authority to waive or honor the final order of expulsion, alternative placement or dismissal of a student by any in-state or out-of-state public district school board or private school for an act that would have been grounds for expulsion or alternative placement according to the receiving District School Board's *Code of Student Conduct*.

## Safety of Students

### A. Arriving/Leaving School During School Day:

1. Students arriving or leaving school during the school day must have permission verified by parent/guardian and follow prescribed check-in and check-out procedures.
2. Students shall not be permitted to leave school with persons whose identity has not been satisfactorily established or whose authority to take the child away from school has not been authenticated by appropriate school records.

- B. **Campus Hours/Limits of Liability:** Each school campus shall be open, and students shall be supervised beginning thirty (30) minutes before the beginning of the school day and continuing until thirty (30) minutes after the school day. Students are to remain in assigned areas prior to the beginning of the school day and after the ending of the school day as stipulated by the school.

Parents/guardian are advised that the school will not be responsible for students who are on school premises other than these times. Students who are not authorized to be on the campus are to leave the school campus upon dismissal in the afternoon. Supervision of students authorized to participate in or attend school-sponsored activities on the school premises shall begin thirty (30) minutes before the actual beginning of the activity and continue until thirty (30) minutes after the actual ending of the activity.

- C. **Student Pick-Up Area:** The Principal of each school will designate a specific area for students who are waiting to be picked up at the conclusion of after-school activities. If a student must call his/her parents, a specific telephone will be designated. It shall be the responsibility of the student to wait in the designated area. Parents/guardian shall pick up their children in a timely manner at the conclusion of after-school activities.

- B. No student shall **leave the school bus** on his/her way to or from school without the documented permission of his/her parent or guardian and the Principal or designee, except at the customary destination of the child which shall be the school or home.

### C. **Evacuation / Lockdown:**

Santa Rosa District Schools utilizes two standard responses for handling students and staff in any emergency situation – evacuation or lockdown. Evacuation plans begin with a fire drill procedure and include at least two routes for moving students very quickly away from the campus. A lockdown of the school building may be used during any emergency where there is a need to keep students in place. Some lockdown situations (i.e., a hazardous waste spill, a tornado warning or an intruder) may begin with a lockdown procedure and then proceed with additional precautions. Schools are required to participate in a series of drills during the school year to practice the procedures. If an emergency were to occur on a school campus, parents are asked to tune into local media stations (television and radio) for additional information rather than reporting to the school campus.

## School Bus Transportation

- A. Transportation on a school bus is a direct extension of both the classroom and the school in general. All rules, guidelines, and codes of conduct which apply to students at school continue to be in effect while students are being transported by school buses. This includes loading and unloading both on and off the school grounds and time spent waiting at bus stops. The time a student is on a school bus is considered an extension of the regular school day/time.
- B. In addition, the following specific rules are posted in each school bus:
  - 1. Stand off roadway while awaiting bus.
  - 2. Remain in your seat with the seatbelt buckled at all times while bus is moving.
  - 3. Keep all body parts inside the bus at all times.
  - 4. Do not throw any object or material on the bus or out of a bus window or door.
  - 5. Walk ten (10) feet in front of the bus and wait for the driver's signal before crossing the road.
  - 6. Unnecessary conversation with the driver is dangerous. Please remain quiet.
  - 7. Absolute silence is required at all railroad crossings.
  - 8. The driver is in full charge of bus and students. Students must obey the driver.
  - 9. The driver will assign a seat to each student who rides the bus.
  - 10. No eating, drinking, or using of tobacco products is allowed on the bus.
  - 11. Students should be at their designated stop 10 minutes prior to scheduled bus pick-up time; the bus cannot wait for those who are tardy.
  - 12. Students must exit the bus at their designated stop only unless written permission is granted by school administration.
  - 13. Riding the bus is a privilege. Do not abuse it.
  - 14. Students riding Santa Rosa District School buses may be subject to video recording for disciplinary purposes.
- C. The bus driver is responsible for the safe operation of each vehicle. Therefore, the driver has the authority to assign seats, restrict movement, and set other rules which he or she deems necessary for the orderly and safe operation of the school bus.
- D. Violation of School Board transportation policies, including disruptive behavior on a school bus or at a school bus stop, by a student is grounds for suspension of the student's privilege of riding on a school bus, may be grounds for additional disciplinary action by the school, and may also result in criminal penalties being imposed.
- E. For Pre-K students Special Transportation means that a car seat will be provided by the school district to transport the child to and from school. Parent or guardian is to place the child in the car seat on the bus in the morning and remove the child from the car seat on the bus in the afternoon.

## Secret Societies Prohibited in Public Schools

- A. It is unlawful for any person, group, or organization to **organize** or **establish** a fraternity, sorority, or other secret society or gang in the state whose membership shall be comprised in whole or in part of pupils enrolled in any public schools, whether elementary or secondary, or to go upon public school premises for the purpose of soliciting any pupils to join such an organization.
- B. It shall be unlawful for any pupil enrolled in any public school to be a **member** of or to take part in the organization of such a group, unless such organization is fostered and promoted by the school authorities or is first approved and accepted by school authorities, and whose membership is selected on the basis of good character, good scholarship, leadership ability and achievement.

## **Pupil Student Detention, Search and Seizure**

- A. The Principal, any member of the administrative or instructional staff, or the School Resource Officer shall be authorized to temporarily detain and question a student when circumstances indicate that such a student has committed, is committing, or is about to commit a violation of law or a regulation of the School Board.
- B. If at any time reasonable suspicion exists that the student is unlawfully concealing any stolen or illegal property, an alcoholic beverage or liquor, illegal drugs, or any weapon as provided in these regulations or any other item in violation of this code, a school official or the School Resource Officer may temporarily detain and search the student, school property assigned to a student (including, but not limited to lockers and desks), a student's personal property located on school grounds including student's vehicles on campus, or any property in the possession of the student on the school grounds for the purpose of disclosing the presence of items as herein provided. In the absence of probable cause, school officials may temporarily detain and search a student if reasonable suspicion exists.
- C. If a search of a student, school property assigned to a student (including, but not limited to lockers and desks), a student's personal property located on school grounds, or other property in the possession of the student on the school grounds reveals stolen or illegal property or any item prohibited by School Board regulations, such item or items may be seized and surrendered to the proper authorities or the parents/guardians of the student or disposed of by the school official in the most appropriate manner.
- D. The Board reserves the right to inspect students' school lockers or other school property assigned to students in order to protect the health, safety, and welfare of students. Such property is the property of the school system, and each student who desires to exercise the privilege of using such property must sign a form, if requested, acknowledging the ownership of the school system and that such property may be inspected by school authorities at any time without notice or consent and without the student's knowledge or presence. Such searches shall be conducted only if school personnel have reasonable suspicion. Routine clean-ups shall not be considered a search.
- E. Metal detectors or specially trained animals may be used in the course of a search when reasonable suspicion exists. A trained drug-sniffing dog may be used to walk through the parking lot or the building without reasonable suspicion provided that students are not being detained (without reasonable suspicion) while the dog is sniffing. An alert by a trained drug- sniffing dog that drugs are present in a particular location provides school officials and law enforcement officers alike with probable cause to conduct a search of the person or place to which the dog alerted.
- F. As a condition of being permitted to park a vehicle on campus, Students understand and agree that the vehicle which is driven onto campus is subject to search at anytime by school officials or their designees, at their discretion. This search may be conducted because of reasonable suspicion by school officials or without any reasonable suspicion. Furthermore anything found in the vehicle shall be deemed to be in the student's possession and it is the student's responsibility to be certain that no items which are prohibited by the Code of Student Conduct are located in the vehicle whether or not said items belong to the student or to others.

## **Student Expression**

In accordance with First Amendment rights of students, the Principal of a school has the right to review any student publication or expression in any format prior to its publication and distribution on campus. It is the responsibility of the student(s) who intends to distribute such expressions to bring the material to the Principal. A student who refuses to allow the Principal to review the material shall be considered in defiance of authority.

Reasons for denial of permission to distribute such materials shall include but not be limited to violation of Board policy; handling and dissemination concerns; staff availability; conflicts with school events calendars; obscenity, profanity, and vulgarity incompatible with normal activity associated with the school system; or a threat to the safe school environment. The Principal shall confer with the Board attorney to determine the appropriateness of denial.

The Principal shall give a written statement of explanation of the reasons for denial of the right to publish or distribute the material to the Superintendent and will furnish the students and teacher advisor, if appropriate, with a copy of such statement. The Principal's statement shall indicate whether the advice of the Board attorney was to proceed or not to proceed with restraint of the material.

### **Student With A Disability**

A student with a disability refers to any student identified as disabled in accordance with the Individuals with Disabilities Education Act Revised and/or Section 504 of the Rehabilitation Act of 1973. If a student with a disability has an individual Behavior Intervention Plan (BIP), then the **BIP supplants supersedes the Student Code of Conduct** and the student will be disciplined in accordance with the procedures delineated in his/her Behavior Intervention Plan. By the 10<sup>th</sup> day of Out Of School Suspension, a student with an IEP/or 504 Plan must have a Manifestation Determination Hearing. Manifestation Hearing members will consist of LEA representative, ESE teacher, General Education teacher, Administrator, parent, and student. Students with an IEP/504 Plan may not be suspended greater than 10 days without educational services based on IEP.

### **Tobacco-Free School District Policy**

Santa Rosa District Schools are “**Tobacco-Free**” per School Board Policy 2.90, Section (2). To comply with the Florida Clean Indoor Air Act and to set a positive, healthy example for students, **the use of tobacco products (both smoking and non-smoking) is prohibited in any facility or on any real or personal property** owned by or under the control of the Santa Rosa School Board.

**The “Tobacco-Free” policy extends to any person on School Board property.** If the person is not a School Board employee, the following actions will be taken:

- Step 1: The person will be informed of the “Tobacco-Free” policy and asked to discontinue use of the tobacco product.
- Step 2: If the person refuses, he/she will be asked to leave the campus.
- Step 3: If the person continues to refuse, additional measures will be addressed by administrative personnel and/or law enforcement.

### **Trespassing Upon Grounds or Facilities of a School**

Any person who does not have legitimate business on the campus or any other license or invitation to enter or remain upon the school property or who is a student currently under out-of-school suspension, expulsion, or alternative placement in lieu of expulsion and who enters or remains upon the campus or any other facility owned by the school, commits a trespass upon the grounds of a school facility and is guilty of a misdemeanor of the second degree.

Any person who enters or remains upon the campus or other facility of a school after the Principal of the school or his/her designee has directed such person to leave the campus or facility or not to enter the campus or facility, commits a trespass upon the grounds of a school facility and is guilty of a misdemeanor of the first degree. Law enforcement will be notified with the occurrence of trespassing.

### **Textbook Fines Unpaid**

Any student who has not paid fees or charges related to the loss or damage of a textbook or completed prescribed community service hours if available in lieu of payment of such fees or charges, may be prevented from participating in extracurricular activities.

## **Vehicle Use by Students**

High school students only are permitted to bring and use vehicles on school campus. Each high school will have guidelines governing safe use of vehicles by students on school grounds. When a student is permitted to bring a vehicle on campus, the student assumes all responsibility for the vehicle and all contents found in the vehicle. (See Student detention, search and seizure)

## **Victimization**

Upon notification by the Department of Juvenile Justice that a *no contact order* has been issued by the court for the purpose of a juvenile offender not attending the same school or riding the same bus as the victim of the crime committed or as the siblings of the victim, the Superintendent, or his/ her designee, will determine the appropriate setting for delivery of educational services to the offender. If the delivery of educational services requires transportation which is beyond the existing transportation and would incur additional costs to the School District, then the offender, or the parents or legal guardians of the offender if the offender is a juvenile, shall be responsible for arranging and paying for transportation.

If it is determined that it is not possible to deliver educational services to the offender at a different school site from the victim or the siblings of the victim, then the School District and the Principal will take steps such as the use of in-school suspension of the offender, and the scheduling of classes, lunch or other school activities of the victim and the offender so as not to coincide, to keep the offender separated from the victim.

As a part of the Unsafe Schools Choice Option, when a student has been a victim of a felony violation or a violation that would be a felony if committed by an adult, pursuant to statutes that have been designated within the policy and the crime was committed upon school property or on school transportation, the student upon whom the crime was committed shall be permitted by the School Board, upon written request from the student's parent, or the student (if such student is an emancipated minor), to transfer to another comparable school determined by the School Board, if available. In order to be considered a violent criminal offense for the purposes of transferring to another school, it is necessary that the incident be reported to the appropriate law enforcement agency. The parent of the victim or the victim (if an emancipated minor) of any such designated felony crime may invoke the transfer option once the state attorney files charges against the offender. Any transportation for such students shall be provided in accordance with School Board policies.

## **Video Recording/Audio Taping for Disciplinary Purposes**

Students may be video recorded or audio taped on a school campus or while riding a Santa Rosa District school bus for disciplinary purposes by school officials. Such recordings will be subject to the same confidentiality rules as other student records.

## **Voluntary School Assignment**

The voluntary reassignment by parent request of a student from one school to another, pursuant to Policy 5.20, may be revoked and the student returned to his/her zoned school of attendance if tardiness, unexcused absences or behavior/discipline problems develop at the receiving school.

## **Weapons**

- A. In accordance with the Gun-Free Act of 1994, a part of Public Law 103-382, a student who brings a weapon as defined in this policy to school or any setting associated with a school function is to be expelled from school for a period of not less than one full year (12 months). In addition, school officials shall be required to refer all such incidents to the criminal justice or juvenile delinquency system.

- B. In reference to this Act, a weapon is defined to include:
1. Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive or other propellant if the device using the other propellant has a barrel with a bore of more than one-half inch in diameter,
  2. The frame or receiver of any weapon described above,
  3. Any firearm muffler or firearm silencer,
  4. Any explosive, incendiary, or poison gas bomb; grenade; rocket having a propellant charge of more than four (4) ounces; missile having an explosive or incendiary charge of more than one-quarter ounce; mine; or similar device or,
  5. Any combination of parts either designed or intended for use in converting any device into any destructive device described in items one (1) or four (4) above.
- C. The weapons definition used by Santa Rosa School District is more inclusive than the definition referenced in Public Law 103-382, as is Florida Statute 790.001. See Page 52 in this document for the definition and procedures used in reference to weapons in schools in the Santa Rosa School District.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

The intent of the Student Rights and Responsibilities section is to summarize the broad principles of student rights. With each right comes a responsibility in a free and democratic society. The rights and responsibilities defined are basic and reflect the most recent court decisions on students' rights.

### **Assembly**

1. Students have a right to meet in accordance with school rules and scheduled use of facilities.
2. Students have a responsibility to:
  - a. conduct themselves and their activities consistently with the educational objectives of the school.
  - b. refrain from disrupting the educational process.
  - c. not endanger the health, safety, or welfare of other students.

### **Attendance**

1. Students have a right to:
  - a. be informed of school rules and policies regarding absenteeism and tardiness.
  - b. make-up class work within a reasonable length of time.
2. Students have a responsibility to:
  - a. attend classes daily and on time.
  - b. provide appropriate explanation of absences as requested.
  - c. request make-up assignments immediately upon returning to school.
  - d. abide by school rules and regulations.

### **Due Process**

Students have a right to be provided due process in all instances involving disciplinary action. See page 23 for further "due process" policy.

### **Free Speech and Publications**

1. Students have a right to:
  - a. express their viewpoints in an appropriate manner.

- b. print and distribute publications within the guidelines agreed upon by the students and administrators.
- 2. Students have the responsibility to:
  - a. recognize the rights of others by expressing themselves in a manner which does not interfere with the orderly process of education, violate school rules, or infringe on the rights of others.
  - b. observe guidelines agreed upon by students and administrators.
  - c. follow rules of responsible journalism.

## **Grievance**

- 1. Students have a right to file a grievance if they believe that they have been discriminated against on the basis of race, color, national origin, English language proficiency, marital status, sex, disability, age or religion.
- 2. Students have a responsibility to process the grievance using the procedure approved by the District School Board. (See Page 60.)

## **Participation in School**

- 1. Students have a right to participate in school.
- 2. Students have a responsibility to abide by school rules and regulations.

## **Privacy**

- 1. Students have a right to:
  - a. privacy in their personal possession unless there is reasonable suspicion to believe the material is prohibited by law, disruptive to the educational process, or a violation of School Board policy.
  - b. prior notification of any general search of lockers or personal property except in emergency situations.
- 2. Students have a responsibility to:
  - a. not carry or conceal any such material prohibited by law or a violation of School Board policy or that would detract from the educational process.
  - b. accept the consequences for the contents stored within their lockers or personal property.

## **Respect for Persons and Property**

- 1. Students have a right to:
  - a. receive respect for their persons and property from other students and school personnel in the school setting.
  - b. expect school property to be clean and well maintained.
- 2. Students have a responsibility to:
  - a. respect the persons and property of other students and school personnel.
  - b. take care of the property of the school system.

## **Right to Learn**

- 1. Students have a right to:
  - a. thirteen (13) years of education appropriate to their needs.
  - b. a positive learning climate free of disruption.
  - c. information on how grades are determined.

2. Students with Disabilities:
  - a. ESE students with disabilities who have not yet reached their twenty-second (22) birthday and who have not earned a standard diploma and who wish to continue their education, may continue to receive Free Appropriate Public Education (FAPE) consistent with a properly developed IEP.
3. Students have a responsibility to:
  - a. utilize the educational experiences made available to them.
  - b. provide assistance to improve the educational experiences.

## Rules of Conduct

1. Students have a right to:
  - a. a copy of clearly defined rules of student conduct.
  - b. expect the rules to be enforced without discrimination.
2. Students have a responsibility to know and observe school rules and regulations which govern their conduct.

## STUDENT CONDUCT - DEFINITIONS AND PROCEDURES

- Administrative judgment, particularly at the elementary level, is needed in classifying offenses or behaviors into these incident types. In making these classifications, age and developmentally appropriate behavior **MUST** be taken into consideration.
- In all instances of disciplinary action,
  - the incident shall be investigated by the Principal or designee,
  - a conference shall be held with the student,
  - and due process procedures shall be followed.
- When a student is suspended or recommended for expulsion or alternative placement, procedures for the recommended action as described in this *Code* shall be followed.
- A complete written report of the incident and the action taken shall be maintained.
- A student with an IEP/504 Plan cannot be suspended for greater than ten (10) cumulative school days within one school year and must have a Manifestation Determination Hearing.
- Some infractions may result in arrest and charges being filed due to being a violation of the law as well as a violation of school rules.
- Some specific infractions and consequences are detailed in this section of the *Code of Student Conduct*. It is realized that there will be instances of misconduct that may arise that will not be detailed in this document or in the school's handbook. Decisions regarding the consequences in such cases will be made based on the details of the information gathered in the investigation of the incident and the severity and seriousness of the misconduct.



## **Alcoholic Beverages**

*Any liquid which contains alcohol, either manufactured or mixed, or any intoxicating beverage; the violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages.*

### **Distribution/Possession/Under the Influence of Alcohol**

*A student who distributes alcohol to another student and the student who receives the alcohol and or passes the alcohol to another shall be subject to the disciplinary penalties for distribution of alcohol.*

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of five (5) to ten (10) days for a first offense.
3. For any subsequent violation, out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period up to one (1) calendar year through alternative placement or expulsion.
4. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.
5. Referral for in-school counseling.
6. If the student has an IEP/504 plan, contact the ESE department

## **Arson**

*To unlawfully and intentionally damage or attempt to damage any real or personal property by fire or an incendiary device.*

1. Notification of appropriate law enforcement agency.
2. Discipline of student in accordance with the school's discipline plan up to and including expulsion.
3. Notification of the parents/guardians of the discipline and the responsibility of the student and/or parents/guardians for restitution to the School Board if applicable.
4. Damages are to be assessed by School Board employees and reported to the student and parents/guardians.

## **Assault/Threat**

*To unlawfully place another person or persons in fear for emotional and/or physical harm with or without the use of a weapon; three elements present (1) intent, (2) fear, (3) capability. (i.e. verbal or written threat; listing of identified person or persons).*

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of one (1) to ten (10) days to be determined in accordance with the school's discipline plan or as deemed appropriate by the school's administration.
3. Notification of parents/guardians of out-of-school suspension in accordance with out-of-school suspension procedures.
4. Threats of school violence will be taken seriously. This includes threats of violence, direct or indirect, toward an individual, group, or the school, itself. In addition to the above actions, when deemed appropriate, school administrators have the right to refer a student, who makes or poses a threat of school violence, for a violence-risk evaluation/threat assessment through the school district's Student Services department.

## **Assault (Aggravated)**

*Assault with a weapon or with the intent to commit a felony and punishable by law as a felony of the third degree.*

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program at least one (1) year through expulsion.
3. Notification of parents/guardians of out-of school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.

## **Assault: School Board Employee**

*Assault punishable by law as a first degree misdemeanor and expulsion by the School Board from the regular school program for a period of one (1) calendar year.*

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program at least one (1) year through expulsion.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.

## **Assault (Aggravated): School Board Employee**

*Assault punishable by law as a felony of the second degree and expulsion by the School Board from the regular school program for a minimum period of one (1) calendar year and a maximum period of the remainder of the current school year plus one (1) additional school year.*

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a minimum of one (1) calendar year and a maximum of the remainder of the current school year plus one (1) additional school year.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.

## **Battery**

*The willful and unlawful use of force or violence upon the person of another; has three primary elements present - (1) an aggressor, who (2) intended to cause physical harm, to (3) an innocent person.*

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of one (1) to ten (10) days to be determined in accordance with the school's plan of discipline
3. Notification of parents/guardians of out-of-school suspension in accordance with out-of-school suspension procedures.
4. Notification of the victim's parents/guardian of the offense committed and the victim's right to press charges against the offender.
5. Cooperation in any procedures leading to the victim's exercise of rights as provided by law.

## **Battery (Aggravated)**

*Battery which intentionally or knowingly causes great bodily harm, permanent disability, or permanent disfigurement.*

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a minimum of one (1) calendar year and a maximum period of the remainder of the current school year plus one (1) additional school year.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.
4. Notification of the victim's parents/guardian of the offense committed and the victim's right to press charges against the offender.
5. Cooperate in any procedures leading to the victim's exercise of rights as provided by law.

## **Battery: School Board Employee**

*Battery punishable by law as a felony of the third degree and expulsion by the School Board from the regular school program for a period of one (1) calendar year.*

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten(10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for one (1) calendar year through expulsion.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.
4. Notification of the victim of his/her right to press charges against the offender.
5. Cooperation in any procedures leading to the victim's exercise of rights as provided by law.

## **Battery (Aggravated): School Board Employee**

*Battery punishable by law as a felony of the first degree and expulsion by the School Board from the regular school program for a minimum period of one (1) calendar year and a maximum of the remainder of the current school year plus one (1) additional school year.*

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a minimum of one (1) calendar year and a maximum of the remainder of the current school year plus one (1) additional school year.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.
4. Notification of the victim of his/her right to press charges against the offender.
5. Cooperation in any procedures leading to the victim's exercise of rights as provided by law.

## **Bomb Threats/False Report**

*Communication of a threat to use any destructive device with intent to cause damage or do bodily harm involving school or school personnel's property, school transportation, or a school-sponsored activity; a false report of an explosive or destructive device involving school or school personnel's property, school transportation, or a school-sponsored activity.*

1. Notification of appropriate law enforcement agency.

2. Out-of-school suspension of the student for a period of ten (10) days and a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through expulsion for one (1) calendar year.
3. Notification of parents/guardians of out-of-school suspension and the recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.

### **Breaking and Entering/Burglary**

*The unlawful entry into a school building or other structure with the intent to commit a crime punishable by law as a felony of the third degree.*

1. Notification of appropriate law enforcement agency.
2. Discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of parents/guardians in accordance with appropriate procedures.

### **Bullying**

*A form of aggression in which a person(s) willfully subjects another person(s) systematically and chronically to an intentional, unwanted and unprovoked hurtful verbal and/or physical action(s) which result in the victim feeling oppressed, intimidated or threatened at any school site, on school transportation school-sponsored activity or through the use of data or computer software that is accessed through a computer, computer system, or computer network of a Santa Rosa County District School. Types of bullying may include, but not be limited to, physical, verbal, emotional, and psychological bullying. Bullying actions may include, but not be limited to teasing, social exclusion, intimidation, threat, stalking, destruction of property, physical violence, theft, public humiliation and sexual, religious, or racial harassment. (SB: 2.70, SB: 5.321)*

*An individual who is a victim of bullying has a right to*

1. Report an incident(s) without fear of retaliation. Retaliation must not occur.
2. Present witnesses and other evidence relating to the incident.
3. The victim or parent/guardian of the victim will be notified of the opportunity for school counseling services.
4. The victim or the parent/guardian of the victim, if such is a student, will be given notification of the opportunity to speak to a School Resource Officer regarding pursuit of criminal charges against the perpetrator.

*Allegations of bullying shall be promptly investigated, giving due regard to the need for confidentiality and the safety of the victim and/or any individual reporting an incident of bullying. Proven allegations of bullying can have serious consequences for the student(s) deemed guilty. When a violation of the District bullying/harassment policy by an individual or group of individuals has been determined, the district will take steps to prevent a recurrence of any harassment, and to correct its discriminatory effects on the complainant and others, if appropriate: (SB: 2.70, SB: 5.321)*

1. Discipline of the student up to and including referral for Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by school officials.
2. Notification of the parent/guardian in accordance with appropriate procedures.
3. The student(s) found guilty of any bullying/harassing behavior or the parent/guardian of the student(s), will be given notification of the opportunity to speak to a School Resource Officer or school counselor regarding the incident.

If you are the victim of bullying:

- clearly tell the "bully" to stop
- immediately report the incident to a teacher, guidance counselor or administrator at the school. Tell your parent/guardian.

- if the bullying continues after you have told the bully to stop, keep a written record of the incident including date, time, witnesses and individuals involved in the incident Again report the incident immediately to a teacher, guidance counselor or administrator
- avoid being alone with the person who has attempted to bully you in the past

To minimize the risk of being accused of bullying:

- keep your hands to yourself and never cause physical harm to another person
- think before you speak. Don't make remarks that may make another person feel scared, intimidated, uncomfortable or fearful.
- immediately apologize if you accidentally say or do something that has made another person feel oppressed or uncomfortable
- report all incidents of bullying you have witnessed to appropriate school personnel
- don't keep interacting with a person after he/she has perceived your behavior toward him/her as being inappropriate and has clearly told you to stop

Individuals who are deemed guilty for wrongfully and intentionally accusing another of an act of bullying can receive serious consequences:

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

### **Cheating**

*Violations of dishonesty, defrauding, swindling, obtaining by deception, deliberate perversion of the truth.*

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

### **Damage to Property**

*The unlawful and/or malicious destruction, damage, or defacement of public or private property without the consent of the owner or the person having custody or control of it; the amount of damage less than \$1,000.*

1. Notification of appropriate law enforcement agency.
2. Discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials with consideration for cost of repair or replacement of damaged item(s).
3. Notification of parent/guardians of discipline action.

### **Defiance of Authority**

*The refusal or failure to carry out lawful or reasonable instructions of authorized school personnel or failure to comply with state law, School Board policy, local school rule, behavior contracts, or classroom rules.*

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

### **Demonstrations**

*The inciting, instigation or participation in demonstrations, including but not limited to walk-outs, sit-ins, and picketing, either on or immediately off school premises.*

1. Out-of-school suspension from school in accordance with the school's discipline plan.
2. Notification of the parents/guardians in accordance with out-of-school suspension procedures.

## **Disorderly Conduct/Disruption on Campus**

*Any act or disruptive behavior which **substantially** disrupts the orderly learning environment or poses a serious threat to the health, safety, and/or welfare of students, staff, or others; serious campus disruption.*

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension with discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of the parents/guardians in accordance with appropriate procedures.

## **Disruptions**

*Conduct or behavior which interferes with or disrupts the school or learning environment.*

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

## **Dress Code**

Violations of dress code as outlined in the Student Code of Conduct and School Based Student Handbook. The principal or principal's designee has the final authority for interpreting whether a student's apparel/appearance conforms to the dress code.

1. First offense: A verbal warning and parent notification. The school principal or designee shall call the parent/guardian and send written notification.
2. Second offense: Discipline student in accordance with the school's discipline plan, and the student is ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school principal/designee will meet with the student's parent/guardian.
3. Third and subsequent offense: In-School Suspension of the student not to exceed three (3) school days and the student is ineligible to participate in any extracurricular activity for a period of time not to exceed 30 days. The school principal/designee will call the student's parent/guardian and send the parent/guardian a letter regarding the discipline and ineligibility to participate in extracurricular activities.

## **Drugs**

*The possession, receipt, use, being under the influence of, cultivation, transportation, sale, purchase, or negotiation for the sale or distribution of any controlled (F.S. 893) or unlawful substance (including "spice" and other synthetic substances); possession or use of an inhalant or any substance represented as drugs (such as designer drugs, caffeine pills, herbs, foods), or any substances not used in accordance with the manufacturers instructions (over the counter medication, designer herbs/ products) or any prescription drug for which the student does not have a valid prescription and/or which is not in the original container on school property or within one thousand (1000) feet of school property or at a school-sponsored activity on property other than school property. A student, who distributes "drugs", is defined as a student who possesses, gives to or leaves drugs for another student. It also applies to the student who takes, receives, passes to/from or picks up the "drugs". These students who engage in the behavior as described in this section shall be subject to the disciplinary penalties for distribution of "drugs".*

**Distribution, Possession, or Under the Influence of an Illegal, Purported\*, or Unlawful Substance, Prescription Drug without a Prescription or substance not used in accordance with manufacturers instructions**

1. Notification of the appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period up to one (1) calendar year through alternative placement or expulsion.

3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.
- \* Under certain circumstances possession of “purported” substances may have an alternate consequence (see “Failure to Follow Medication Policy”).

### **Drug Paraphernalia**

*Any apparatus or material that may be used in the cultivation, use, manufacture, or distribution of drugs.*

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension for a period of five (5) to **ten (10)** days for a first offense.
3. Out-of-school suspension for a period of ten (10) days for each subsequent offense.
4. Notification of parents/guardians of out-of-school suspension in accordance with out-of-school suspension procedures.

### **Electronic Devices**

*The possession of tape players, compact disc players, radios, televisions, remote controls, electronic games, laser pens, or any other electronic device, including tapes, game cartridges, iPods, mp3 players, mp4 players or discs used in the operation of the devices.*

1. Discipline student in accordance with the school’s discipline plan.
2. Confiscate the device.
3. Notification of parents/guardians of the discipline and of the responsibility to retrieve the item from school officials.

*Exceptions for possession of electronic devices exist with school official’s permission only for instructional purposes. Devices brought with such permission are to be used only in the classroom with the instructor’s permission and supervision. (See e-Reader Policy)*

### **Electronic Pagers/Cellular Phones/Wireless Communication Devices/Electronic Pagers**

*While a student may be in possession of a wireless communication device, it may not be used during the regular school day **except for educational purposes in designated areas only under the direction/supervision of school staff.** The device must be in the “OFF” position and must not be visible on a student’s person during the school day. Failure to follow the rules regarding the possession and use of the wireless communication device will result in disciplinary action up to and including a loss of the privilege of carrying said device(s) on campus for a period of time to be determined by the school official. Use of a wireless communication device in a criminal act on school property or in attendance at a school function may result in criminal penalties as well as disciplinary action.*

1. Discipline student in accordance with the school’s discipline plan. Device may be confiscated or possession prohibited on school campus for a period of time.
2. Discipline of a student up to and including out-of-school suspension for a period up to three (3) days for a first offense. Device may be confiscated or possession prohibited on school campus for a period of time.
3. Out-of-school suspension of the student for a period up to and including ten (10) days for each subsequent offense. Device may be confiscated or possession prohibited on school campus for a period of time.
4. Notification of the parents/guardians of the discipline and their right to receive the device confiscated at the earliest opportunity.

## Energy/ Stimulant Drinks

*Santa Rosa County District Schools are committed to providing school environments that promote children's health, well-being, and ability to learn by supporting healthy eating, drinking and physical activity. While not all Energy or Stimulant Drinks are prohibited we strongly encourage parents to curtail their child's consumption of these beverages. These drinks are laden with caffeine and have very high concentrations of sugar. Most energy drinks also contain at least 80 mg of caffeine. Energy drinks can also cause side effects such as irritability, concentration difficulties, headaches, restlessness, dehydration, nausea, sleep disruption and heart irregularities. Research has shown that children and teenagers are becoming addicted to energy drinks and end up on a jolt-and-crash cycle.*

### **Definition: Prohibited Energy/ Stimulant Drinks:**

Some Energy/ Stimulant Drinks are prohibited on school property because they contain alcohol or have age limit restrictions on the purchase indicating that it is not for consumption of anyone under the required age.

### **Possession, Consumption, Distribution of Prohibited Energy Drinks**

1. Discipline student in accordance with the school's discipline plan.
2. In the case of Energy/ Stimulant Drinks containing Alcohol refer to the section "Alcoholic Beverages".
3. Confiscate the drink.
4. Notification of parents/guardians of the discipline.

## **Extortion**

*Obtaining of money or property (something of value) from an unwilling person by means of coercion or intimidation.*

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

## **Failure to Follow Internet Acceptable Use Policy and Guidelines (Pages 20-21)**

In an effort to ensure the safety of our students and to maintain the integrity of the network, categories of sites were blocked if they met one or more of several criteria: are illegal in nature and/or promote illegal activities; provide a means to bypass the internet firewall; represent and/or promote hate, violence, or racism; provide access to file types that negatively impact the District network or pose a security risk; provide an unacceptable risk to student well-being; and reduce productivity. Failure to follow the policies and guidelines for Internet use will result in disciplinary action. For a 1<sup>st</sup> offense that the Administration deems excessive the resulting consequence may be greater than what is outlined for a 1<sup>st</sup> or 2<sup>nd</sup> offense.

1. Disciplinary action may include up to and including suspension, alternative placement or expulsion.
  - a. 1<sup>st</sup> offense
    - i. Administrative designee(s) will be notified by Content Filter Administrator.
    - ii. Administrative designee notifies the teacher and the parents.
    - iii. Conference with the Administrative designee, student and possibly parents.
    - iv. Administrative design documents incident.
  - b. 2<sup>nd</sup> offense
    - i. Administrator, teacher, and parents notified.
    - ii. Student's privileges are restricted to instructor-directed sites and District web applications.
    - iii. Disciplinary action up to and including suspension.
  - c. 3<sup>rd</sup> offense
    - i. Notification of Administrator, teacher and parents.
    - ii. Disciplinary action up to and including suspension/alternative placement or expulsion.



2. Appropriate law enforcement agency will be notified when offenses involve illegal or threatening sites.

### **Failure to Follow Medication Policy (See Medication Policy on Page 23)**

The Medication Policy is described on Page 23 of this document. The possession of any medication, either prescription or non-prescription, by a student on school premises, on the school bus, or at a school function will result in appropriate disciplinary action. Products such as, but not limited to, vitamins, herbal supplements, caffeine pills, sleeping pills, diet pills and nicotine cessation products are viewed as nonprescription medication and are subject to the guidelines set forth in the medication policy and in the disciplinary procedures regarding possession of such substances. The exception of Epipen, insulin pen, pancreatic enzymes or an asthma inhaler which has been prescribed by a physician for a student to carry on his/her person should still be in accordance with the District's medication policy. ("Purported" substances may fall under this definition if school officials are able to validate that the possession of purported substance was not a controlled or unlawful substance (see "Drugs") and was not distributed).

5. Discipline student in accordance with the school's discipline plan.
6. In the case of "Possession of Purported substances": Out-of-school suspension for a period of ten (10) days for a first offense.
7. Confiscate the medication.
8. Notification of parents/guardians of the discipline and of the responsibility to retrieve the item from school officials.
9. If a student uses and/or distributes non-prescription medication, or purports a substance as a controlled substance or unlawful substance a second or subsequent time, there may be a recommendation for a disciplinary hearing regarding removal from the regular school program through expulsion.
10. Any use (being under the influence) and/or distribution of non-prescription medication in excess of the product's directed dosage may result in a recommendation for a Disciplinary Hearing regarding removal from the regular school program through alternative placement or expulsion.
11. Any use in excess of the directed dosage by a student having a valid prescription of medication will result in a recommendation for a Disciplinary Hearing regarding removal from the regular school program through alternative placement or expulsion. (See "Drugs")

### **False Accusation of a School Staff Member**

*Any false accusation which jeopardizes the professional reputation, employment, or certification of any member of the school staff.*

1. Disciplinary action, up to and including expulsion
2. Notification of parents/guardians of the disciplinary action.

### **False Identity**

*Refusing to identify or falsely identifying one's self.*

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

### **False Information/Falsifying Records/Documents**

*Intentionally providing false or misleading information or the withholding of valid information from a school staff member. Any form of tampering with records/documents either for one's own purpose or to alter the records of others for any purpose. It also includes, but is not limited to, the writing and signing of notes and papers by any person not authorized to do so, misrepresenting a situation, or falsely signing another's name to such notes or other papers.*

*Whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his or her official duty shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082, s. 775.083., F.S. 837.06.*

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.
3. Notification of appropriate law enforcement agency

### **Fighting**

*Mutual participation in an altercation with physical violence that requires physical restraint and/or results in injury.*

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

### **Fire Alarm System**

*Willful and/or malicious activation of a school fire alarm system punishable by law as a misdemeanor of the first degree.*

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of student for a period of ten (10) days.
3. Notification of parents/guardians in accordance with out-of-school suspension procedures.

### **Fireworks/Firecrackers**

*Unauthorized possession and/or igniting of fireworks or firecrackers on school property or at a school-sponsored activity, including possession of matches or lighters.*

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

### **Forgery**

*Refer to False Information/Falsifying Records/Documents on Page 40.*

### **Gambling**

*Participation in games of chance or skill for money or profit.*

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

### **Gang Activity**

*Any activity that can reasonably be associated or identified with a gang, such as, but not limited to, symbols, special dress, verbalizations or colors.*

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension with discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notifications of the parents/guardians in accordance with appropriate procedures.

## Harassment: Malicious

*Definition: Harassing another person because of that person's race, religion, color, sex, age, national or ethnic origin, political beliefs, marital status, disability, or social and family background, that places an individual in reasonable fear of harm to his/her person or damage to his/her property or has the effect of substantially disrupting the orderly operation of a school. Such harassment may include any slurs, innuendoes, or other verbal or physical conduct reflecting on an individual's race, ethnic background, gender, or disabling condition which has the purpose or effect of creating an intimidating, hostile, or offensive educational or work environment; has the purpose or effect of unreasonably interfering with the individual's work or school performance or participation; or otherwise adversely affects an individual's educational opportunities. Such harassment is prohibited at any school site, on school transportation or school-sponsored activity or through the use of data or computer software that is accessed through a computer, computer system, or computer network of a Santa Rosa County School District School.*

*An individual who is a victim of harassment has a right to report an incident(s) without fear of retaliation. Retaliation must not occur.*

Procedures for reporting of harassment are provided in **Harassment: Sexual**. Contact for Title IX: Director of High Schools, (850-983-5000), 5086 Canal Street, Milton, Florida 32570. Contact for 504: Director of Exceptional Student Education and Student Services, (850-983-5150), 6751 Berryhill Street, Milton, Florida 32570.

Consequences which arise from malicious harassment will include:

1. Out-of-school suspension from school in accordance with the school's discipline plan.
2. Notification of the parents/guardians in accordance with out-of-school suspension procedures.
3. The victim or the parent/guardian of the victim, if such is a student, will be given notification of the opportunity to speak to a School Resource Officer regarding pursuit of criminal charges against the perpetrator.

## Harassment: Sexual

*Definition: Undesired sexual behavior towards another; unwanted or repeated verbal or physical sexual behavior that is offensive and objectionable to the recipient, causes discomfort or humiliation, or creates a hostile environment. The following types of conduct by any adult or student constitute sexual harassment: (1) Creating a Hostile Environment - sexually harassing conduct which can include unwelcome sexual advances; or other verbal, nonverbal or physical behavior of a sexual nature that is sufficiently severe, persistent, or pervasive enough to create a hostile or abusive educational environment; or (2) Quid Pro Quo - to condition, explicitly or implicitly, sexual favors for participation in an education program or activity or in determining an education decision.*

1. Students have a responsibility to promptly report any occurrence of harassment; however, the student has up to sixty (60) days from the occurrence to report.
2. Informal complaints may be presented to the local school Principal or guidance counselor or to the Assistant Superintendent of Curriculum and Instruction. (850-983-5040)
3. Formal complaints should be presented to the Assistant Superintendent of Curriculum and Instruction. (5086 Canal Street, Milton, Florida 32570) The complaint should be in writing, state the act(s), state the date(s), state the name(s) of witnesses, and be signed by the complainant.
  - a. Investigations will be conducted with discretion. The right to confidentiality, both of the complainant and of the accused, will be respected, consistent with the Board's legal obligations and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. Claims found to be factually supported will be promptly acted upon. The decision shall be given to the student in writing within ten (10) calendar days of the receipt of the written complaint. No employee or student shall be retaliated against in any manner for reporting conduct which is believed to be a violation of this rule or for participating in an investigation of a possible violation of this rule.

- b. In determining whether alleged conduct constitutes harassment, the totality of the circumstances, nature of the conduct and the context in which the alleged conduct occurred will be investigated. The Superintendent or Assistant Superintendent of Curriculum and Instruction has the responsibility of investigating and resolving complaints of harassment by students. The Assistant Superintendent of Human Resources is included if the alleged harassment involves an employee.
- c. If the student is not satisfied with the decision of the Principal or Assistant Superintendent of Curriculum and Instruction, the student may appeal the decision in writing to the Superintendent within five (5) school days of the decision. The Superintendent or designee must respond in writing within five (5) school days of receipt of the appeal.
  1. If the student is not satisfied with the decision of the Superintendent, within five (5) school days of the decision the student must notify the Superintendent of a request of an appeal hearing before the School Board. Scheduling of a hearing before the School Board will be in compliance with applicable School Board policies.
4. Violation of the School Board's sexual harassment policy by a student is grounds for disciplinary action up to and including expulsion and may result in criminal penalties being imposed.

Individuals who are deemed guilty for wrongfully and intentionally accusing another of an act of harassment of any type can receive serious consequences:

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

## **Hazing**

*Any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student at a school for purposes, including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of the school; includes, but is not limited to, pressuring or coercing the student into violating state or federal law, any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity that could adversely affect the physical health or safety of the student, and also includes any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or forced activity that could adversely affect the mental health or dignity of the student. Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.*

1. Notification of the appropriate law enforcement agency.
2. Discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of parents/guardians in accordance with appropriate procedures.

## **Homicide (Murder, Manslaughter)**

*The unlawful killing of one human being by another that occurs on a school campus, at any school-sponsored event, or on school transportation.*

1. Notification of the appropriate law enforcement agency.
2. Out-of-school suspension for a period of ten (10) days and immediate referral for a Disciplinary Hearing with the recommendation for expulsion for the remainder of the present school year and one (1) additional year.

3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.

### **Interference with School Personnel**

*The preventing or attempting to prevent school personnel from engaging in their lawful duty.*

1. Out-of-school suspension from school in accordance with the school's discipline plan.
2. Notification of the parents/guardians in accordance with out-of-school suspension procedures.

### **Interference with the Movement of Students**

*Any actions that prevent or delay scheduled transportation of students to and from an assigned school or that prevent students from entering or leaving school at scheduled hours.*

1. Out-of-school suspension from school in accordance with the school's discipline plan.
2. Notification of the parents/guardians in accordance with out-of-school suspension procedures.

### **Intimidation**

*Any action that would create reasonable fear.*

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

### **Kidnapping**

*Forcibly, secretly, or by threat confining, abducting, or imprisoning another person against his or her will and without lawful authority.*

1. Notification of the appropriate law enforcement agency.
2. Out-of-school suspension for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period up to the remainder of the present school year and one (1) additional year through expulsion.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.
4. Notification of parent/guardian of victim.

### **Motor Vehicle Theft**

*The theft or attempted theft of a motor vehicle that occurs on School Board property or at a school-sponsored event or of a school bus, or other vehicle owned by the School Board.*

1. Notification of the appropriate law enforcement agency.
2. Out-of-school suspension for a period of ten (10) days and for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period of one (1) calendar year through expulsion.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.

## **Possession**

*Any student who has any item on his/her person, within their personal effects, or within any vehicle in which he or she has arrived on School Board property or at a school sponsored activity on property other than School Board property shall be considered to be in possession of such item.*

1. A determination shall be made as to the nature of the item the student has been found to be in possession or have had in possession.
2. Any disciplinary action resulting from a student's possession of an item as defined in this Code shall be in accordance with the procedures as described in this Code.
3. Any disciplinary action resulting from a student's possession of an item not defined in this Code shall be in accordance with the discipline plan of the school which shall maintain consistency as to the degree of the infraction.

## **Profane, Obscene, Abusive Language or Gestures, Objects, Videos or Pictures**

*The use of profane, obscene, abusive language or gestures, or the possession of objects, videos or pictures which are disrespectful, offensive or socially unacceptable and which can or tend to disrupt the school environment, a school function, or extracurricular/co-curricular activities. This includes the taking and /or sending, of inappropriate or offensive images or texts using electronic devices as well as being in the possession of inappropriate images or texts. Engaging in the use of electronic devices in this manner may result in law enforcement being notified.*

1. Discipline student in accordance with the school's discipline plan.
2. Notification of appropriate law enforcement agency as appropriate.
3. Notification of parents/guardians of discipline.

## **Reasonable Suspicion**

*Suspicion when coupled with supporting information or evidence.*

1. May be used for evidence for disciplinary action.
2. Use applies only to school officials and not to law enforcement agents.

## **Robbery**

*The taking or attempting to take anything of value under confrontational circumstances from the control, custody, or care of another person by force or threat of force or violence and/or putting the victim in fear.*

1. Notification of the appropriate law enforcement agency.
2. Out-of-school suspension of the student for ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.

## **Sexual Battery**

*The attempted or actual forcible penetration.*

1. Notification of the appropriate law enforcement agency.
2. Out-of-school suspension of the student for ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through expulsion for at least one (1) calendar year.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.

## **Sexual Misconduct**

*Minor misconduct of a sexual nature that does not constitute an offense as serious as sexual battery, sexual harassment, or sexual offense as defined in this document.*

1. Out-of-school suspension for one (1) to ten (10) days as determined by school officials.
2. Notification of parent/guardian of out-of-school suspension in accordance with procedures for out-of-school suspension.

## **Sexual Offense**

*"Sexual contact without force or thrust of force when the victim is capable of giving consent. It may also include but not be limited to exposing an individual to lewd, sexual behavior or action."*

1. Notification of appropriate law enforcement agency.
2. Discipline action of out-of-school suspension and up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through expulsion as determined by the school officials.
3. Notification of the parent/guardian in accordance with appropriate procedures.

## **Stealing**

*The unlawful taking or concealing the property of another person without threat, violence, or bodily harm, with intent to prevent or deprive the rightful owner of its use value less than \$300.*

1. Discipline according to the school's discipline plan up to and including out-of-school suspension.
2. Notification of parents/guardians of discipline.

## **Substance Abuse**

*The use of any drug or substance when such is unlawful and use of any drug or substance when such use is detrimental to the user or to others but is not unlawful.*

## **Tardiness**

*A tardy is the absence of any student at the time attendance is taken provided the student is in attendance before the end of class. (See Section N on Page 17 for further information.)*

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

## **Theft/Larceny**

*The unlawful taking, carrying, leading, riding away, or concealing the property of another person without threat, violence, or bodily harm with the intent to prevent or deprive the rightful owner of its use. Value of item \$300 or more.*

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension with discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of the parents/guardians in accordance with appropriate procedures.

## **Threat**

*See Assault/Threat on Page 32*

## **Tobacco Products: Possession/Smoking**

*A student smoking, using smokeless tobacco, in possession of tobacco products, distributing or selling of tobacco products on school property, school buses, or in attendance at a school-sponsored activity will be subject to disciplinary action by the school. A person under the age of eighteen (18) who possesses tobacco products **on or off** school property is in violation of law and subject to a fine (or sixteen (16) hours of community service: available only for hardship cases) and required participation in an anti-tobacco program, if locally available. Driving privileges may also be suspended for repeat offenders or for those who fail to meet the sanctions imposed by the first offense.*

1. Notification of appropriate law enforcement agency which will make a determination whether or not to issue a civil citation for each offense. This citation will include any appropriate fines as determined by law.
2. Out-of-school suspension of the student for a period of one (1) day and the completion of a Santa Rosa County School District approved anti-tobacco course within five (5) calendar days for the first offense. Failure to complete the anti- tobacco course will result in two (2) additional days of out-of-school suspension and will count as the student's second tobacco product offense.
  - a. Elementary **school students only** for first offense:  
Either in-school suspension of the student for a period of three (3) days or out-of-school suspension for a period of one (1) to three (3) days.
3. Out-of-school suspension of the student for a period of three (3) days for a second offense.
4. Out-of-school suspension of the student for a period of up to five to ten (5-10) days the third and subsequent offenses.
5. Notification of parents/guardians of out-of-school suspension in accordance with out-of-school suspension procedures.

Subsequent infractions of this statute and policy may result in the expulsion of the student.

## **Tobacco Products: Facsimile**

*A student in possession or using a facsimile tobacco product /item including but not limited to electronic cigarettes, tobacco free snuff, herbal tobacco-like products or nicotine/tobacco cessation products.*

1. Discipline according to the school's discipline plan up to and including out-of-school suspension.
2. Notification of parents/guardians of discipline.

## **Trespassing**

*To enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension, expulsion, or alternative placement in lieu of expulsion.*

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension from school in accordance with the school's discipline plan.
3. Notification of the parents/guardians in accordance with out-of-school suspension procedures.

## **Truancy**

*The absence of a student without excuse.*

1. Discipline student in accordance with school discipline plan.
2. Student may not be suspended out-of-school for truancy.
3. Notification of parents/guardians of discipline.



## **Unauthorized Access or Use of Electronic Devices and Instruments:**

*Includes, but is not limited to, unauthorized access to, modification of, use of, creation or destruction of computer-stored data and programs and the inappropriate use of electronic devices and instruments.*

1. Discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials with consideration for cost of repair or replacement of damaged item(s).
2. Notification of parents/guardians of discipline.

## **Unauthorized Use of ~~Photography and/or Video~~ Media Devices**

*Unauthorized photography, **audio** or video taping of activities/ behaviors/ events occurring on School Board property that violate Santa Rosa County School Board Policy during the school day or at school sponsored activities. This includes possessing and/or maintaining the unauthorized images **or audio** on a device, sending the unauthorized images electronically or posting the images/video to any web/ internet site(s).*

1. Notification of appropriate law enforcement agency if necessary.
2. Required for removal of unauthorized images/**audio**/video from device and/or web/internet site(s).
3. Discipline of a student up to and including out-of-school suspension for a period up to five (5) days for a first offense. Device may be confiscated or possession prohibited on school campus for a period of time.
4. For subsequent acts, out-of-school suspension of the student for a period up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
5. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.

## **Vandalism**

*The unlawful and/or malicious destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it; the amount of damage \$1,000 or more.*

1. Notification of appropriate law enforcement agency.
2. Discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of parent/guardians in accordance with appropriate procedures.
  - a. If damaged property is personal property, notification of the victim's parents/guardians.
  - b. If damaged property is School Board property, damages are to be assessed by School Board employees and reported to the student and his/her parent/guardian with notification of responsibility for restitution to the School Board, if applicable.

## **Weapons (Firearms)**

*The possession of any firearm (loaded or unloaded, operable or inoperable, replica or facsimile) including, but not limited to, a pistol, rifle, shot gun, zip gun, BB gun, starter gun, explosive propellant, or destructive device.*

#### **(Firearms): Possession**

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period of at least one (1) calendar year through expulsion.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of school suspension and expulsion.

#### **Weapons (Other)**

##### **Common Pocket Knives/Box Cutters**

*A common pocket knife is defined as a pocket knife with a blade no longer than 3 ¾ inches long. While a common pocket knife or a box cutter is not considered a weapon for purposes of expulsion unless used as such, it is not permissible for a student to possess these items on a school campus, at a school-sponsored activity, or on school transportation. Any student found to be in possession of a common pocket knife or box cutter which is NOT displayed or coupled with threat, intimidation, and/or reasonable suspicion for use is subject to the following disciplinary action:*

1. Out-of-school suspension for up to ten (10) days. Parent/guardian will be notified in accordance with appropriate procedures. The appropriate law enforcement agency will be notified.

#### **Weapons (Other): Possession and/or Use**

**Any instrument or object that could be deliberately used to inflict harm, or intimidate any person including, but not limited to, knives (except common pocket knives, plastic knife, or blunt-bladed table knife), razor blades, any dirk, metallic knuckles, slingshot, billie, tear gas gun, chemical weapon or device, electric weapons or devices including stun guns, destructive devices or other deadly weapons, or any other object being used as a weapon; possession of a weapon at a school-sponsored event, on school property, on a school bus, or at a school bus stop is punishable as a third degree felony.**

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for ten (10) days and a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period of at least one (1) calendar year through expulsion.
3. Notification of parents/guardians of the out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with appropriate procedures for out-of-school suspension and expulsion.

### **STUDENT CONDUCT PROCEDURES**

#### **DISCIPLINE ALTERNATIVES**

This list of options is provided to suggest some of the possible actions which may be taken in response to student misconduct. An administrator may select options as is deemed necessary, except when specific actions are required by Board Policy, State Board Rule and/or Florida Statute.

- **Alternative Programs:** A student may be assigned to or offered the opportunity to participate in alternative programs available if, in the opinion of school officials, such assignment would benefit the student. A student with a disability should be referred to the IEP team to determine appropriate services and placement.

- **Behavioral Contract:** A behavioral contract between a student and appropriate school personnel may define expected behaviors, conditions, and consequences.
- **Behavioral Intervention Plans:** A Behavioral Intervention Plan (BIP) is a written, specific, and purposeful plan which describes behavioral interventions and other strategies that will be implemented to reduce and/or prevent targeted misbehaviors and reinforce appropriate replacement behaviors. An individual BIP will be developed for a student with a disability if the student's behavioral difficulties significantly interfere with the ability to benefit from his/her education and education of others. Prior to initiation of a BIP, a Functional Behavior Assessment (FBA) must be completed and assessment information used to develop the BIP. The Behavior Intervention Plan (BIP) must be noted on the current IEP. If a student with a disability has an individual Behavior Intervention Plan (BIP), then the BIP supplants supersedes the *Student Code of Conduct* and the student will be disciplined in accordance with the procedures delineated in his/her Behavior Intervention Plan. By the 10<sup>th</sup> day of Out Of School Suspension, a student with an IEP/or 504 Plan must have a Manifestation Determination Hearing. Manifestation Hearing members will consist of LEA representative, ESE teacher, General Education teacher, Administrator, parent, and student. Students with an IEP/504 Plan may not be suspended greater than 10 days without educational services based on IEP.
- **Conferences:** Conferences between/among any combination of student, teachers, parent/guardian, and administrator may be held to discuss student conduct and/or problems. Such conferences consider alternatives available and seek to determine a plan of action which will be most beneficial to the student.
- **Counseling:** If, in the opinion of school officials, a student would benefit from counseling by a school psychologist, social worker, guidance counselor, or an outside agency, such counseling shall be arranged.
- **Referrals:** If, in the opinion of school officials, a student would benefit from services provided by a school or outside agency, such referrals shall be made.
- **Other:** Other alternatives may be used as deemed appropriate by the school administration.

## DISCIPLINARY ACTIONS AND PROCEDURES

This list of options is provided for possible actions in response to student misconduct. The Principal or designee may or may not consider alternatives to discipline depending on the nature of the misconduct and the maintenance of consistency within the school's disciplinary actions.

- **Restriction**
  - A. **Definition:** Restriction is the withdrawal of specific non-academic privileges of a student to participate in school-sponsored activities.
  - B. **Conditions:**
    1. A student shall not be restricted from any activity for which the student has an opportunity to earn a grade or credit.
    2. The specific privilege(s) to be restricted should be associated with the misconduct to the extent feasible.
    3. The duration of the restriction shall be commensurate with the degree of the misconduct.
  - C. **Procedures:**
    1. Teachers may impose restrictions on students within the realm of classroom privileges without a discipline referral.
    2. The Principal or designee may restrict a student from specific non-academic privileges to participate in school-sponsored activities after hearing the student's

defense and/or explanation of his/her conduct and giving the student an explanation of the reasons for and the conditions of the restriction.

- **Detention**

- A. **Definition:** Detention is the confinement of a student for a specified amount of time to be served under the supervision of school officials.
- B. **Conditions:**
  - 1. **Lunch Detention** may consist of a period of time spent in academic study and isolation from social interaction and/or work assignments related to the upkeep and maintenance of school facilities during his/her lunch period in which the student will also be afforded the opportunity of lunch. The amount of time assigned for lunch detention on any one day shall not exceed the student's normal lunch period.
  - 2. **After School Detention** may consist of time spent after the regular school day on academic study and/or work assignments related to the upkeep and maintenance of school facilities. Parents shall be responsible for the student's transportation.
  - 3. **Saturday Detention** may consist of time spent on Saturday on academic study and/or work assignments related to the upkeep and maintenance of school facilities. The amount of time assigned to one (1) day of Saturday detention shall not exceed four (4) hours. Parents shall be responsible for the student's transportation.
- C. **Procedures:**
  - 1. The Principal or designee may assign a student to detention on the basis of a discipline referral after hearing the student's defense and/or explanation of his/her conduct and giving the student an explanation of the reasons for and the conditions of the restriction.
  - 2. A student who fails to appear for the assigned detention may be assigned an additional amount of detention time or may be assigned a higher level of discipline.

- **Corporal Punishment**

- A. **Definition:** The moderate use of physical force or physical contact by a Principal, Assistant Principal or Dean of Students, may be necessary to maintain discipline or to enforce rules. We believe that corporal punishment is a viable alternative in maintaining discipline in a school setting. **If a parent or guardian objects to the use of corporal punishment for their child, then it is the responsibility of that parent or guardian to notify the school in writing each school year of that objection. A parent must request in each instance for corporal punishment to be administered. However, the school administrator reserves the right not to use corporal punishment as a disciplinary intervention.** For a student with a disability, the teacher or administrator should refer to the Individual Education Plan, 504 Plan and/or the Behavior Intervention Plan (BIP) for contra indicators regarding the use of Corporal Punishment. The development of individualized positive behavior interventions/supports should be included in the above noted plans. Special consideration should also be given to students with active involvement with the Department of Children and Families or mental health issues.
- B. **Conditions:**
  - 1. The use of corporal punishment shall be approved in principle by the Principal or designee before it is used in accordance with Florida law.
  - 2. The Principal shall prepare guidelines for administering such punishment which identify the types of punishable offenses, the conditions under which the punishment shall be administered, and the specific personnel on the school staff authorized to administer the punishment. Principals will submit their guidelines to Directors of Elementary, Middle School and High School Education for review, not for approval.
  - 3. Corporal punishment for students shall be limited to the following:
    - a. Grades **K-3** - two strokes or less
    - b. Grades **4-6** - three strokes or less

- c. Grades **7-12** - four strokes or less
  - d. One instance of corporal punishment during the school day.
- 4. Paddles must be made of wood (not plywood), no more than nineteen (19) inches long, not more than 3/8 inch thick, nor more than four (4) inches wide. It must be smooth with no sharp edges. A handle must be provided just large enough for a normal one-hand grip.

**C. Procedures:**

- 1. An Assistant Principal or Principal may administer corporal punishment only in the presence of another adult who is a teacher, Assistant Principal or Principal and who is informed beforehand and in the student's presence of the reason for the punishment.
- 2. Corporal punishment shall not be unduly severe nor degrading in its nature and shall not be administered in the presence of other students or adults not involved in the handling of the incident.
- 3. Under no circumstances shall a student be struck indiscriminately on the body. The punishment shall be administered to the posterior, making every effort to avoid striking the body above or below the buttocks.
- 4. Parents will be notified in writing when corporal punishment has been administered to their child. An Assistant Principal or Principal who has administered punishment shall, upon request, provide the pupil's parents or guardian with a written explanation of the reason for the punishment and the name of the adult witness/witnesses present.

• **In-School Suspension**

A. **Definition:** In-school suspension is a discipline program established as an alternative to out-of-school suspension.

B. **Conditions:**

- 1. Any school center that has an in-school suspension program established in accordance with the District's guidelines may place students in in-school suspension.
- 2. The parent/guardian must be notified of the placement of a student in in-school suspension.
- 3. All criteria for student eligibility and the instructional program are subject to the requirements of the District's guidelines.
- 4. Schools shall not use continuous or multiple in-school suspensions to exclude a student with a disability from educational services. Services must be adhered to as outlined in the student's Individual Education Plan or 504 Accommodation Plan.

C. **Procedures:**

- 1. The Principal or designee may assign a student to an in-school suspension program on the basis of a discipline referral after hearing the student's defense and/or explanation of his/her conduct and giving the student an explanation of the reasons for and conditions of the in-school suspension.
- 2. A student who fails to appear for in-school suspension may be assigned an additional amount of in-school suspension or be assigned a higher level of discipline which may include out-of-school suspension.

• **Out-of-School Suspension**

A. **Definition:** Out-of-school suspension is the temporary removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the Principal or the Principal's designees, for a period not to exceed ten (10) school days and remanding of the student to the custody of the student's parent with specific homework assignments for the student to complete. Homework assignments given will be due on the day the student returns to school.

B. **Conditions:**

1. No student shall be given an out-of-school suspension for absences, truancy, or cutting classes.
2. A good faith effort shall be made by the Principal or his/her designated representative to employ parental assistance or other alternative measures prior to out-of-school suspension, except in the case of emergency or disruptive conditions which require immediate removal of the student from the school environment. Parents will be strongly encouraged to schedule a conference with school personnel before their suspended child returns to school.
3. Schools shall not use continuous or multiple out-of-school suspensions to exclude a student with a disability from educational services since the major purpose of disciplinary action is to bring about positive student behavior within the school setting--not exclusion from that setting.
4. A student with a disability who has an Individual Education Plan (IEP) or a Section 504 Plan shall not receive out-of-school suspension (OSS) for more than ten (10) cumulative days within a school year- without provision of educational services. By the 10<sup>th</sup> day of OSS, Manifestation Determination must be conducted by the IEP team. After the manifestation determination the IEP team will review the student's current IEP to initiate behavioral interventions, a functional behavior assessment, a behavior intervention plan, and/or appropriate educational placement.
5. Students suspended must be under adult supervision during school hours for the duration of their suspension. Suspended students are subject to the "Truancy Pick-Up Program" Law enforcement-officers will pick up any student not in school during regular school hours who is not under adult supervision and transport him or her to an off-campus site. Parents will be contacted to pick up their child immediately. Parents will follow the imposed sanctions. The school site will be notified.
6. Students who are suspended out-of-school pending a disciplinary hearing will remain on out-of-school until the disciplinary hearing process has been finalized.

**C. Procedures:**

1. The Principal or designee must attempt to inform the student's parents by telephone of a student's suspension and the reasons for the suspension prior to the suspension of the student.
2. After the parent has been notified or an attempt made at such notification, and after hearing the student's defense or explanation of his/her conduct and explaining the reasons for the suspension and the conditions, the Principal or his/her designated representative may suspend a student from the school program or the school bus.
3. Each out-of-school suspension shall be reported in writing by mail or delivered in person by a staff member within twenty-four (24) hours with the reasons for the suspension, the dates involved, and any conditions to the student's parent or guardian. A copy should also be sent via the courier service within twenty four (24) hours to the Superintendent, and the appropriate Director of Elementary, Middle or High School Education.
4. The letter of notification to parents/guardians will include the requirements for adult supervision during the suspension.

• **Alternative Placement/Expulsion With Continuing Educational Services**

- A. **Definition:** Alternative Placement or Expulsion with Continuing Educational Services is the removal of the right of the student to attend the regular school program at a District public school for a period of time with educational services provided at an alternative site in lieu of expulsion without continuing educational services. The alternative placement should not exceed the remainder of the current school year and one (1) additional year of attendance.
- B. **Conditions:**
  1. The Principal or his/her designated representative may recommend to the Superintendent that a Disciplinary Hearing be conducted regarding the removal of a student from the regular school program when a student has committed a serious breach of conduct.

2. Alternative Placement of a **student with an identified disability** who has an active IEP or Section 504 Plan, constitutes a change in educational placement. The following procedures shall be followed:
- a. If a Principal determines that a student with a disability has engaged in a behavior that warrants alternative placement or expulsion (a disciplinary hearing), he/she shall contact the Director of Exceptional Education and request an Individual Education Plan (IEP)/Section 504 Accommodation Plan meeting be conducted. The meeting shall be held to make a manifestation determination and if determined by the IEP Team a Functional Behavior Assessment (FBA) and/or Behavioral Intervention Plan (BIP) may be developed.
  - b. If the team determines that the student's misconduct **is** a manifestation of the student's disability, a review of the student's IEP/Section 504 Accommodation Plan shall be conducted and an appropriate alternative implemented. A guardian/student may request a recommendation to the Disciplinary Hearing Committee for a due process hearing regardless of the manifestation decision.
  - c. If the misconduct **is not** a manifestation of the student's disability, then the student will be recommended to the Disciplinary Hearing Committee for a due process hearing. Exceptional students may be recommended for removal from the regular school with the continued provision of services in accordance with the student's IEP. A student identified disabled under Section 504 shall be afforded disciplinary action to the same extent that such disciplinary action is taken against non- disabled students.
  - d. Schools can recommend placement in an alternative education setting for up to forty-five (45) school days for students with a disability, irrespective of the manifestation determination decision (i.e., even if the offense is determined to be related to the disability) if the child engages in the following behaviors:
    1. carries or possesses a weapon to or at school, on school premises, or to or at a school function;
    2. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function.
    3. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

According to 34 CFR 300.530(i)(3), the term "serious bodily injury" is defined as:

- a substantial risk of death
- extreme physical pain
- protracted and obvious disfigurement
- protracted loss or impairment of the function of a bodily member, organ or mental faculty

Within the forty-five (45) school day placement, an IEP review will be conducted to determine continuation of services in an alternative education setting or the return to placement in the former school setting. Placement will be recommended based upon the outcome of the earlier manifestation determination and, if appropriate, recommendation of the Disciplinary Hearing Committee.

**C. Procedures:**

1. The Principal or his/her designated representative shall conduct an investigation into the charges and shall obtain a written and signed statement from any witness immediately after the incident.
2. The Principal or his/her designated representative shall hear and consider the student's defense and/or explanation of his/her conduct before making any decision

and if removal is appropriate, shall explain to the student the reasons for recommending removal from the school.

3. A written notice of the recommendation for a Disciplinary Hearing, including a detailed report of alternative measures taken prior to the recommendation, shall be sent by mail to the parent/guardian as well as an attempt to contact the parent/guardian via telephone. A written copy of the notice and report shall be sent to the Superintendent and the appropriate Grade Level Director. The requested length of removal of the student from the regular school program shall be included in the written notice and shall not exceed the remainder of the current school year and one (1) additional year.
4. A Disciplinary Hearing Committee consisting of a minimum of four (4) of the following: the Director of Elementary Education, the Director of Middle School Education, the Director of High School Education, the Director of Work Force Education, the Assistant Superintendent of Curriculum and Instruction, the Director of Alternative Education, a representative of Student Services, and a representative of the district's Exceptional Student Education staff will review each recommendation in a due process hearing, and the student has the right to:
  - a. appear with counsel.
  - b. confront and cross-examine.
  - c. be heard by an impartial tribunal.
  - d. receive a CD of the proceedings.
  - e. appeal.
5. The Disciplinary Hearing Committee will hear all pertinent information relating to the recommendation for the student's removal from school. The committee may then make a recommendation to the Superintendent for the expulsion of the student or a recommendation for an alternative placement. Any member of the committee who has participated in the investigation shall abstain from voting on the recommendation, but may otherwise participate in the hearing.
6. If the Disciplinary Hearing Committee's recommendation is for alternative placement or expulsion with continuing educational services, the Superintendent will notify the parent/guardian by mail for continued education services in an alternative program. A form will be provided for the parent/guardian and student to accept the educational services offered, indicate other educational services the parent/guardian will provide through home education or non-public school or request the action proceed to a hearing before the School Board.
7. A student who has been given an alternative placement or expulsion with continuing educational services is not allowed on any School Board property without prior permission from the school's administration. Violation will be considered trespassing. Seniors who are alternatively placed or expelled during the second semester/term of their senior year will not be allowed to participate in graduation activities.

- **Expulsion Without Continuing Educational Services**

- A. **Definition:** Expulsion is the removal of the right and obligation of a student to attend a public school for a period of time and under conditions set by the School Board not to exceed the remainder of the school year and one (1) additional year of attendance.
- B. **Conditions:**
  1. The Principal or his/her designated representative may recommend to the Superintendent that a Disciplinary Hearing be conducted regarding the removal of a student from the regular school program when a student has committed a serious breach of conduct.
  2. Expulsion/alternative placement of a **student with a disability and Individual Education Plan** constitutes a change in educational placement, not an exclusion from educational services. A free appropriate public education must be available to all disabled children with an Individual Education Plan residing in the state between



the ages of 3 and 21, including children with disabilities who have been suspended or expelled. Services do not have to replicate all of the services and instruction a student would have received had he/she stayed in school. Procedures will be followed based on page 54 with Alternate Placement of a student with an identified disability.

**3. Expulsion/alternative placement of a student with a disability with a Section 504 Accommodation Plan will follow the procedures below:**

If a Principal determines that a student with a disability with a Section 504 Accommodation Plan has engaged in a behavior that warrants expulsion/ alternative placement (a Disciplinary Hearing), he/she shall contact the Superintendent and request an IEP meeting be conducted. The meeting shall be held to conduct a manifestation determination and if determined by the committee a Functional Behavior Assessment (FBA) and Behavioral Intervention Plan (BIP) may be developed.

- a. If the team determines that the student's misconduct is a manifestation of the student's disability, the student may not be expelled, and a review of the student's Individual Education Plan/Section 504 Accommodation Plan shall be conducted and other alternatives implemented.
- b. If the misconduct is not a manifestation of the student's disability, then the student is to be recommended to the Disciplinary Hearing Committee for a due process hearing. Exceptional students may be recommended for expulsion with the continued provision of services in accordance with the student's Individual Education Plan. A student identified disabled under Section 504 shall be afforded disciplinary action to the same extent that such disciplinary action is taken against non-disabled students.

**C. Procedures:**

1. The Principal or a designated representative shall conduct an investigation into the charges and shall obtain a written and signed statement from any witness immediately after the incident.
2. The Principal or a designated representative shall hear and consider the student's defense and/or explanation of his/her conduct before making a final decision, and if removal is appropriate, shall explain to the student the reasons for recommending removal from school.
3. A written notice of the recommendation for a Disciplinary Hearing, including a detailed report of alternative measures taken prior to the recommendation, shall be sent by mail to the parent/guardian as well as an attempt to notify the parent/guardian via telephone. A written copy of the notification will be sent to the Superintendent and the appropriate Grade Level Director. The requested length of removal of the student from the regular school program shall be included in the written notice and shall not exceed the remainder of the current school year and one (1) additional year.
4. A Disciplinary Hearing Committee consisting of a minimum of four (4) of the following: the Director of Elementary Education, the Director of Middle School Education, the Director of High School Education, the Director of Work Force Education, the Assistant Superintendent of Curriculum and Instruction, the Director of Alternative Education, a representative of Student Services, and a representative of the district's Exceptional Student Education staff will review each recommendation in a due process hearing, and the student has the right to:
  - a. appear with counsel.
  - b. confront and cross examine.
  - c. be heard by an impartial tribunal.
  - d. receive a CD of the proceedings.
  - e. appeal.

5. The Disciplinary Hearing Committee will hear all pertinent information relating to the recommendation for the student's removal from school. The committee may then make a recommendation to the Superintendent for the expulsion of the student. Any member of the committee who has participated in the investigation shall abstain from voting on the recommendation, but may otherwise participate in the hearing.
6. If the Disciplinary Hearing Committee's recommendation is for a student's expulsion, the Superintendent will notify the parent/guardian by mail of the specified date and place of the School Board meeting and the scheduled time of the expulsion hearing to act on the Superintendent's recommendation.
7. A student who has been expelled/alternatively placed is not allowed on any School Board property without prior permission from the school's administration. Violation will be considered trespassing.

## FELONY OR FELONY ACT

- A. **Definition:** Felony acts are any delinquent acts which would be a felony if committed by an adult.
- B. **Conditions:** Any student who commits a felony act on public school property or property other than public school property and if, in the opinion of the school administrator, the student's attendance at school will have an adverse impact on the educational program, discipline, or welfare of the school in which the student is enrolled, the student's right and obligation to attend school may be temporarily or permanently removed.
- C. **Procedures:**
  1. **Arrested:** Any student who is arrested for a felony act may be suspended from school for a period not to exceed ten (10) days if, in the opinion of the school administrator, the student's attendance would adversely impact the school. Such suspension shall not affect the delivery of educational services to the student, and the student shall be immediately enrolled in a daytime or evening alternative educational program. A student with a disability or a Section 504 Plan who has been suspended from school for a total of ten (10) school days must be afforded a manifestation determination hearing prior to the culmination of the ten (10) day period. The IEP committee, including the student and his/her parents, will determine which services are needed to provide a free, appropriate public education in order to progress in the general curriculum and achieve his or her IEP goals and objectives.
  2. **Charged:** Any student who is formally charged with a felony act may be suspended from school indefinitely or have his or her suspension to continue until the determination of guilt or innocence or until the charges are dismissed if, in the opinion of the school administrator, the student's attendance would adversely impact the school. Such suspension shall not affect the delivery of educational services to the student, and the student shall be immediately enrolled in a daytime or evening alternative educational program. A student with a disability or a Section 504 Plan who has been suspended from school for a total of ten (10) school days must be afforded a Manifestation Determination Hearing prior to the culmination of the ten (10) day period. The IEP committee, including the student and his or her parent/guardian, will determine which services are needed to provide a free, appropriate public education in order to progress in the general curriculum and achieve his or her IEP goals and objectives.
  3. **Conviction of a Felony:** Any student who has been charged and found guilty of a felony will be afforded a hearing with parent/guardian present to determine whether the student's continued attendance will adversely impact the school; the hearing may result in continuance or expulsion.
  4. **Adjudicated Delinquent:** Any student who has been adjudicated delinquent for committing a felony act will be afforded a hearing with parent/guardian present to

determine whether the student's continued attendance will adversely impact the school; the hearing may result in continuance or expulsion.

5. **Adjudication Withheld:** Any student who has had adjudication withheld for committing a felony act will be afforded a hearing with parent/guardian present to determine whether the student's continued attendance will adversely impact the school; the hearing may result in continuance or expulsion. A hearing must be held prior to a recommendation for expulsion.

D. **Extra-Curricular Activities:  
Procedures:**

1. **Arrested:** Any student who is arrested for a felony act may be suspended from participation in extra-curricular activities if, in the opinion of the school administrator, the student's continued participation in extra-curricular activities would adversely impact the school.
2. Any student who has been **charged**, (per accompanying documentation from the state attorney's office), will not be eligible nor permitted to publicly represent the school or the School District in any extra-curricular activity until a court rendering.
3. Any student who has been **convicted of a felony, adjudicated delinquent or had adjudication withheld** will not be eligible nor permitted to publicly represent the school or the School District in any extra-curricular activity for the balance of the school year.
4. A report of an alleged violation of this standard of conduct shall be submitted to the principal or designee for investigation. If the principal or designee determines that a violation has occurred, the student and his parent or legal guardians shall be notified in writing of the suspension from school sponsored extracurricular activities.

## **SECURED SECLUSION/ RESTRAINT**

Through legislative reviews and continual safety, Florida State Legislation has approved the need for all restraint and secured seclusion procedures to be performed:

**Section 393.067, Section 393.13, Section 1004.55, Section 1003.573, Section 1012.582**

### **Definitions:**

The Office of Civil Rights (OCR) now requires that the Department report all instances of restraint and seclusion for all students (not just those with disabilities). In order to meet this requirement, three elements were added to the automated student database using the definitions issued by OCR. To remain consistent, the same definitions will be used for the web reporting of restraint/seclusion incident reporting of students with disabilities. The definitions included in the database are as follows:

**Mechanical Restraint:** The use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel or devices utilized by a student that have been prescribed by an appropriate medical or related service professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
- Restraints for medical immobilization
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm

**Physical Restraint:** A personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.

**Seclusion:** The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a

non-locked setting, and is implemented for the purpose of calming.

These definitions may also be found on the Department of Education website at [http://www.fldoe.org/eias/dataweb/database\\_1011/st81\\_1.pdf](http://www.fldoe.org/eias/dataweb/database_1011/st81_1.pdf).

#### **Procedures:**

##### **Teacher and Administration Responsibility**

1. Teacher will have the form ***Parental Notification of the Use of Secured Seclusion and/or Restraint*** (Attachment 1) signed by a parent for any student who has exhibited aggressive behaviors toward themselves or others. This student will have a Behavior Intervention Plan (BIP) in place. **Forms can also be found on:** [http://www.santarosa.k12.fl.us/ese2/P2\\_Resources1/Resources1\\_Home.html](http://www.santarosa.k12.fl.us/ese2/P2_Resources1/Resources1_Home.html)
2. Once a student has initiated harm to himself or others and all non-violent intervention and de-escalation techniques have been exhausted, a person certified in Non-Violent Crisis Intervention (CPI) will initiate secured seclusion and/or restraint.
3. When secured seclusion/restraint is initiated, there will be at least one other adult to assist with the seclusion/restraint and/or documentation of duration of incident, personnel involved in the incident, anecdotal records of the incident, etc. When possible, school administration should be called immediately upon the use of secured seclusion/restraint.
4. Once the secured seclusion/restraint incident has ended, the supervising teacher will notify the school administration immediately (unless this has been done in Step 3) and will brief administration on the situation using the form ***Preventive Strategies Utilized before Secured Seclusion and Restraint*** (Attachment 2). **Forms can also be found on:** [http://www.santarosa.k12.fl.us/ese2/P2\\_Resources1/Resources1\\_Home.html](http://www.santarosa.k12.fl.us/ese2/P2_Resources1/Resources1_Home.html)
5. By the end of the day of the incident, administration will complete the ***Parent Written Notice for the Use of Secured Seclusion and/or Restraint*** form. Administration will then make at least two attempts to notify parent, through email and/or phone, regarding the use of seclusion/restraint. Administration will also ensure that the form is sent home with the student at the end of the day. Parent signature must be obtained and the signed form returned to the school. **Forms can also be found on:** [http://www.santarosa.k12.fl.us/ese2/P2\\_Resources1/Resources1\\_Home.html](http://www.santarosa.k12.fl.us/ese2/P2_Resources1/Resources1_Home.html)
6. If the signed ***Written Notice*** form (Attachment 3) is not returned, the administrator will send a 2nd copy through certified mail and/or by a school social worker for signature. All attempts will be documented on the form.
7. Within 24 hours, supervising teacher will complete the electronic version of the form ***Santa Rosa District Incident Report for Secured Seclusion and/or Restraint*** (Attachment 4) and send it via email to the supervising school administrator. NOTE: Best practice for documenting the Restraint and Secured Seclusion for Santa Rosa County incident would be that the document is completed by the end of the workday to ensure that all facts of the incident are recorded accurately. **Forms can also be found on:** [http://www.santarosa.k12.fl.us/ese2/P2\\_Resources1/Resources1\\_Home.html](http://www.santarosa.k12.fl.us/ese2/P2_Resources1/Resources1_Home.html)
8. Within 24 hours of receiving the teacher's report, supervising school administrator will review for accuracy and completeness. Information will then be transferred from the Santa Rosa District ***Incident Report*** form (Attachment 4) to the state's Secured Seclusion and Restraint database and **SAVED AS DRAFT by the administrator**. Website can be found at: <https://app1.fldoe.org/ESE/RestraintSeclusionIncident/Default.aspx>
9. Once state report has been completed and saved as a draft, supervising school administrator will immediately contact Santa Rosa District ESE Program Facilitator for Behavior via email.
10. Within 24 hours of receipt, Santa Rosa District ESE Program Facilitator for Behavior will email confirmation of receipt and indicate any changes/additions needed.
11. The supervising school administrator will review and print the state report. The report will be mailed to the parent of the student within three days of the incident.

12. Parent will sign and return the **Incident Report** form (Attachment 4). All signed incident reports will be placed within the cumulative file on the left side of the ESE or Section 504 folder.
13. If the signed **Incident Report** form (Attachment 4) is not returned, the administrator will send a 2nd copy through certified mail and/or by a school social worker for signature. All attempts will be documented on the form.

#### **COMPLAINT/GRIEVANCE PROCEDURE (School Related Problems not Connected to Suspension or Expulsion)**

A student or parent/guardian on behalf of their minor child shall have the opportunity to question and register a complaint/grievance regarding a decision made by any school employee. The opportunity to question included decisions perceived by the student to be discriminatory on the basis of race, color, religion, gender, age, marital status, disability, political or religious beliefs, national or ethnic origin, or social and family background, regarding any phase of educational programs, activities, application of rules of behavior, sanctions, or treatment. This procedure may be used to file a formal complaint under the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments of 1972, and McKinney-Vento Homeless Education. It is the aim of these procedures to settle a complaint/grievance at the lowest possible level. The following procedures shall be used to submit a complaint/grievance:

- A. **Informal:** If the student wishes to question a decision of any school employee, the student shall first request an appointment to discuss the issue with the employee concerned and/or a school site administrator at a time other than regular class time. The appointment shall be requested within sixty (60) calendar days of the incident of concern.
- B. **Formal:** If the student is not satisfied after discussing the issue with the employee and/or school site administrator, the student may submit an appeal in writing to the Principal of the school or the Assistant Superintendent of Curriculum and Instruction to review the matter. Such an appeal shall be submitted within ten (10) calendar days of the informal step described above.
  1. The Principal or Assistant Superintendent of Curriculum and Instruction shall investigate the problem and shall render a decision. Such investigation may include interviews with the student, at which the student may have parents/guardians or representation present. The decision shall be given to the student in writing within ten (10) calendar days of the written notice of appeal.
  2. If the student is not satisfied with the decision of the Principal or Assistant Superintendent of Curriculum and Instruction, the student may appeal the decision in writing to the Superintendent within five (5) school days of the decision. The Superintendent or designee must respond in writing within five (5) school days of receipt of the appeal.
    - A. If the student is not satisfied with the decision of the Superintendent within five (5) school days of the decision the student must notify the Superintendent of a request of an appeal hearing before the School Board. Scheduling of a hearing before the School Board will be in compliance with applicable School Board policies.
- C. **Further Possible Appeals:** If the individual filing the complaint is not satisfied with the decision of the School Board, a complaint may be filed with the Florida Department of Education. In addition, complaints alleging discrimination under the ADA, Section 504, or Title IX may be filed with the Office of Civil Rights, U.S. Department of Education, within 180 days of the alleged discrimination.

No student shall be retaliated against in any manner for filing a complaint/grievance regarding conduct which is believed to be in violation of District and/or school policy or for participating in an investigation of a possible violation of District and/or school policy. Confidentiality will be ensured to the greatest extent possible.

UNITED STATES DISTRICT COURT  
NORTHERN DISTRICT OF FLORIDA

MINOR I. DOE, et al.;

Plaintiffs,

v.

No.: 3:08-cv-361 MCR/CJK

SCHOOL BOARD FOR SANTA

ROSA COUNTY, FLORIDA; et al.;

Defendants.

**FIRST AMENDED CONSENT DECREE AND ORDER**

On August 27, 2008, Plaintiffs MINOR I DOE and MINOR II DOE filed a Complaint asserting claims pursuant to 42 U.S.C. §1983 against Defendants SCHOOL BOARD FOR SANTA ROSA COUNTY, FLORIDA ("School Board"), JOHN ROGERS, in his official capacity as Superintendent of the School District of Santa Rosa County, Florida (who has subsequently been replaced by Tim Wyrosdick) ("Superintendent"), and H. FRANK LAY, in his official capacity as Principal of Pace High School (who has subsequently been replaced by Bryan Stephen Shell) (collectively "Defendants"). The Defendants admitted liability for the claims in the Complaint and for the violations of the U.S. Constitution's Establishment Clause and the Florida Constitution's No-Aid Provision. To avoid further costly and protracted disputes, the parties agreed voluntarily to the original Consent Decree and Order entered on May 6, 2009, and now wish to agree, as indicated by the signatures below, to this First Amended Consent Decree and Order (hereinafter "Order").

The Court reviewed the claims as to which the Defendants have admitted liability and the terms of their agreement set out in this Order, which the parties have together reached. Other than this Court's rulings and findings made elsewhere regarding the original Consent Decree and those specifically made here regarding this Order, the Court does not here decide any new legal or factual dispute concerning the matters presented herein. In adopting this Consent Decree, the Court has ensured it comports with the U.S. Constitution, which prescribes the floor beneath which protections may not fall rather than a ceiling. Concluding that the terms of the parties' Agreement are appropriate under the circumstances presented and that the entry of this Order comports with federal constitutional law, the Court therefore

**ORDERS, ADJUDGES, and DECREES as follows:**

1. Some of the Defendants' District-wide policies, practices, and customs alleged in the Complaint violate the Establishment Clause of the First Amendment to the U.S. Constitution and the "No Aid" provision of the Florida Constitution. Some of the Defendants' policies, practices, and customs (a) endorse and promote religion and (b) have the purpose or effect of advancing religion.
2. The Consent Decree and Order entered on May 6, 2009, is hereby amended. This Order replaces that original Consent Decree and Order. The Court finds that, as it previously held with respect to original Consent Decree and Order, this Order is "plainly legitimate because it expressly applies to official capacity conduct and remedies admitted Establishment Clause" violations. *Doe v. School Board for Santa Rosa County*, 264 F.R.D. 670, 687 n. 31 (N.D. Fla. 2010).

**Definitions**

3. The following definitions shall apply to this Order. Inconstruing these definitions the singular shall include the plural and the plural shall include the singular:

(a) "Club" means a noncurricular student group recognized by the School District and that qualifies through the five, safe-haven provisions (20 U.S.C. §4071 (c)) for protection under the Equal Access Act.

(b) "Prayer" means a communication (written or audible) with a deity, including, but not limited to, a benediction, an invocation, the Lord's Prayer, or otherwise calling upon a deity to offer guidance, assistance, or a blessing. Accordingly, "Prayer" does not include customary, polite expressions and greetings, including "God Bless You" or "Thank Heavens," or a student's religious expression responsive to a legitimate academic class assignment.

(c) "Religious Service" means a convocation for a religious purpose, including, but not limited to, baccalaureate, religious youth group meeting or event, church service, and Bible study.

(d) "Religious Title" means *Benediction, Invocation, Prayer, Blessing, Inspirational Message, Sermon, Devotional Pledge, Bible Reading, Devotion* or any other title that in any way relates to Prayer.

(e) "Religious Venue" means a property, facility, building, or place that is maintained and controlled by or for a religious body that is organized, in whole or in part, to sustain public worship.

(f) "School District" means the Santa Rosa County School District.

(g) "School Event" means any activity or happening (i) at a School Board facility or (ii) sponsored, conducted, or supervised by a School Official acting in his or her Official Capacity. It includes, but is not limited to, a graduation, grade-promotion ceremony, award program, induction ceremony, pep rally, competition, practice, performance, class instructional time, and a club meeting or event. However, each of the following activities is not a School Event:

(1) A student religious Club meeting or event, if all School Board employees and agents are only present at the meeting or event in a "nonparticipatory capacity," as used in the Equal Access Act;

(2) An activity at a School Board facility, if (i) it is outside the presence of School District students and (ii) no School Official acts in his or her Official Capacity; and

(3) An activity at a School Board facility that is used by a thirdparty (i) pursuant to a standard facility use agreement or (ii) the principal's advance written permission in accordance with School Board policy and that permission indicates the name of the responsible third-party user, the use period, facility to be used, purpose of use, and conditions of use. The foregoing third-party uses must (I) occur during the agreed use period, (II) be on terms of usage (including rent) that are consistent with the terms applicable to other third-party users, (III) not involve any School Official acting in his or her Official Capacity, and (IV) not take place during school hours. Until May 6, 2014, School Officials shall not permit third parties to use a school facility pursuant to a standard facility use agreement or principal's permission (A) during instructional time, (B) when the majority of school employees assigned to the subject school facility are contractually obligated to be present, or (C) during the transitional period before or after school when students are embarking or disembarking from school buses or private transportation. School Officials may supervise students between instructional time and the third-party use period if the supervision is neutral with respect to religion. (h) "School Official" means the Defendants and their officers, agents, affiliates, subsidiaries, servants, employees, successors, and all other persons or entities in active concert or privity or participation with them, but only to the extent such a person acts in his or her Official Capacity or is in active concert or privity or participation with the Defendants. Outside organizations that receive no support from the Defendants, do not receive remuneration of any kind from the Defendants, are not controlled by the Defendants, and are not given preferential treatment or access (e.g., to sell wares) by the Defendants are not School Officials, for example booster clubs when they satisfy these requirements.

(i) "Official Capacity": As the Court has previously made clear, "the plain language of the consent decree simply does not address the conduct of school employees in any context other than in their official capacity." *Doe v. School Board for Santa Rosa County*, 264 F.R.D. 670, 683 (N.D. Fla. 2010). A person acts in his or her "Official Capacity" when

(1) performing official duties or furthering the work of the School Board or

(2) acting under or with a power or authority granted by virtue of employment by or association with the School Board.

However, where the only power or authority the School Official exercises is the authority to be present at a School Board facility and the School Official is not interacting with or in the presence of a student, then the School Official is not in his or her Official Capacity by virtue of subsection (i)(2).

#### **Equal Access Act**

4. No provision in this Order is intended to supplant or alter the rights afforded student clubs by the Equal Access Act. School Officials shall comply with the Equal Access Act. 20 U.S.C. §4071 et seq.

#### **Permanent Injunction**

5. **Prayer at School Events:** School Officials are permanently enjoined from promoting, advancing, endorsing, participating in, or causing Prayers during or in conjunction with School Events for any school within the School District:

(a) School Officials shall neither offer nor participate in a Prayer during or in conjunction with a School Event.

(b) School Officials shall prohibit non-student third-parties (including clergy or other religious leaders) during or in conjunction with a School Event from offering a Prayer addressed to an audience as part of the event or program, soliciting a Prayer from anyone as part of the event or program, or promoting a religious belief to anyone as part of the event or program.



(c) School Officials shall not include Prayer, whether or not it is noted in a printed program, during or in conjunction with a School Event. School Officials shall not give authorization to a group of students, a student body (e.g., through an election), or third parties to include Prayer, whether or not it is noted in a printed program, during or in conjunction with a School Event.

(d) School Officials shall not encourage, solicit, or invite any person, either implicitly or explicitly, to deliver or offer a Prayer during or in conjunction with a School Event. School Officials shall not set aside a time for Prayer during or in conjunction with a School Event.

(e) If a School Official elects to review or may by policy review the content of a student's or any other person's planned address during or in conjunction with a School Event, then School Officials shall prohibit the person making the address from offering a Prayer.

(f) School Officials shall prohibit any segment of a School Event from having a Religious Title. School Officials shall not give any segment of a School Event a Religious Title. School Officials shall not permit students, student groups, or third parties to give a segment of a School Event a Religious Title.

(g) If School Officials select persons to make an address during or in conjunction with School Event, they shall do so by a selection process that is neutral to religion and in compliance with a written policy.

(h) To the extent that School Officials permit a person during or in conjunction with School Events to give an address that a School Official can or does shape, review, or edit for content, substance, message, style, or theme, then School Officials shall ensure the person's address excludes Prayer.

**6. Religious Services (Baccalaureate):** School Officials are permanently enjoined from planning, organizing, financing, promoting, or otherwise sponsoring in whole or in part a Religious Service, including baccalaureate, for any school within the School District:

(a) School funds shall not be used to plan, organize, finance, promote or otherwise sponsor a Religious Service, including, but not limited to (1) printing programs for a Religious Service, (2) compensating or reimbursing expenses for a speaker at a Religious Service, or (3) paying for overhead costs (lighting, heating, cooling, janitorial, etc.) for a Religious Service. Subsection (a)(3) shall not apply when School Board facilities are used for a Religious Service by a third-party pursuant to a standard facility use agreement, on terms and schedules (including rental rates) that are applicable to all applicants.

(b) School Officials shall not require School Officials to attend any Religious Service, including baccalaureate. School Officials shall not be tasked with official responsibilities at any Religious Service, except serving as the faculty advisor to supervise a Club meeting or event. School Officials shall not monitor behavior of students or require them to conform to any standards at any Religious Service, including delineating proper dress at baccalaureate, except to supervise a Club meeting or event. School Officials shall not plan or organize any Religious Service on school time or do so by using School District equipment or supplies.

(c) School Officials during or in conjunction with a School Event shall not require or encourage students to attend any Religious Service, including baccalaureate. School Officials shall prohibit a school band or choir from performing at a Religious Service, including baccalaureate. Provided however, that individual students, in their personal capacities, may not be prohibited from such performance.

(d) No Religious Service commemorating the graduation or grade promotion of a class of students shall be comprised, led, or directed by School Officials in their Official Capacity. Nothing herein restricts a School Board employee or agent's non-Official Capacity participation in, or speech or conduct during, a private religious service, including baccalaureate.

**7. School Events at Religious Venues:** School Officials are permanently enjoined from holding School Events for any school within the School District at a Religious Venue when an alternative venue is reasonably suitable that is not a Religious Venue; When it is reasonably necessary for a School Event to be held at a Religious Venue, the secular justification for the use of the Religious Venue shall be documented pursuant to subparagraph 7(a).

(a) If a School Event is held at a Religious Venue, School Officials shall document in writing before the event takes place the following: (1) the Religious Venue's physical address, (2) the Religious Venue's owner and contact information, (3) the owner's affiliation with a house of worship or congregation, if any, (4) the nature of the School Event, the expected number and category (students, School Officials, and others) of attendees, and the available parking, (5)



the venue for the last three years for past school events of this nature for this school, (6) the compensation that will be paid to use this Religious Venue, (7) the compensation typically paid to use this Religious Venue, if known, (8) the distance from the applicable school, whose event this is, and the Religious Venue, (9) the identity of the School Officials involved in selecting the Religious Venue, and (10) a certification that no other venue that is not a Religious Venue would be reasonably suitable for this School Event. The written documentation shall be verified by the signature of at least one School Official. School Officials shall transmit a copy of this written documentation to the superintendent's office or his or her delegatee for maintenance and review by the public. The use of a Religious Venue for a School Event may only be done with the approval of the Superintendent or his or her delegatee.

(b) Notwithstanding the foregoing and without complying with this procedure, School Officials may hold School Events at a venue, facility, or property owned or maintained by (1) another School Board (e.g., a opposing team in a football game); (2) a state or any political subdivision or agency thereof; or (3) any Non-Religious Venue.

**8. Promotion of Personal Religious Beliefs:** School Officials are permanently enjoined from permitting School Officials at any school within the School District to promote their personal religious beliefs to students in class or during or in conjunction with a School Event.

(a) School Officials shall not participate in any way in a Prayer with students during or in conjunction with instructional periods or a School Event. During or in conjunction with a School Event, School Officials shall not offer a Prayer, recite a Prayer alongside or with students, bow their heads or otherwise posture in a manner that is likely to be perceived as an endorsement of the Prayer, or kneel or join hands with students. A School Official's remaining still and silent with hands folded, as a sign of respect, during a Prayer shall not alone constitute an endorsement.

(b) School Officials shall be present at student-, religious-club meetings or events only in a nonparticipatory capacity. School Officials shall not lecture, proselytize, pray, or preach at student-, religious-club meetings or events.

(c) School Officials shall not read or assign readings from a sacred text or a sermon absent a legitimate non-religious educational objective. School Officials shall not cite to the Bible or any sacred text as authority for historical or scientific fact to students during or in conjunction with a School Event.

(d) School Officials during or in conjunction with a School Event shall not solicit, discourage, or encourage students to engage in religious activity or attend a Religious Service.

(e) School Officials shall not orally express personal religious beliefs to students during or in conjunction with instructional time or a School Event. School Officials shall not express personal religious beliefs to students through written or symbolic means (whether placed on a classroom wall, erected on a classroom floor, or attached or placed on the District's tangible property). However, jewelry on the School Official's person or clothing or religious articles worn by the School Official (e.g. a yarmulke and a cross necklace) are permissible. Nothing herein shall prohibit a teacher from using religious symbols, articles, or books for a non-religious educational reason.

(f) School Officials shall not include any information that is not directly related to their official duties on their Teacher Pages or similar teacher-specific pages posted on or directly navigable from a District school's webpage. Except for educational background, School Officials shall exclude on such pages biographical information, e.g. personal interests, memberships, and activities.

(g) School Officials shall prohibit nonreligious Clubs and organizations from having an official position in the organization of "chaplain" or one whose responsibilities are to serve as a religious leader, counselor, or guide. Nor shall School Officials recognize such a position.

**9.** School Officials are permanently enjoined from taking retaliatory action against Plaintiffs for bringing this lawsuit.

#### **Other Orders**

**10.** The Defendants shall provide a copy of this Order to all current School Officials throughout the School District. The Defendants shall provide a copy of this Order to all persons who later become School Officials, for the period from the present to January 1, 2015. This Order shall be disseminated in the same manner as School Board Policies and Procedures and shall be maintained in any electronic or paper policy manual. This Order shall be included in the District's "Code of Student Conduct" or substantially equivalent publication.

**11.** The Defendants shall continue to maintain a process for the investigation of student initiated complaints.

**12.** This Court retains jurisdiction of this case to enforce the terms of this Order.

13. **Attorneys' Fees, Costs, and Litigation Expenses:** Pursuant to (a) 42 U.S.C. §1988, (b) Rule 54, Federal Rules of Civil Procedure, and (c) Rule 54.1. Local Rules of the Northern District of Florida, this Court concluded that the Plaintiffs are the prevailing parties on all claims filed in this matter. The Court concluded that the Defendants are liable (as the term is used in N.D. Fla. Loc. R. 54.1 (C)) for the Plaintiffs' reasonable attorneys' fees, costs, and litigation expenses in accordance with applicable law. The parties reached an agreement on the amount of attorneys' fees, costs, and litigation expenses, including those for any monitoring, through June 30, 2011, which the Defendants paid.

14. The Clerk entered Judgment in favor of the Plaintiffs, Minor I Doe and Minor II Doe, and against the Defendants. Judgment (DE 96). Defendants paid Minor' Doe damages in the amount of \$1.00. Defendants paid Minor II Doe damages in the amount of \$1.00.

15. Nothing in this Order will be construed to limit any party's right to enforce this Order according to its terms. If any court of competent jurisdiction determines that any provision contained in this Order, or any part thereof, cannot be enforced, the parties agree that such determination shall not affect or invalidate the remainder of the Order.

16. This Order shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors, and assigns.

17. This Order is designed to ensure that the School District's practices and policies do not violate, either currently or in the future, the First Amendment rights of students in the School District. The parties to this Order shall endeavor in good faith to resolve informally any differences regarding interpretation of and compliance with this Order before bringing such matters to the Court for resolution. On the Plaintiffs' counsel's request, the Superintendent shall provide information reasonably available to him so that the Plaintiffs' counsel may ensure the School Officials' compliance with this Order and evaluate in context the Defendants' guidance and interpretation of this Order and their enforcement efforts with respect to this Order. However, in the event that the Defendants either fail to perform in a timely manner any act required by this Order or act in violation of any provision of this Order, each Plaintiff or any affected student-present or future-who alleges a violation may contact the Plaintiffs' counsel. As may be appropriate, counsel may then move the Court to impose any remedy authorized by law or equity, including, but not limited to, an order requiring performance or non-performance of certain acts.

18. The Defendants, their agents, representatives, successors, and assigns shall take no action that would disclose the identities of the Plaintiffs, including the release of filed or unfilled court documents, or otherwise compromise the Plaintiffs' anonymity until May 6, 2014.

19. On or about May 6, 2014, the parties shall contact the Court to discuss the need for further continuation of the Order.

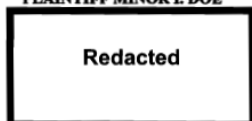
20. If this Order does not expressly prohibit conduct, then it is permitted as authorized bylaw.

SO ORDERED, this 1<sup>st</sup> day of August 2011

M. Casey Rodgers  
HON. M. CASEY RODGERS, U.S. District Judge

By their signatures on this and the following pages, the undersigned parties agree to, and request the entry of, this Order:

PLAINTIFF MINOR I. DOE



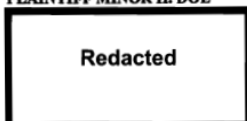
**DEFENDANT SCHOOL BOARD FOR SANTA ROSA COUNTY, FLORIDA**

by Diane Scott  
School Board Chairperson

**DEFENDANT BRYAN STEPHEN SHELL, in his official capacity as Principal of Pace High School**

by Bryan Stephen Shell

PLAINTIFF MINOR II. DOE



**DEFENDANT TIM WYROSICK, in his official capacity as Superintendent of the School District of Santa Rosa County, Florida**

by Tim Wyrosick



Approved as to Form:

Plaintiffs' Counsel

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## HOTLINE NUMBERS FOR STUDENTS AND PARENTS

Abuse/Neglect Reporting Line	1-800-96-ABUSE
Adult Basic Education/Adult Learning Center	850-983-5165
AIDS Counseling & Information Hot Line	1-800-FLA-AIDS
Alcoholics Anonymous	850-433-4191
Anti-Tobacco: Florida Quitline	1-877-U-CAN-NOW
Big Brothers/Big Sisters Mentoring Program	850-433-KIDS
Child Care – Children's Services Center	850-983-5317
Child Support	1-800-622-KIDS
Currie House – Lutheran Services (Runaway Shelter)	1-850-453-2772
Domestic Violence Hotline	1-800-799-SAFE
Family Health Line	1-800-451-2229
First Call for Help (Information & Referral to Community Resources)	850-983-7200
Food Stamp Office – 8190 Pensacola Boulevard, Pensacola, FL Apply online: <a href="http://www.myflorida.com/accessflorida">www.myflorida.com/accessflorida</a>	1-866-762-2237
Gamblers Anonymous	1-800-426-7711
Health Departments - Escambia County	595-6500
Gulf Breeze	934-4074
Jay	675-4211
Milton	983-5200
Health Source (Baptist Health Care 24 hour hotline)	850-434-4080
Healthy Start (Information & Referral for Pregnancy)	1-888-242-5240
	1-850-626-6751
Help Line/Crisis Line (Milton)	623-6363
	1-800-750-6682
Help Line – Crisis Line for Lakeview Counseling	850-438-1617
Job Counseling – Workforce EscaRosa Career Center	850-983-5325
KidCare Health Insurance (for uninsured, ages 0-18)	1-888-540-5437
Law Enforcement -	
Florida Highway Patrol	850-484-5000
Santa Rosa County Sheriff's Office	850-983-1100
Gulf Breeze Police Department	850-934-4050
Milton Police Department	850-983-5420
Legal Services	432-3999
Libraries - Gulf Breeze Branch	850-932-5166
Jay Branch	850-675-6293
Milton Branch	850-623-5565
Navarre Branch	850-936-6120
Pace Branch	850-994-9542

Medicaid Services	1-888-419-3456
Mental Health & Counseling (Milton) Crisis Line	850-623-6363 1-800-750-6682
Missing Children	1-800-THE-LOST
National Teen Dating Help Line ( <a href="http://www.loveisrespect.org">www.loveisrespect.org</a> )	1-866-331-9474
Pensacola Junior College (Milton)	850-484-4410
RAP Line – to report sales of alcohol & tobacco to minors	1-888-994-9944
Rape Crisis Line	1-850-433-RAPE
Run Away Teens Florida Network	1-800-RUNAWAY
Safe Line (Those away from home in need)	1-800-ToBeSafe
Santa Rosa County Community Clinic	850-981-9433
Santa Rosa School District	850-983-5000
Social Security	850-434-5488
Suicide Prevention Hot Line (National Suicide Prevention Lifeline)	1-800-273-8255
Teen Line (M-F, 3-9 p.m.) for teen counseling	850-433-8336
Telephone Message Line (for persons without phones)	850-469-0809
Veterans	1-800-827-1000
Victims Advocate	850-981-2103



#### **WHAT IS SAFE PLACE?**

Safe Place is a community program that sets up public locations as a network of places where youth in crisis can get immediate help.

#### **HOW CAN I RECOGNIZE A SAFE PLACE?**

Bright yellow and black diamond-shaped signs or decals identify Safe Place sites.

#### **WHAT TYPE OF PLACES ARE SAFE PLACE SITES?**

Fire stations, YMCAs, Boys and Girls Clubs, libraries, fast food restaurants, convenience stores, other businesses and buses (as mobile Safe Places) all serve as Safe Place sites in different communities. Look for the Safe Place sign.

#### **WHO SHOULD USE SAFE PLACE?**

Any youth under 18, in a crisis situation, can get help at a Safe Place site. If you are having problems at home, are suffering from abuse or neglect, are lost or in some dangerous situation on the street, are with a drunk or unsafe driver, or just need someone to talk to about a problem -- go the nearest Safe Place site.

#### **WHAT IF I GO TO A SAFE PLACE SITE THAT ISN'T OPEN?**

Most Safe Place sites have a Safe Place decal that says, "If Closed call..." and gives the local number to contact. If the decal is not there, you can look for another Safe Place site that is open or call the local community crisis line or 453-2772.

#### **WHAT HAPPENS WHEN I GO TO A SAFE PLACE?**

Just tell one of the employees that Safe Place is the reason you are there. They will find you a safe, comfortable spot for you to wait until someone comes from Safe Place to talk with you.

#### **WHAT HAPPENS WHEN THE PERSON FROM SAFE PLACE ARRIVES?**

The Safe Place employee will talk to you and help you figure out what to do. The Safe Place representative will be happy to take you to a shelter or counseling agency where counselors will be willing to help you.

#### **ONCE I GO TO A SAFE PLACE SITE, DO I HAVE TO GO TO A SHELTER?**

No. Your decision to go to the shelter is voluntary. At the shelter, no one will force you to stay. The decision is always yours.

#### **WILL MY PARENTS (OR GUARDIANS) BE TOLD WHERE I AM?**

Yes. By law, the agency has to contact your legal guardians to let them know that you are safe. Remember that the counselors will be there as objective third parties if your parents/guardians come in. If you have made any allegations of physical abuse, child protective services will be contacted.

## REPORT A CRIME...



## How to Call a Tip to Crime Stoppers:

1. Call the Crime Stoppers Tip line at **437-STOP (7867)**. **DO NOT GIVE YOUR NAME.** Say you are calling with a tip.
2. Give the information you have relating to a wanted fugitive or criminal activity in your school or community. You may be asked some questions regarding your tip, but you will **NOT** be asked to reveal your name or any other information relating to your identity.
3. You will then be instructed to check in weekly by calling 437-STOP and asking for the status of your tip using the special code provided at the time of your initial call. Your code number is your only link to the status of your tip. It is your responsibility to remember and protect that code number.

4. Should your tip lead to an arrest, apprehension or prevention of a crime, you will be provided with specific instructions for collecting your reward. Rewards are paid in cash and must be picked up within six months of the award date.

**REMEMBER – DO NOT REVEAL YOUR NAME, TELEPHONE NUMBER, ADDRESS OR ANY OTHER INFORMATION RELATING TO YOUR IDENTITY. RELAYING ANY IDENTIFYING INFORMATION MAY DISQUALIFY YOU FROM REWARDS.**

**SANTA ROSA COUNTY SCHOOL BOARD  
2012-2013 CALENDAR**

PRE-PLANNING ..... August 13-17, 2012  
 POST-PLANNING ..... June 10-11, 2013  
 STUDENTS BEGIN ..... August 20, 2012  
 STUDENTS LAST DAY ..... June 7, 2013

**PLANNING DAYS:**

October 22  
 January 18  
 April 5

**9 WEEKS**

Aug. 20 – Oct. 19  
 Oct. 23 – Jan. 17  
 Jan. 22 – April 4  
 April 8 – June 7

**REPORT CARDS**

October 29  
 January 28  
 April 12  
 June 17

**MID-TERM REPORTS**

September 23  
 November 30  
 February 22  
 May 7

**LAST DAY FOR SENIORS**

May 31, 2013

**EARLY RELEASE DAYS**

High School Exam Days  
 December 18 - begin Christmas Vacation  
 June 7 – begin Summer Vacation

**PROFESSIONAL DEVELOPMENT DAYS**

September 12, 2012 – early release day  
 November 7, 2012 – early release day  
 January 30, 2013-early release

**HOLIDAYS:**

July 4	Independence Day
September 3	Labor Day
November 12	Veterans Day
November 19-23	Fall Break/Thanksgiving
Dec. 19 – Jan. 2	Christmas Break
January 21	Martin L. King Birthday
February 18	Presidents' Day
March 18-22	Spring Break
March 29	Good Friday
May 27	Memorial Day

**HIGH SCHOOL GRADUATION DATES**

May 21 – Locklin Tech.	6:00 P. M.
May 23 – Santa Rosa High	7:00 P. M.
June 1 – Navarre High	11:00A. M.
June 1 – Gulf Breeze High	2:00 P. M.
June 1 – Pace High	5:00 P. M.
June 3 – Jay High	6:00 P. M.
June 3 – Milton High	8:00 P. M.
June 4 – Central High	6:00 P. M.

**SEMESTER EXAMS**

**1<sup>st</sup> Semester**  
 6 period January 15, 16, 17

**2<sup>nd</sup> Semester**  
 6 period June 5, 6, 7

**FINAL EXAMS FOR SENIORS**

May 29, 30 & 31

**STORM DAYS (IF NEEDED)**

**1<sup>st</sup> Semester**  
 October 22  
 January 18

**2<sup>nd</sup> Semester**  
 April 5  
 June 10

\*\*School Board Approved on 12/8/2011

# Santa Rosa County District Schools

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**Submitted By:** Lewis Lynn

## Human Resources Administrative Agenda

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**Title of Item:** Administrative Personnel Board Agenda

**Description/Introduction:**

**Recommendation/Action Requested:**

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

 [admin\\_agenda\\_04-24-12.docx](#)

 [admin\\_addendum\\_042412.docx](#)

Description:

Administrative Personnel Board Agenda

Administrative Personnel Board Addendum



Don Lewis Lynn, Jr.  
Asst. Superintendent/Human Resources  
5086 Canal Street Milton, Florida 32570-6706

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## ADMINISTRATIVE Personnel Board Agenda

April 24, 2012

### MEMORANDUM

**TO:** Mr. Tim Wyrosdick, Superintendent of Schools  
**FROM:** Lewis Lynn, Assistant Superintendent for Human Resources  
**RE:** Human Resource Items for Administrative Agenda of School Board

The following personnel items are submitted for your recommendation and the approval of the School Board of Santa Rosa County:

#### I. PERSONNEL RECOMMENDATIONS:

##### A. RETIREMENTS:

1. Adams, Carla, Teacher Assistant II, Pace High, effective 07-01-12 (last day in paid status 06-11-12)
2. Armitage, Kenneth, Teacher, Gulf Breeze High, effective 07-01-12 (last day in paid status 06-18-12) [DROP exit]
3. Johnson, Lucile, Secretary III, Jackson Pre-K, effective 07-01-12 (last day in paid status 06-29-12) [DROP exit]
4. Jordan, Edward, Teacher, King Middle, effective 07-01-12 (last day in paid status 06-11-12) [DROP exit]
5. London, Cathie, Teacher, Dixon Intermediate, effective 07-01-12 (last day in paid status 06-11-12) [DROP exit]
6. Maksymkow, Andrea, Teacher, Pace High, effective 07-01-12 (last day in paid status 06-11-12) [DROP exit]
7. McCown, Stephen, Teacher, Santa Rosa Adult, effective 07-01-12 (last day in paid status 06-11-12)
8. Merritt, Katherine, Teacher, King Middle, effective 07-01-12 (last day in paid status 06-11-12)
9. Morrell, Norma, Paraprofessional IW, Russell Elementary, effective 07-01-12 (last day in paid status 06-11-12) [DROP exit]
10. Niemann, Charles, Attendance Assistant, BAC, effective 07-01-12 (last day in paid status 06-11-12) [DROP exit]
11. Randle, Ellen, Teacher, Oriole Beach Elementary, effective 07-01-12 (last day in paid status 06-11-12) [DROP exit]
12. Retherford, Danny, Assistant Principal, Pace High, effective 07-01-12 (last day in paid status 06-29-12) [DROP exit]
13. Ryan, Elisa, Teacher, Russell Elementary, effective 07-01-12 (last day in paid status 06-11-12) [DROP exit]
14. Tolbert, Mary, Food Service Worker, West Navarre Intermediate, effective 07-01-12 (last day in paid status 06-08-12) [DROP exit]

##### DEFERRED RETIREMENT OPTION PROGRAM:

1. Ransom, Mark, Teacher, Teacher, Gulf Breeze High, effective 07-01-12
2. Sanborn, Linda, Teacher, Milton High, effective 07-01-12
3. Ward, Sherri, Teacher, Russell Elementary, effective 07-01-12

##### B. RESIGNATIONS:

1. Baugus, Lauren, Teacher, Gulf Breeze Middle, effective 06-11-12 (last day in paid status 06-13-11)
2. Daniel, Aaron, Teacher, Navarre High, effective 03-26-12 (last day in paid status 03-26-12)

DISTRICT 1  
Diane Scott

DISTRICT 2  
Hugh Winkles

DISTRICT 3  
Diane Coleman

DISTRICT 4  
JAnn Simpson

District 5  
Scott Peden



**INVOLUNTARY TERMINATIONS (Contract Expired):**

1. Houser, Heather, Paraprofessional I, Oriole Beach Elem., effective 03-29-12 (last day in paid status 03-28-12)
2. Lapak, Marita, Paraprofessional IW-Temporary, Bagdad Elementary, effective 04-09-12 (last day in paid status 04-05-12)
3. Young, Rachel, Interim Teacher, Santa Rosa Adult, effective 03-30-12 (last day in paid status 03-30-12)

**CHANE IN RESIGNATION DATE:**

1. Taylor, Dawn G., Academic Intervention Specialist, Holley Navarre Intermediate, effective 03-07-12 (last day in paid status 03-07-12)

**C. APPOINTMENTS:**

**1. INSTRUCTIONAL**

<u>NAME</u>	<u>SCHOOL</u>	<u>AREA</u>	<u>CERTIFICATION</u>	<u>EFF. DATE</u>
1. Greenhaw, Gregory	Navarre High	Social Science DCT	PE K-12/ Health, MG Science MG English/MG Social Science	04-16-12
2. Midyette, Tiffany	Holley Nav. Int.	Elem. Ed.	*Elem. Ed. K-6/ESOL & Reading Endorsement	04-09-12

\*Certification Pending

**SUPPLEMENTS (Instructional):**

1. Carter, Daniel, Sub Teacher, Central, Assistant Baseball, effective 03-03-12
2. Chaney, Steve, Sub Teacher, Navarre High, Assistant Baseball, effective 03-28-12
3. Howell, Brian, Teacher, Navarre High, Head Baseball, effective 04-03-12

**CELL PHONE STIPEND/SUPPLEMENT:**

1. Lindsay, Kathy, Senior Network Analyst, Data Processing, effective 05-01-12

**HOMEBOUND:**

1. Anderson, Rebecca, Teacher, 03-22-12
2. Bell, Elijah, Teacher, 02-27-12
3. Bohannon, Curtis, Teacher, 03-20-12
4. Ferris, George, Teacher, 03-28-12
5. Malloy, Rebecca, Teacher, 01-17-12
6. Moore, Penny, Teacher, 03-26-12
7. Sullivan, Laura, Teacher, 03-19-12
8. Whitfield, Sharon, Teacher, 03-21-12

**COMMUNITY SCHOOL:**

1. Pilacek, Teresa, Caregiver, effective 03-05-12
2. Thuney, Tammy, Caregiver, effective 02-28-12
3. Warren, Judy, Lead Caregiver, effective 03-19-12
4. Woollard, Pam, Lead Caregiver, effective 03-19-12

**PART TIME HOURLY:**

1. Young, Rachel, Santa Rosa Adult, effective 03-03-12

**2. CLASSIFIED APPOINTMENTS:**

<b><u>NAME</u></b>	<b><u>SCHOOL/DEPARTMENT</u></b>	<b><u>APPOINTMENT</u></b>	<b><u>EFF. DATE</u></b>
1. Crutchfield, Jacklin	Rhodes Elementary	Paraprofessional IW, Temporary for Sandra Nowling	04-12-12
2. Fretwell, Cassandra	Russell Elementary	Paraprofessional IW	04-10-12
3. Land, Susan	Human Resource Office	Clerical Assistant	04-10-12
4. Patane, Salvatore	Data Processing	Computer Repair Tech. I	04-16-12
5. Pearce, Simon	Data Processing	Comp. Prog./Sys. Analyst II	04-09-12
6. Stranzl, Julie	Sims Middle	Paraprofessional IW- <b>Limited Term</b>	03-20-12

**PROMOTIONS:**

1. Deering, Tracey, Human Resource Office, from Clerical Asst. to Clerical Data I, effective 04-09-12
2. Dobbs, Myra, from Clerical Data I, Human Resource Office, to Secretary III, Data Processing, effective 04-09-12

**SUPPLEMENTS (Educational Support):**

1. Lenyszyn, Alexis, Paraprofessional IW, West Navarre Int., ESE TA Bodily Fluids, effective 08-29-11
2. Wilson, Melanie, Paraprofessional IW, West Navarre Int., ESE TA Bodily Fluids, effective 02-22-12

**SCHOOL RELATED EMPLOYEE (NOT COMPENSATED BY THE SCHOOL DISTRICT):**



Don Lewis Lynn, Jr.  
Asst. Superintendent/Human Resources  
5086 Canal Street Milton, Florida 32570-6706

Phone: 850/983-5030  
Suncom: 689-5030  
Facsimile: 850/983-5039  
E-mail: LynnL@mail.santarosa.k12.fl.us

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**ADMINISTRATIVE**  
**Personnel Board Addendum**  
April 24, 2012

**MEMORANDUM**

**TO:** Mr. Tim Wyrosdick, Superintendent of Schools  
**FROM:** Lewis Lynn, Assistant Superintendent for Human Resources  
**RE:** Human Resource Items for Administrative Agenda of School Board

The following personnel items are submitted for your recommendation and the approval of the School Board of Santa Rosa County:

**I. PERSONNEL RECOMMENDATIONS:**

**A. RETIREMENTS:**

1. Grace, Joy, Teacher, Oriole Beach Elementary, effective 07-01-12 (last day in paid status 06-11-12) [DROP exit]
2. Wallace, Julie, Teacher, Bagdad Elementary, effective 07-01-12 (last day in paid status 06-11-12)
3. Weaver, Brenda, Guidance Counselor, Avalon Middle, effective 07-01-12 (last day in paid status 06-11-12)  
[DROP exit]

**DEFERRED RETIREMENT OPTION PROGRAM:**

1. Elkins, Pamela, Bus Driver, Transportation, effective 04-01-12
2. Pugh, Marsha, Guidance Counselor, East Milton Elementary, effective 07-01-12

**B. RESIGNATIONS**

None

**INVOLUNTARY TERMINATIONS:**

None

**C. APPOINTMENTS:**

**1. INSTRUCTIONAL**

<u>NAME</u>	<u>SCHOOL</u>	<u>AREA</u>	<u>CERTIFICATION</u>	<u>EFF. DATE</u>
None				

DISTRICT 1  
Diane Scott

DISTRICT 2  
Hugh Winkles

DISTRICT 3  
Diane Coleman

DISTRICT 4  
JAnn Simpson

District 5  
Scott Peden

**CHANGE IN CONTRAC STATUS (Correction):**

1. Hassell, Phyllis, A.I.S., West Navarre Primary, from Annual Contract to New Professional Service, effective 8-15-11(Previously listed on Admin. Agenda 08-25-11)

**SUPPLEMENTS:**

1. Greenhaw, Gregory, Assistant Football, Navarre High, effective 04-16-12

**2. CLASSIFIED APPOINTMENTS:**

<u>NAME</u>	<u>SCHOOL/DEPARTMENT</u>	<u>APPOINTMENT</u>	<u>EFF. DATE</u>
None			

**PROMOTIONS:**

1. Webb, Pamela, Berryhill Elementary, from Paraprofessional I to Teacher Assistant for Technology, effective 05-01-12.

**CHANGE IN POSITION STATUS:**

1. Downing, Wenda, Jackson Pre-K, from Bookkeeper Assistant to Secretary III, effective 07-02-12

## Santa Rosa County District Schools

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**Submitted By:** Lewis Lynn

### Human Resources Administrative Agenda

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**Title of Item:** Substitute Teacher List  
**Description/Introduction:** Substitute Teacher List - April 24, 2012  
**Recommendation/Action Requested:** School Board Approval

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#### Financial Impact:

**A-Funds required from School Board?** No  
**B-Amount required**  
**C-Grant/Project Synopsis attached?** No  
**D-Date Grant/Project Reviewed/Approved by Accountant:**

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#### Legal Review

**Does item require legal review?** No  
**If Yes, Approval Date**

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#### ATTACHMENTS:

Name:

 [04.24.12.doc](#)

Description:

Substitute Teacher List - April 24, 2012

**SUBSTITUTE TEACHERS  
SANTA ROSA COUNTY SCHOOL DISTRICT  
5086 CANAL STREET  
MILTON, FL 32570  
APRIL 24, 2012**

**ADDITIONS:**

<b><u>NAME</u></b>	<b>ADDRESS</b>	<b>PHONE#</b>	<b>DEGREE</b>	<b>ZONE</b>
Alford, Alexandria	4716 Van Horn Rd., Milton	304-4868	BFA – Fine Arts	All locations
Arce, Adrienne	4916 Landmark Lane, Pace	910-2038	BA – Women & Entrepreneurship	Avalon, Dixon Pri, Dixon Int, Russell, Sims, Pea Ridge
Berges, Donna	4679 E. Spencer Fld. Rd., Pace	994-1718	BS – Social Science	<b><u>*Pre-Arranged only-</u></b> Berryhill, Dixon Pri., Russell
Carter, Daniel	4020 Luther Fowler Rd., Pace	554-3904	BS – Health, Leisure, Exercise	Chumuckla, Central School
Casperite, Samantha	6204 Silver Oak Dr., Milton	940-452-0196	BS – Early Childhood	Milton/Pace – Elem, Middle & High
Caylor, Krystal	7530 Springhill Rd., Milton	449-0472	BA – Criminal Justice	N, M/P- all locations; BAC, LTC, SRA,
Cooper, Sondra	5765 Red Pine St., Milton	516-9527	BA – Pri. Ed. / Elem. Ed.	<b><u>Pre-Arranged only</u></b> - Berryhill Elem. only
Curry, Kathleen	3577 Stratford Ln., Pace	712-1329	BA – Psychology	Berryhill, Dixon Pri., Dixon Int., Pea Ridge, Avalon, Sims
Decker, Sydney	5560 Shadow Shore Pl., GB	501-8282	BS – Interdisciplinary Studies	South – Elem. & Middle
Gritsavage, Catherine	2440 Whispering Pines Blvd., Navarre	582-2349	BA – Elem. Ed.	Holley-Navarre Pri., West Navarre Pri.
Grottano, Nicole	1616 E. Scott St., Pensacola	954-270-8608	BS – Marine Biology	M/P, S – all schools
Hoopaugh, Kimberly	6028 Somerset Dr., Pensacola	384-4665	BA – Psychology	M/P, S – all schools
Irwin, Alizabeth	5756 Twisted Oak Ct., Pace	251-377-3536	BS – Elem. Ed.	N, M/P – all schools
Kelley, Ralph	6480 Robie Road, Milton	910-5581	BA – Political Science	N – Middle & High
Kovalcik, Cheryl	10341 Walbridge St., Pensacola	602-710-5002	MeD – Elem. Ed.	N, M/P – Elementary
Kramer, Nathaniel	168 Stearns St., GB	352-256-4879	BS – Telecommunications	Avalon, Hobbs
Musacchia, Renata	4344 Bayou Ridge Dr., Pace	251-458-9821	BA – International Studies	M/P – all schools, SRA, LTC, BAC
Sanders, Cheryl	6359 Cottage Woods Dr., Milton	623-742-8931	BA – Accounting	M/P, N – Elem. & Middle
Schaeffer, Ashley	1764 Village Parkway, GB	316-655-9895	BS – Business Admin.	South – Elementary
Seuzeneau, Michelle	1178 Grand Pointe Dr., GB	221-5399	BS – Marketing	South – GBE, GBM, GBH, OBE, WBMS
Teal, Julie	4754 Spencer Oaks Blvd., Pace	703-577-8469	BA – Communication	M/P - Elementary
Vanlandingham, Sarah	2949 Hidden Bay Blvd., Navarre	529-6465	BS – Elem. Ed.	South – Elem. & Middle, East Milton Elem.

[illegible]

**LESS THAN FOUR YEAR DEGREE:**

NAME	ADDRESS	PHONE	ZONE	
Carr, Nikole	2229 Fulva Dr., Navarre	850-381-9280	South – all schools, Bagdad, MHS	
Defoe, Gene	6346 Shady Lane, Milton	954-687-5513	M/P – All schools, LTC, Berryhill ESE Complex	
Gilmore, Jordan	2975 Via Conquistadores, Navarre	293-4144	South – all schools	
Kelley, Sarah	1005 Gloria Ave., Fort Walton Beach	850-499-6291	Holley-Navarre Int., Holley-Navarre Primary	
Kelley, Vanessa	3480 Jubilee Dr., Pace	777-9211	Berryhill, Dixon Pri., Dixon Int., Pace High	
Phillips, Jessica	5724 Jeff Ates Rd., Milton	723-7493	East Milton Elem. only	
Taylor, Cari	2324 Avenida De Sol, Navarre	515-2753	HNI, HNP, WNI, WNP	
Van Abbema, Patricia	5419 Oak Meadow Dr., Milton	417-849-0842	M/P – all schools	
Volheim, Brittany	3147 Cobblestone Dr., Pace	380-6245	N, M/P, S – Elem, Middle & High	
*Pending drug clearance				
<b><u>REMOVE THE FOLLOWING NAMES:</u></b>				
Alderman, Kristin	Kincaid, Carolyn			
Mitchell, Rachel	Belanger, Caitlin			
Stearns, Nicholas	Sulcer, Kerri			
Thompson, Victoria				



**SUBSTITUTE TEACHERS  
SANTA ROSA COUNTY SCHOOL DISTRICT  
5086 CANAL STREET  
MILTON, FL 32570  
APRIL 24, 2012**

**CUMULATIVE LIST**

ZONES: N = North  
S = South  
C = Central

<b><u>NAME</u></b>	<b><u>ADDRESS</u></b>		<b><u>PHONE</u></b>	<b><u>DEGREE</u></b>	<b><u>ZONE</u></b>	
Adams	Daniel	3410 Hillside Ave.	GB	529-4495	BS P.E.	M/P, S – Elem., Middle & High
Adams	Laura	3271 Ward Basin Rd.	Milton	623-2615	MA Elem. Ed.	M/P-Elem & Mid; HN – Elem & Mid; NHS, Russell
Adams	Miranda	5567 Jones St.	Milton	516-5136	BS Business Mgt.	Berryhill, Sims
Adams	Teri	1155 Clymil Dr.	Cantonment	384-2196	BOM Music Education	Avalon, HNM, Pace High, Sims
Agrawal	Ashesh	4380 La Mirage	Pensacola	293-0731	MBA Bus. Administration	AMS,PHS, GBH,GBM
Aguirre	Joseph	1884 Biscayne Blvd.	Navarre	939-3408	BA Political Science	South – All schools
Akkerhuis	Gerard	8905 Binnacle Ct.	Navarre	939-8717	EDD Secondary Schools	Gulf Breeze High, Navarre High
Albuquerque	Erin	6964 Brighton Oaks Blvd.	Navarre	505-690-0162	BA Political Science	South – All schools
Alexander	Kimberly	6646 Castlewood St.	Navarre	939-2677	MED Elem. Education	HNI, HNP, WNI, WNP
Alford	Alexandria	4716 Van Horn Rd.	Milton	304-4868	BFA Fine Arts	All locations
Alfrey	Erin	1441 Connemara Circle	GB	525-9450	BA English Lit./BS-Sociology	South end schools
Allen	Ashley	4135 Elmcrest Dr.	Pensacola	619-8447	BA Ed. Studies/Special Ed.	Pre-Arrange only. M/P – Elem; OBE, GBE
Alonzo	Teresita	6632 Trailride N.	Milton	602-1266	BA Interdisciplinary Stud.	Berryhill, Rhodes, East Milton, Pea Ridge

Anderson	Ashley	1211 Escambia Ave.	Brewton	251-727-0935	BA	Elem. Ed.	N, M/P – All Schools
Anderson	Josh	3201 Robinson Pt. Rd.	Milton	384-3219	BS	Math	Central Hi, SRHS, Avalon, MHS, PHS, NHS, WBMS
Andrews	Theresa	9644 Hummingbird Blvd.	Pensacola	478-6143	MA	Ed. Leadership	M/P, S – Middle & High, SRA, LTC
Arce	Adrienne	4916 Landmark Lane	Pace	910-2038	BA	Women & Entrepren.	Avalon, DP, DI, Russell, Sims, Pea Ridge
Arceo	Librada	2080 Andorra St.	Navarre	939-8518	BS	Civil Eng.	HNI, HNM, HNP, WBM
Austad	Cynthia	8440 Millstream Dr.	Pensacola	904-525-6494	BA	Elem. Ed.	Berryhill, East Milton, Dixon Pri., Dixon Int., Pea Ridge
Baggett (Wells)	Cynthia	4915 Crowder St	Pace	723-4667	BA	Elem Ed.	M/P – Elem. & Middle, Chumuckla, BAC
Bailey	Michael	6416 Imperial Dr.	Milton	293-6676	MA	Practical Philosophy	M/P, N – Elementary, SRA, LTC
Baker	Mary	6473 Pansy Dr.	Milton	623-8220	BA	Elem Ed.	M/P - Elem. & Middle schools
Baker	Wendi	5429 Dynasty Dr.	Pensacola	723-2491	BA	Primary Ed/Elem Ed.	Dixon Pri., Dixon Int., GBE
Ballard	Miranda	5361 Willard Norris Rd.	Milton	748-5289	BS	Exercise Science	M/P – Elem, Middle & High
Banks	DeWayne	8749 Laredo St.	Navarre	855-9096	BA	ESE/Elem Ed	All schools, Voc & Adult
Baris	Marcia	2145 Mar Mar Lane	Navarre	939-3206	BA	English	HNM, Navarre High
Barnes	Dina	7488 Brewster St.	Navarre	939-0221	BA	Nursing	WNP, WNI
Barone	Kerri	1179 Redwood Lane	GB	485-1361	BA	Social Work	S – Elem, Middle & High
Barragan	Elizabeth	5434 Holley St.	Milton	516-7930	BA	Elem. Ed.	Avalon, Bagdad, Berryhill, East Milton, Russell
Bartell	Constance	4782 Hilarita Circle	Pace	463-5385	MS	Counseling	N, M/P, LTC, BAC, Elem., Middle & High
Bassett	Reka	3119 Woods Way, Apt. 3	GB	932-2448	BA	Music Ed.	S – GBE, GBM, OBE, WNI, WBM
Bastian	Lisa	2696 Sherwood Dr.	Navarre	9364488	BBA	Marketing	S – Elementary & middle
Baston	Joan	114 Park Lane	GB	934-0728	BS	Liberal Arts	GBM, GBH, OBES
Bates	Tina	1878 Bay Oaks Circle	Milton	512-2859	BSBA	Management	Bagdad, East Milton, Jackson Pre-K, Rhodes
Batista	Yisel	7590 Loggerhead Lane	Milton	321-368-2986	BA	Elem. Ed.	N-Elem., M/P-Elem. & Middle
Beckstrom	Kristie-Lyn	5163 Rosewood Creek Dr.	Pace	995-7319	BSBA	Finance	M/P – All schools
Benson	Ashley	9916 Guidy Lane	Pensacola	346-8348	BA	Elem. Ed.	S, M/P, N – Elementary
Bentley	Susan	6759 Flintwood St.	Navarre	939-1747	BA	English	GBHS, Navarre High
Berges	Donna	4679 E. Spencer Fld. Rd.	Pace	994-1718	BS	Social Science	<b>Pre-Arranged only</b> – Berryhill, Dixon Pri., Russell
Bertram	William	128 Sugarberry Road	Pensacola	857-1610	BS	Business & Mgt.	M/P – Middle & High, GBMS, GBHS
Boettcher	Lisa	3158 Southfork Dr.	Pace	995-8762	BA	Psychology	DP, DI, PHS, SMS
Bohannon	David	5334 Alabama St.	Milton	723-8422	BS	History	M/P, N – Elem. Middle & High
Bordelon	Merrill	2881 Semoran Dr.	GB	495-7331	BS	Biology Education	Gulf Breeze High only
Borden	Vincent	6521 Longview St.	Navarre	518-669-1589	BA	History	GBE, GBM, HNI, HNM, HNP, WNI, WNP
Boston	Carol	7136 East Bay Blvd	Navarre	939-4505	BA	Bus. Admin.	WNE only
Bounds	Lucy	1387 Connemara Circle	GB	261-4464	BS	Interdisc. Studies	South – All schools
Bowman	Summer	5304 Black Road	Milton	910-1497	BS	Business Adm./Acct.	M/P, S – All schools; LTC, Chumuckla, Central
Boykin	Christine	5601 Chanterelle Circle	Milton	281-8491	BA	Criminal Justice	M/P – Elementary
Brady	Cassandra	2066 Indigo Dr.	Navarre	368-2124	BS	Bus. Admin.	WNI, WNP, Navarre High
Bramel	Sandra	5689 Trevino Dr.	Milton	623-9300	BS	Elem. Ed.	Berryhill, Rhodes
Brannon	Stacy	2742 Segrest Rd.	Pace	994-2379	BA	Social Work	Milton/Pace – Elem, Middle & Pace High
Brassell	Carl “Steve”	7544 Woodmont St.	Navarre	936-1553	BA	Religion	C, N, S
Bridgman	Yang	4193 Roosevelt Way	Milton	376-6639	MA	Marketing	M/P – Elementary Schools
Brinkley	William	2565 Crescent Rd.	Navarre	912-398-3767	MA	Psychology	South – All Schools

Broderick	Angela	1847 Lindsey Magnolia Ct.	Navarre	396-6006	MS	Education/Elem. Ed.	GBE,HNI,HNP,WNI,WNP,Bagdad,Berryhill,EME,Rhodes,Cent.
Brown	Candice	1217 Lexie Dr.	Crestview	703-577-5735	MAE	Curriculum & Instr.	All Schools
Brown	Clark	2762 Muirfield Dr.	Navarre	512-7185	BA	Communication Studies	South – All Schools
Brown	Marilyn	7161 Wells Ave.	Navarre	218-1210	BA	Art	HNI, HNP, WNP, WNI, NHS, TR Jackson, East Milton
Brown	Sheri	1275 Palisade Rd.	Pensacola	516-9999	BS	Elem. Ed.	M/P, N - Elementary
Brubaker	Sandra	139 Highpoint Drive	GB	932-8381	MA	Early Childhood Ed.	GBE only
Bryan	Kathryn	3341 Pearl Ridge Rd.	Pace	994-8589	BA	Elem. Ed.	CHS, Bagdad, DI, Avalon, Sims, PHS, Russell El.
Bryan	Mary	5698 Berryhill Rd.	Milton	221-4074	BA	Social Work	N, M/P – Elem, Berryhill ESE Complex, SRAS
Bryars	Michelle	5790 Sunflower Ave.	Milton	623-6904	BS	Therapeutic Rel.	N, M/P, S – Elem., & Middle
Brykczynski	Jay	3917 N. 10 <sup>th</sup> Avenue	Pensacola	232-7504	BS	Education	C, S, LTC
Burnett	Elizabeth	5800 Oakdale Rd. SE	Mableton, GA	678-787-6469	BS	P. E.	M/P, S – All schools; BAC
Burt	Melina	306 Andrew Jackson Trail	GB	232-5535	BA	Communication Arts	S- GBE, GBH, HNM, OBE, WNI, WNP, Avalon
Bush-Stanley	Mary	3890 Mariners Dr.	GB	251-604-1561	BS	Adult Personal Study	S, LTC, SRA
Butler	James	4102 Oak Pointe Dr.	GB	932-8573	BA	Music Performance	AMS,GBH,GBM,HNM, NHS, PHS, WBM
Campbell	Lisa	4748 Winterdale Dr.	Pace	712-2347	MS	Education	Dixon Pri., Dixon Int., Pea Ridge, PHS, Avalon, Russell
Campbell	Tyrus	5522 Chipper Lane	Pace	723-7198	BA	Economics	All locations
Campion	Brittany	5497 Tucker Circle	Pace	727-251-8225	BS	Elem. Ed.	M/P – Elementary
Carpenter	Cassandra	7604 Brewster St.	Navarre	939-1043	BS	Health Sciences	South – Elementary Schools
Carraway	Vernisa	8212 Pompano St.	Navarre	288-0443	BA	English	South – All schools
Carroll	Kimberly	4575 Belvedere Circle	Pace	510-7105	BS	Child Development	M/P, N – All schools; BAC, SRA, LTC
Carter	Ashley	3248 Southfork Dr.	Pace	516-8586	BA	Political Science	M/P-mid, GBM,GBH,CHS,SRHS,PHS,MHS
Carter	Daniel	4020 Luther Fowler Rd.	Pace	554-3904	BS	Health, Leisure, Exercise	Chumuckla, Central School
Carter	Lori	1168 Mary Kate Dr.	GB	619-208-4984	BS	Health Info. Adm.	South – Elementary & Middle
Carty	Michael	7212 Tannehill Dr.	Pensacola	346-6120	BS	Math	M/P, S – Middle & High, SRA, LTC
Casey	April	6210 Fox Chase Ct.	Milton	479-200-5066	BA	Criminal Justice	All Schools
Casey	Ruth	5875 Country Club Rd.	Milton	623-8458	MA	Elem. Ed.	Bagdad, Berryhill, Hobbs, King, Rhodes, MHS, TR Jackson
Casperite	Samantha	6204 Silver Oak Dr.	Milton	940-452-0196	BS	Early Childhood	M/P – Elem, Middle & High
Caylor	Krystal	7530 Springhill Rd.	Milton	449-0472	BA	Criminal Justice	N, M/P – all locations; BAC, LTC, SRA
Chassagne	Nia	1386 Mazurek Blvd.	Pensacola	404-925-7596	MBA	Business Admin.	M/P, S – All schools, SRA, LTC, BAC
Chia	Lisa	2233 Fulva Dr.	Navarre	939-4574	BS	Health,Leis.&Exercise	South – All schools; SRA, LTC, BAC
Childers	Michelle	5314 Gardenbrook Blvd.	Milton	291-1622	BS	Business Admin.	Berryhill, Dixon Pri. - <b><u>**Pre-Arranged Only**</u></b>
Church	Maria	2480 Heritage Circle	Navarre	910-0624	BS	Community Health	HNI, HNP
Clark	Christina	1897 Cotton Bay Lane	Navarre	777-0743	BS	Criminal Justice	HNI, HNP, WNI, WNP
Clark	Summer	4413 Pine Villa Circle	Pace	850-217-4910	BS	Marketing	M/P – Elem, Mid & High;SRA,LTC, BAC
Clark	Susan	6021 Laurelwood Dr.	Milton	293-2110	BS	Elementary Ed.	All locations except Avalon Middle
Clinton	Amanda	5730 Cobble Creek Dr.	Pace	449-9926	BS	Social Psychology	M/P, N – All schools
Colin	Melinda	5336 Boots Byers Ct.	GB	449-4227	BS	Management	HNI,HNP, WNI, WNP, OBE
Collins	Michelle	2802 Sherwood Dr.	Navarre	936-9579	MS	HR Administration	WNI, WNP
Conley	Edward	5232 Yankee Lane	Milton	449-3208	BS	Education	All Schools
Connor	Joanne	1901 Catamaran Dr.	Navarre	936-7310	BA	Phys. Ed.	HNI,HNM,HNP,NHS,WNE

Cook	Jillian	2200 Prytania Circle	Navarre	704-763-4783	BA	Sociology	S – Elem, Middle, East Milton
Cooke	Amanda	3500 Creighton Rd., Apt. B6	Pensacola	485-1653	BA	English	M/P, S – All schools; SRA, LTC
Coon	Melvin	5259 Goshawk Dr.	Milton	564-0979	BS	Biblical Studies	All locations
Cooper	Edward	3571 Laguna Ct.	GB	932-8494	BA	Accounting	All south end schools except GBHS
Cooper	Erika	10180 Candlestick Ln.	Pensacola	982-9856	BS	Business Admin.	M/P – All schools, SRA, LTC, BAC
Cooper	Sondra	5765 Red Pine St.	Milton	516-9527	BA	Pri. Ed. / Elem. Ed.	<b>Pre-Arranged only</b> – Berryhill Elem. only
Cornelison	Shadow	6841 Munson Hwy.	Milton	698-5367	BA	Elem. Ed/ESOL/Reading	M/P, N – Elem, Middle & High
Cornelius	Christina	3325 Joanna Dr.	Pace	995-4938	BA	Elem. Ed.	M/P, N, LTC,
Cormier	Leslee	5544 Cottonwood Dr.	Milton	982-1649	BS	Health,Leisure/P.E.	N,M/P,S – Elem, Middle & High
Courey	Bobbi	5787 Windham Rd.	Milton	983-7544	BA	Mathematics	BHE only
Courtney Jr.	Elmer	5209 Emerald Dr.	Pace	995-2705	BS	Liberal Arts	C, N, LTC
Covert	Ardis	1658 Narrow Rd.	Jay	232-3291	BA	Communication Arts	M/P – Elem, Mid & High; North Schools
Cowell	Kathy	6277 Pansy Dr.	Milton	776-0968	MA	Elem. Ed.	Central, Chumuckla, East Milton, Jay High, Rhodes
Cox	Glenn	1253 Harrison Ave.	GB	393-9905	MA	Education	S – Middle & High
Cox	Tabetha	952 Lake Aire Dr.	Pensacola	266-3791	BS	Elementary Ed.	M/P, S – Elementary, Middle & High
Cozart	Daysha	10119 Chumuckla Springs Rd.	Jay	995-8578	BS	Horticultural Science	Chumuckla Elementary
Cranford	Edgar	5768 Azalea Ave.	Milton	983-0539	MA	Psychology	M/P, N, BAC, LTC, SRA
Crawford	Isaac	6252 Foxglove Rd.	Milton	736-3464	BS	Secondary Ed.	Milton – Elem, Hobbs, Avalon, MHS, Central Hi, Jackson
Critz	Darrell	9661 Leeward Way	Navarre	797-1036	BA	Elem. Ed.	Bagdad, East Milton, SR Youth Academy
Crocker	Rosemary	6443 Cypress St	Milton	623-3019	BS	EC EE	C
Crouch	Shirley K	3914 Tiger Pt Blvd	GB	934-8494	BS	Business	S
Culp	Donna	4283 Havencrest Dr.	Pace	637-5393	BS	General Comm.	M/P – Elementary, Gulf Breeze Elem.
Cummings	Robert	1848 Edgewood Dr.	Navarre	939-0029	BS	Bus. Admin.	All Middle Schools
Curran-Shuman	Aliza	1843 Iris Lane	Navarre	478-973-2595	BA	Anthropology	HNI, HNP, WNI, WNP, WBMS
Curry	Kathleen	3577 Stratford Ln.	Pace	712-1329	BA	Psychology	Berryhill, Dixon Pri., Dixon Int, Pea Ridge, Avalon, Sims
Davis	Gloria	4524 Jernigan Rd.	Pace	994-5143	MS	Elem. Ed.	PRES, PHS only
Davis	Sharon	6675 Warren Rd.	Milton	375-5458	MED	Curriculum & Instr.	M/P, N, S – Elementary schools
Davis	Tracy	4874 Broadleaf Dr.	Pace	994-1327	BA	History	M/P – All Schools, BAC, SRA, LTC
Davitt	John	1472 Homeport Dr.	Navarre	324-8715	BS	Nautical Science	Navarre High
Dawson	Amy	4310 Santa Villa Dr	Pace	994-9120	BA	Spec/Elem Ed	C &S
Dean	Donna	2971 Greystone Dr.	Pace	995-9722	MA	Education	C, SRA, LTC
Decker	Sydney	5560 Shadow Shore Pl.	GB	501-8282	BS	Interdisc. Studies	South – Elem & Middle
DeGraaf	Amanda	2473 Camors Rd.	Jay	675-3042	BA	Elem. Ed/ESOL	N – Elem; JHS,CHS,HMS,SMS,DP,DI,Rhodes,
DeMotts	Janna	827 Bay Cliffs Rd	GB	916-9873	BS	Journalism	GBE,GBM,GBH,OBE,WBM
DeVane	Page	3179 Augusta Dr.	Pace	995-4469	BS	Home Economics	Sims Middle
Diamond	Doug	4160 Peanut Rd.	Cottdale	678-687-6073	BS	Special Education	All locations
Dickes	Trisha	6621 Liberty St.	Navarre	936-8158	BS	Computer Science	GBMS, GBHS, HNM, NHS, WBMS
Dietrich	Carla	5761 Cobble Creek Dr.	Pace	463-4768	BS	Advertising	Dixon Pri., Dixon Int.
Dille	Sarah	9009 University Pkwy.	Pensacola	356-1216	BA	Elem. Ed.	M/P, S - Elementary
Dipesa	Megan	1408 Homeport Dr.	Navarre	396-7899	BA	Elem. Ed.	HNM, HNP, Navarre High

Dozier	Beverly	300 Earl St.	Brewton	913-544-3267	BA	Elem. Ed.	Milton & North – Elementary schools
Dubay	Robert	3143 Sonya St.	Pace	995-9218	MS	Biology	M/P – Middle, High, LTC, SRA
Dudley	Monica	8242 Mercado St.	Navarre	791-4715	BSBA	Marketing	South – Elementary & Middle
Duke	Brenda	208 Loruna Dr.	GB	459-7234	BA	Biological Science	South – Middle & High
Dumestre	Pamela	4279 Brevity Blvd.	GB	916-7686	BA	History	South – Elementary
Dunham	Tracey	2711 Penn St.	Navarre	218-6409	BA	Interdisciplinary Studies	M/S-Mid, MHS, SRA, GB area, HNI, WNI, WNP, WBMS, NHS, LTC
Dunn	Debbie	6819 Tidewater Dr.	Navarre	936-8332	BA	Art	HNP, HNI, HNM, WNP, WBM
Durkos	Michelle	5631 Ballybunion Dr.	Pace	375-2787	BM	Music	M/P-All schools; GBES, GBMS, Jay EI, Chumuckla, Central
Dykes	Linda	1916 Elodie Ln.	GB	916-9003	BS	Home Economics	South Elementary schools
Eakes	Ashley	3315 Indian Hills Dr.	Pace	712-3446	BA	Communications	DP, DI, Pea Ridge, Sims, Russell, Chumuckla, Berryhill
Edgar	Alicia	5418 Hollow Oak Lane	Pace	304-3684	BA	Elementary Ed.	N, M/P – Elementary Schools
Edmondson	Bernice	7462 Woodmont St.	Navarre	515-0690	BS	Home Economics	HNI, OBE, WNI, WNP, WBMS
Edwards	Katharine	1914 Pelican Lane	Navarre	936-4317	MS	Biology	S-Middle & High
Ellington	Carrie	1370 Dubose Rd.	GB	549-7768	BA	Biology	S – All Schools
Ellis	Amy	5091 San Miguel St.	Milton	261-9032	MS	Counseling/Psychology	M/P – Elem, Avalon, Hobbs, Sims, Pace High
Elsberry-May	Emily	2359 Valley Rd.	Navarre	850-420-6542	BS	Elem. Ed.	M/P, S – All locations
Emma	Leah	3766 Landon Ct.	GB	393-9868	MBA	Business Admin.	South – All Schools
Eschete	Lorenza	4542 Hickory Shores Blvd.	GB	934-7372	BA	Liberal Arts	GBES, HNI, HNP, OBE, WNI
Estep	Christina	8349 Onich Dr.	Navarre	496-1393	BS	Management	HNI, HNP
Evans	Laurie	220 Country Club Dr.	Crestview	850-461-4293	M	Curriculum & Instr.	Milton High Only (Coach)
Evers	Amanda	7618 Chablis Circle	Navarre	366-2660	BS	Environmental Sciences	S – Elem, Middle & High
Eyer	Daniel	6033 Lancaster Ct.	Pace	619-733-1566	BS	Civil Engineering	GBE, GBM, GBH, HNM, NHS
Ezell	Nancy	9983 Shangrila West	Milton	623-4839	BA	Accounting	King Middle
Fails	Briana	3105 Sonya St.	Pace	251-714-4276	BA	Elementary Ed.	N, M/P, S – Elementary & Middle
Fair	Catherine	5195 Chi Chi Circle	Milton	508-8501	BS	Child Development	Berryhill Elem.
Farkas	Lisa	5703 Trout Bayou Cir.	Milton	529-7037	BGS	General Studies	Russell, Jay Elem, Pea Ridge
Fahy	Lisa	6557 Flintwood St.	Navarre	936-5728	BA	English	HNP, HNI
Faircloth	Ashley	3334 Pine Forest Rd.	Canntonment	324-4774	BA	ESE/Elem. Ed.	Berryhill, DP, DI, GBE, Pea Ridge, Rhodes, Russell
Faucher	Scott	5908 Loop Rd.	Pace	995-5984	BA	Middle Level Ed.	All Elem., Middle & High Schools
Fedeale	Lawrence	332 Michael Circle	Mary Esther	864-2094	BS	Applied Science	Navarre High
Felsmaier	Tricia	6306 Heronwalk Dr.	GB	974-6847	BA	Elem. Ed.	South – Elementary & Middle
Ferris	Dina	92 Chanteclair Circle	GB	281-5491	MED	Educational Psychology	Pre-Arranged @ GBE only
Ferro	Terri	6073 W. Cambridge Way	Pace	375-1185	BS	Rest./Hotel & Inst. Mgt.	N, M/P – Elem., Middle & High
Fey	Jennifer	9017 Orlando Ave.	Navarre	939-9388	BA	English	HNI, HNP
Finelli	Ellen	97 Chanteclair Circle	GB	982-5202	ED.D	Education	GBM, GBH
Fleischman	Barbara	5435 Pine Barron Rd.	Milton	334-714-9202	S.Ed.	Ed. Leadership	M/P – Elem, Mid. & High, SRAS, LTC, Berryhill Complex, ESE
Flippin	Casie	6607 Woodbury Forest Dr.	Milton	910-612-2015	BS	Biology	M/P – Elem, Middle & High
Flood	Rhea	4748 Spencer Oaks Blvd.	Pace	994-0080	BA	Elem. Ed./ESOL	N, M/P Elem., GBES, Jackson Pre-K
Florez	Angeles	9348 Bone Bluff Dr.	Navarre	939-3828	MS	Computer Science	HNI, HNP, NHS
Forrest	Susan	4862 Mayo Circle	Pace	530-1706	BS	Health	All Schools
Forst	Amanda	4120 Cooley Dr.	Pace	380-8825	BS	Business Mgt/Adm.	M/P – All locations, BAC

Foryt	Sharon	1426 Whisper Bay Blvd.	GB	982-1330	BBA	Marketing	GBES, OBES
Foster	Nuria	2128 Avenida De Sol	Navarre	939-6541	BS	Science	HNI, HNP
Fowler	Comer	4504 Cedar Springs Farm Rd.	Holt	850-537-8575	BA	Ministerial	M/P – Middle & High, SRHS, Central High
Fowlkes	Linda	4825 Orleans St.	Pace	994-0575	MS	Sport Science	M/P – All schools, LTC, SRAS
Fox	Nicole	1512 Oakhill Rd.	GB	529-4936	BS	Hospitality & Recreation	M/P, S – Elementary & High
Fulk	Jennifer	5524 Wesley Dr.	Milton	623-0980	BS	Interior Design	Berryhill, Rhodes, East Milton
Gadboys	Pamela	1 Sea Shore Dr.	Pensacola Bch	206-4992	BBA	Marketing	S – Gulf Breeze schools, OBE, LTC, SRA
Gandy	Nicholas	4633 Briaroak Dr.	Pace	994-7494	BA	History	Milton High only
Gentry	Ray	6813 Avenida De Galvez	Navarre	396-6936	BS	Psychology	M/P, S – ALL, SRA
Geitz	Katheryn	3461 Riverhill Dr.	Pace	501-5693	BA	Communication Arts	All schools
George	Allison	2023 Everglades Dr.	Navarre	850-218-4878	BS	History	South – All
George	Crystal	2300 Bud Diamond Rd.	Jay	675-4995	BA	Accounting	Chumuckla
Georges	Mary	7440 Harvest Village Ct.	Navarre	939-3814	MED	Ed. Admin.	HNP, WNP
Geray	April	7582 Brevard St.	Navarre	850-461-0187	BS	Elem. Ed.	HNH, WNI, WNP
Gibson	Kimberly	1980 Jessica Way	Navarre	369-6689	BS	Art	South – Elem. & Middle
Gilmer	Ellen	774 Pearl Sand Dr.	Mary Esther	864-908-5423	MA	Ed. Leadership	South – All schools; Pace High
Gingras	Antoinette	7745 Le Grande Dr.	Pensacola	682-229-9509	BOM	General Music	M/P, S – Elem, Middle & High, SRAS
Goddard	Marie	2327 Sugartree Ct.	Pensacola	607-6105	BS	Elem. Ed.	Bagdad Elem.
Godwin	Bridget	8522 Gulf Blvd.	Navarre	407-948-8198	BS	Health Science	M/P, S – Middle & High, SRA, LTC, SR Youth Academy
Godwin	Daphne	3443 Hwy. 178	Jay	675-6020	BA	Elem. Ed.	M/P, N – Elem.
Gonzales	Orlando	5526 Chantilly Circle	Milton	626-0658	BA	Elem. Ed.	M/P-Elem., OBE, WNI, WNP, HNI, Avalon
Gonzales	Theresa	5818 Wood Duck Dr.	Pace	994-7839	BA	Political Science	Dixon Pri., Sims Middle
Gonzalez	Ashley	5698 Pin Oak Ave.	Milton	449-0206	BA	Psychology	Russell Elem.
Gracey	Janet	5001 Canal St.	Milton	623-4056	BS	Elementary Ed.	Dixon Intermediate – <b><u>Pre-Arranged Only</u></b>
Gracey	Rod	5001 Canal St.	Milton	623-4056	MA	Ed. Leadership	All Schools – <b><u>Pre-Arranged Only</u></b>
Granse	Jennifer	3266 Abel Ave.	Pace	995-8785	Med	Ed. Leadership	M/P – Elementary & Middle
Grant	Robert	8321 Onich Dr.	Navarre	407-948-8198	BS	Health Science	M/P,S – Middle & High, SRA,LTC,SR Youth Academy
Green	Douglas	3900 Golden Pines Lane	Jay	675-6134	BS	Business Admin.	N – Elementary & Middle
Green	Michele	3095 Camino de Real	Navarre	939-8043	BA	Communications	M/P, South – All schools
Griffin	Ashley	3440 Riverhill Dr.	Pace	207-4859	BA	Sociology	N, M/P, S – All schools, LTC, SRA
Griffin	Robert	3440 Riverhill Dr.	Pace	384-5256	BM	Music Performance	All schools
Gritsavage	Catherine	2440 Whispering Pines Blvd	Navarre	582-2349	BA	Elem. Ed.	Holley-Navarre Pri., West Navarre Pri.
Grottano	Nicole	1616 E. Scott St.	Pensacola	954-270-8608	BS	Marine Biology	M/P, S – all schools
Gurchiek	Joanna	959 Vestavia Way	GB	982-5565	MED	Voc.Ed./Voc.Tech	GBHS, GBES, OBE
Guthrie	Zenaida	1989 Ambassador Dr.	GB	850-225-6360	BA		S – WNP, WNI, HNI, GBE, OBE; S – Middle
Gutierrez	Kathy	1961 Shadow Lake Dr.	GB	932-3996	BS	Elem. Ed.	South end – Elementary Schools
Hall	Terence	8228 Welcome Rd.	Milton	910-3311	BA	Criminal Justice	M/P – Elem, Middle & High, SRAS, LTC, BAC
Hammett	Sandra	6456 Sinclair St.	Milton	626-7578	BA	Md/High Ed.	M/P,N,S,El,M & High,BAC
Hancock	John	3925 Pace Rd.	Pace	863-677-1611	B	Theology	M/P – Elementary, Middle & High
Hanke	Karli	1432 Nantahala Bch. Rd.	GB	324-2121	BS	Family & Child Science	South – Elem., Middle & High
Hanson	Fannie	6280 Bayberry St.	Milton	983-3429	BSBA	Management	East Milton, T. R. Jackson
Harper	Yvonne	7375 Olympia St.	Navarre	515-0067	MA	Public Policy	South – All Schools, SRA
Harris	John R.	2860 Cobbtown Road	Jay	675-2119	BA	Crim. Justice	All Schools

Harris	Shirley	1511 B Creighton Rd.	Pensacola	637-1150	MED	Special Ed./Speech	All locations
Hatch	Robert	1100 Shoreline Dr. #204	GB	920-410-1277	BBA	Finance	M/P, N, S – Elem, Middle & High
Hawthorne	Tabetha	2762 Harvest Rd.	Jay	359-0084	BA	Elem. Ed.	North Elementary schools
Hayden	Kellie	1676 Winding Shore Dr.	GB	740-974-4973	BS	Dental Hygiene	GBES, WNI, WNP
Heaney	Rosalind	8800 Pine Forest Rd.	Pensacola	813-260-0974	BS	Criminology	All locations
Heckler	Stephanie	1151 Lionsgate Lane	Gulf Breeze	565-4541	BA	English Literature	Avalon, Milton High, South-Elem., Middle & High
Heiney	Glinda	5749 Windermere Trace	Pace	994-9491	BA	Mid & Hi school Ed.	M/P – Middle & High, SRA
Heisel	Sariah	2159 Bromly Dr.	Navarre	936-8503	BA	Sociology	AMS, South – Elem., Middle & High
Hemby	Shonda	3683 Bagwell Rd.	Pace	994-1274	BBA	Marketing	South – Gulf Breeze schools; OBE, LTC, SRA
Henderson	Linda	8801 Antietam Rd.	Milton	983-9952	BA	Elem. Ed/ESE/ESOL	M/P – All schools; Gulf Breeze High
Hendrix	Alison	8420 Ramsgate Rd.	Pensacola	529-5598	BA	Elem. Ed.	M/P, S – Elementary schools
Hensley	Jennifer	2178 Durell Lane	Navarre	407-342-5670	BSBA	Marketing	South – All schools; SRYA, SRHS
Heuvelink	George	5797 Riviera Dr.	Milton	623-3597	BA	History	All Schools
Herbstreith	Ashley	8625 Tupelo Dr.	Navarre	939-4230	BOM	Music	GBE, GBM, HNI, HNM, HNP, WNI, WNP, WBMS
Hicks	Sandra	1229 Bayshore Rd.	GB	932-4242	M	Elem. Ed.	Oriole Beach, GBES
Hitchcock	Sandra	5360 Anthony Ave	Milton	516-5821	MA	ESE/SLD	C
Hoffman	Susan	200 Shoreline Dr.	GB	932-4948	BA	Studio Art	Gulf Breeze Elem.
Holley	Charlotte	6585 Leopard Rd.	Milton	313-1300	BA	Elem. Ed.	Bagdad, Jackson Pre-K, Rhodes
Holway	Mary	202 Dolphin St.	GB	982-9470	BA	Psychology	South end- Elementary & Middle schools
Holzworth	Suzanne	3855 Hidden Oak Dr.	Pensacola	478-9985	MA	Reading	GBES, GBMS
Hoopaugh	Kimberly	6028 Somerset Dr.	Pensacola	384-4665	BA	Psychology	M/P, S – all schools
Hooper	James	1342 Sterling Point Place	GB	723-2867	BS	Engineering	S – Middle schools, GB High, WNI
Houston	Sandra	8836 Burning Tree Rd.	Pensacola	471-2513	BS	Elem. Ed.	M/P - Elem, Middle & High
Howton	Carla	6619 Allison Way	Pace	994-7396	BS	Merchandising	Dixon Pri. & Int., Russell Elem.
Hoyt	Brittany	212 Hawsey Lane	Milton	449-7977	BA	Criminal Justice	N-all schools;Hobbs,MHS,King,Berryhill,Rhodes,Russell
Hubbell	David	8688 Robinwood Dr.	Milton	377-0848	BA	History	M/P, S – Middle & High;Bagdad,EMES,Rhodes,PRE
Hudgens	Paul	3412 Barkwood Dr.	Pace	994-3444	BA	Interdis. Social Sci.	M/P – Mid. & High; Central, DP, DI, GBHS
Huggins	Nancy	4701 Hickory Shores Blvd.	GB	934-0142	BSBA	Marketing	South – Elementary
Hughes	Jonathan	6010 Judy Dr.	Milton	623-2721	BS	Bus. Admin/Acct.	M/P – Elem., Avalon, Hobbs, King, MHS, PHS
Hummel	Santana	1925 Eagle Lane	Navarre	952-239-8550	BA	Special Ed.	S – all schools; SRH, Avalon
Hunt	Dudley	222 Merrill Dr.	Milton	564-1269	BA	HR Management	HMS,PHS,MHS,RES
Hunt	Joel	5439 Cox Rd.	Milton	426-0997	BBA	Business Admin..	All Schools
Hunter	Marilyn	5823 Timberline Dr.	Milton	626-2513	BS	Office Admin.	Berryhill, Rhodes, LTC
Huntsman	Carolyn	142 Long Pointe Dr.	Mary Esther	226-9989	BS	Public Admin.	GBE, HNI, HNP, OBE, WNI, WNP
Ireland	Vickie	7571 Treasure St.	Navarre	936-5689	BA	Political Science	WNI, WNP, LTC
Irwin	Alizabeth	5756 Twisted Oak Ct.	Pace	251-377-3536	BS	Elem. Ed.	N, M/P – all schools
Jadallah	Rebecca	4630 Gregg Ave.	Pace	994-7144	BA	Elem. Ed./ESOL	M/P – Elem.; AMS, PHS, Chumuckla Elem.
Janke	Martin	6292 Brigadier Rd.	Milton	626-6869	BME	Music Education	M/P – Middle & High, Central High
Jardine	April	821 N. 14 <sup>th</sup>	Pensacola	390-2118	BA	History	M/P, N – All schools
Jazzar	Asya	3022 N. 28 <sup>th</sup> Ave.	Milton	994-8025	BA	Political Science	C
Jeffrey	Virginia	326 Valencia St.	GB	324-6680	MA	Art Education	S – All GB schools, OBES
Jernigan	Andrea	5274 Overbrook Dr.	Milton	251-423-4159	BS	Elem. Ed.	Berryhill, Dixon Pri., Dixon Int., East Milton, Pea Ridge

Jernigan	Sandra	7530 Buckeye Dr.	Navarre	939-2577	MED	Curriculum & Instr.	M/P, S – All schools
Jimenez	Meredith	1967 Alamanda Ct.	Navarre	543-5196	BA	English	HNM, NHS, WNI, WNP
Johnson	Elizabeth	5435 Oak Meadow Dr.	Milton	981-0346	BS	Business Admin.	Berryhill, Rhodes, Dixon Pri.
Johnson	Jay	3113 Woods Way Apt. 3	GB	916-2160	BA	History	S – All locations
Joiner	Chanda	4970 Joiner Circle	Milton	791-7576	BA	Pre-K/Primary Ed.	East Milton, Rhodes
Joiner	Jonathan	5410 Moonlight Dr.	Milton	232-9327	BS	Business Admin.	N, M/P – Middle & High
Jones	Eddward	4516 Whisper Way	Pensacola	385-3159	BS	Multidisciplinary Studies	M/P, S – Middle, Dixon Int., WNI, SRAS
Jones	Elizabeth	5020 Lanana Dr.	GB	485-4464	BS	Social Science Ed.	Avalon, GBHS
Jordan	Jane	1773 Lighthouse Pointe Dr	GB	939-8205	BA	Education	HNP, HNI, WNE
Jordan	John	5760 Avenida Real	Pensacola	380-4103	M.ED	P. E.	S mid & high,AMS,SMS,PHS,MHS,SRYA,CHS,JHS,SRH,WNI
Joy	Kathie	2026 S. Church St.	GB	377-8488	BS	Human Serv. Couns.	South End – All schools
Juzang	Denise	2670 Hidden Creek Estates Cir.	Navarre	396-5171	BS	Kinesiology	GBE, GBH, HNM, NHS, WNI, WNP
Kahler	Brenda	5566 Booker St	Milton	983-0919	BS	Accounting	C
Kane	Mary	6709 East Bay Blvd.	Navarre	396-5588	BA	Elem. Ed.	S – Elementary & Middle
Kay	Lisa	3019 N. 21 <sup>st</sup> Ave.	Milton	554-0252	BS	Criminal Justice	Dixon Pri., Dixon Int., Avalon, PHS, Russell
Kea	Brandy	5303 Goshawk Dr.	Milton	981-9006	BS	Management	Berryhill Elem.
Kelley	Cheryl	5956 Central School Rd.	Milton	623-1398	MA	Ed. Lead.	CHS, JES, JHS
Kelley	Ralph	6480 Robie Rd.	Milton	910-5581	BA	Political Science	N – Middle & High
Kemp	Nathan	6179 Gainey Ford Rd.	Jay	380-0801	BA	History	Central High, Jay High, MHS, PHS
Kendall	Arnold	2868 Bay Meadow Dr	GB	932-8350	MA	Mgmt Soc	S
Kennedy	Kyna	1437 Rangoon Cove	GB	529-0530	BS	Environmental Studies	S – Elementary, Middle & High
King	Melany	8856 Hwy. 87 N	Milton	418-9890	BA	History	N, M/P – All Schools
King	Sandra	4060 Burbank Dr.	Pensacola	432-6041	BS	Business Teacher Ed.	Avalon, DP, DI, Pea Ridge, Sims, PHS, GBE, GBM, GBH
Kingry	Joyce	3309 Village Green Dr.	Pace	293-4230	MA	Early Child/Elem.Ed.	Berryhill Elem.
Kinslow	Chad	9990 Bellbrook Rd.	Milton	623-3013	BS	Anthropology	All locations
Kirby	Tina	6671 Codell St.	Navarre	218-5956	BS	Psychology	HNI, HNM, NHS, OBE, WNI, WBM
Kirkland	Ashley	11546 Lou St.	Pensacola	516-8479	BA	ESE	M/P, S – Elem., Middle & High, BAC – ESE, SAIL
Kissling	Donald	7383 Brevard St.	Navarre	936-0291	MA	Public Admin.	M/P,S-Mid & High
Klee	Sandra	5693 Sweet Birch Lane	Milton	626-5640	BA	Art	AMS,HMS,KMS,SMS,MHS
Klemens	Sandra	3175 Benton Blvd.	Pace	463-4626	BA	Elem. Ed.	Berryhill, Chumuckla, DP, DI, TRJ, Sims, PHS, Pea Ridge
Knetzger	George	1745 Village Parkway	Gulf Breeze	934-3248	BA	Business Admin.	All Locations
Knowlton	Michael	8816 Sand Pine Dr.	Navarre	259-2631	BS	Psychology	South – Elem, Middle & High
Kopinski	Steven	4831 Shane Way	Pace	995-4632	BS	Liberal Arts	Sims Middle
Kovalcik	Cheryl	10341 Walbridge St.	Pensacola	602-710-5002	MeD	Elem. Ed.	N, M/P - Elementary
Kramer	Nathaniel	168 Stearns St.	GB	352-256-4879	BS	Telecommunications	Avalon, Hobbs
Kutch	Raymond	5712 Verna Way	Milton	623-8108	BS	Management/Technology	Locklin Technical Only
Lade	Linda	6016 Players Place	Milton	623-0017	BS	Art	M/P – Elementary & Middle schools
Lagergren	JoAnn	1308 Whisper Bay Blvd.	GB	932-8777	MS	Management	GBE, GBM, GBH; Oriole Beach
Lambert	Barnette	6447 Hammock Trace	Milton	983-7964	BS	Management	Locklin Vo-Tech. only
Lami	Shaun	6952 Hardwood Ct.	Milton	512-9357	M.Ed	Curriculum & Instr.	M/P, S – Elem., Middle & High
Lang	Bonnie	6834 Leisure St.	Navarre	396-6332	BS	Social Psychology	HNI, HNP, OBE, WNI, WNP



Lapen	Jessica	4409 Lisa Lane	Pace	380-7177	BA	Communication Arts	M/P – Elem. & High
Larkin	Jane	3035 Eagle Point Dr.	Pace	463-4340	BS	Elementary Ed.	Dixon Pri., Dixon Int., Sims
Lashier	Natalie	6447 Flagler Dr.	GB	261-5560	BA	Interdis. Studies	M/P, S - Elem. Schools, GBHS
Lawson	Staci	4240 W. Avenida DeGolf	Pace	995-4926	BA	Elem. Ed/Spec. Ed.	M/P Elementary
Lawson	Tracy	7310 Frankfort St.	Navarre	684-1206	BA	Liberal Studies	HNI, HNP, WNI, WNP
Lay	Lindsey	8523 Navarre Pkwy. B 202	Navarre	637-5016	BS	Human Environ Sci.	M/P, S – All schools
Leff	Penny	3367 Circle Dr.	GB	934-4437	BS	Elem. Ed.	S – Elementary only
Lehtimaki	Angela	6913 Flintwood St.	Navarre	420-2511	MS	Geological Sciences	GBE, RussellEI, HNI, HNP, WNI, WNP, OBE
Leonard	Tomie	6888 Dulcinea Ct.	Navarre	251-509-5589	BA	Elem. Ed.	S – Elementary
Lester	Melinda	2513 SW Abbie Elizabeth Ct.	GB	932-6119	BS	General Studies	S – Elem., Middle
Lichtenwalner	Avelyn	5763 Stewart St.	Milton	981-3151	MA	Education	M/P – All Schools
Liberty	Cara	5657 Doral Dr.	Pace	994-1580	BS	Childhood Ed.	M/P – All Schools; Central, Chumuckla, GBHS
Livermore	Mary K.	3405 Godwin Rd.	Jay	675-0164	BA	Elem. Ed.	M/P- Elem. & Middle, N - Elem. & High
Livesay	Jody	3135 Wallace Lake Rd.	Pace	994-9266	MA	Education	M/P, N – Elementary, BAC
Ljunggren	Kelley	4446 Elsie Lane	Milton	540-907-1348	MS	Early Childhood Dev.	Santa Rosa Adult only
Lloyd	Rose	8131 Sierra St.	Navarre	428-0737	BA	History	Avalon, DP, DI, King, MHS, PHS, SRHS
Lloyd	Whitney	4278 Idell Lane	Pace	454-9990	BA	Elem Ed/ESE	Berryhill, Pea Ridge, Russell, Dixon Int, Dixon Pri.
Long	Racheal	8133 Delta Dr.	Milton	426-1892	BA	Studio Art	M/P-Elem, Mid & High, LTC, SRA, Chumuckla, BAC
Lunsford	Stacy	6113 Cheyenne Dr.	Milton	623-6516	BA	Math	King, Sims, Milton High, Pace High, Central, SRA, LTC
Lupkowski	Pamela	5313 Rowe Trail	Pace	995-0434	BS	Pre-K/Pri. Education	N, M/P – Elementary Schools
Lyle	Lisa	P. O. Box 154	Bagdad	981-9248	BA	Finance	Holley-Navarre Middle, Navarre High
Lynch	Patrick	3750 Rajah Cove	GB	525-6750	MA	Public Health	M/P, S – Middle & High
Lyons-Roberts	Gail	6616 Codell St.	Navarre	936-4658	MED	Education	South – Elem, Middle & High
Macedo	Maria	6615 Castlewood St.	Navarre	939-1305	BS	Hospitality Mgmt.	HNP, WNI, WNP
Mack	Richard	174 Camelia St.	GB	932-3590	BS	Management	South – Elem., Middle & High
Madron	Gina	6677 Admiral St.	Navarre	505-385-7506	BFA	Art	WNI, WNP
Majzun	David	5668 Booker St.	Milton	288-1629	BS	Health, Leis. & Exercise	M/P, S, N – All schools
Malave	Cathy	2252 Lemure Dr.	Navarre	939-4426	MS	Counseling	Navarre High
Mandell	Robert	5225 Rowe Trail	Pace	463-4787	BS	Finance	M/P – Elem, Middle & High
Marley	Efrat	2022 Eagle Lane	Navarre	723-1746	BS	Liberal Arts	HNI, WNI
Marlow	Leah	1838 Edgewood Dr.	Navarre	384-1065	BA	English	GBHS, GBMS, HNI, HNM, WNI, WNP, WBMS, NHS
Marshall	Linda	1986 Tampa Blvd.	Navarre	936-9475	MA	Education	NHS only
Martin	Lisa	632 Bay Cliffs Rd.	GB	916-9066	BA	Sociology	GBE only
Martin	Phillip	5668 Nicklaus Lane	Milton	626-0482	MA	Mathematics	Locklin Technical, Santa Rosa Adult
Mascharak	Rohona	7639 North Shores Dr.	Navarre	939-7555	BA	English	S – All schools; Bagdad, East Milton, Rhodes, MHS
Mason	Jason	1494 Homeport Dr	Navarre	939-6513	BS	Biology	HNI only
Matthews	Vicky	6072 Sunnyridge Dr.	Milton	623-0905	BS	Business Ed.	Rhodes Elem. Only
May	Merri	4305 Queens Ct.	Pace	910-2271	MS	Health	N, M/P – All schools; BAC, SRA, LTC
McCabe	Charaye	1448 Tina Dr. #214	Navarre	612-310-5449	ME	Curriculum & Inst.	M/P, S – All schools; SRA, LTC, BAC
McCall	Jason	6909 Hanover Ct.	Milton	969-0968	MS	Counseling	M/P, S – middle and high, Central High

McCorvey	Joan	7274 Hay-Lo Dr	Milton	623-0463	MA	Elem Ed	Bagdad Elem, EME
McCraw	Sandra	5508 Sandy Run Dr.	Milton	983-7912	BA	Elem. Ed.	RES, SMS, SSDI, SSDP
McDonnell	Carolyn	9525 Acorn Lane	Navarre	936-7844	BA	Elem. Ed./ESOL	GBE, HNI, HNP, OBE, WNI, WNP
McElroy	Miranda	7278 Milford Rd.	Milton	384-4135	BA	Elem. Ed.	Bagdad, East Milton, Russell, Rhodes
McFarland	Elizabeth	1146 Tiger Trace Blvd.	GB	686-4836	BS	English	GBES, GBMS, GBHS, HNM, OBE, WNI, WNP
McKee	Lee	7703 Manatee St.	Navarre	496-4150	BS	Comp. Science	S, MHS
McKinney	Alice	3001 Keats Dr.	Pensacola	438-7108	MA	Ed. Lead. Dev.	AMS, GBE, GBH, GBM, PRE
McNeal	Christal	4478 Fort Sumter Rd.	Milton	252-646-9022	BS	Criminal Justice	Hobbs, Berryhill
Miller	James	6822 Avenida De Galvez	Navarre	936-1812	MS	PE	S
Miller	Marie	3256 Cobblestone Dr.	Pace	994-1988	MA	Ed. Leadership	All locations
Miller	Melissa	8214 Riverside Landing Way	Navarre	850-218-9232	BA	Communication Arts	South – All schools
Milligan	Cheryl	3017 Pine Valley Dr.	Pace	995-8249	BA	Speech/Hearing	AMS,BHE,PRE,SMS,SSDI,SSDP
Mills-Fugate	Tiffany	7549 Frankfurt St.	Navarre	218-6914	BA	Special Ed.	HNI, HNM, HNP, WNP, WNI
Minin-White	Doris	4984 Elea Calle Ln.	GB	651-398-3639	BS	Foreign Language	M/P, S – All locations
Mitchell	Tommy	3382 Joanna Dr.	Pace	995-2523	BS	Marketing/Bus.	C, N
Moberly	Joey	4692 Geri St.	Milton	791-3375	BA	History	Avalon, Hobbs, King, MHS, PHS
Monroe	Shanna	5308 Yancy Dr.	Pace	485-0149	BA	Educational Studies	All Schools
Moore	Holley	8434 Ramsgate Rd.	Pensacola	293-0035	BA	Psychology	M/P – Elementary, Middle & High, GBE, GBM, GBH
Moore	Kim	5128 Seagull Dr.	Pace	994-7750	BS	Health Science	C, SRA
Morgan	Tammy	5026 Jeffery Rd.	Milton	516-3581	BS	Elem. Ed.	M/P – All Schools
Moring	Hubart	8533 Misty Ridge Lane	Navarre	939-3530	BS	Religion	MHS,NHS, ,SRA, South schools
Morris	Deloris	4480 SantaVilla Dr.	Pace	994-4202	MA	Ed. Leadership	Russell – <b><u>Pre-Arranged Only</u></b>
Morris	Lyn	217 Pinetree Dr.	GB	393-8569	BS	Secondary Math/Science	Gulf Breeze Elem.
Morrison	Bethany	40 4 <sup>th</sup> Ave. Apt. 8	Shalimar	304-488-4257	BBA	Marketing	M/P, S – Elementary
Morrison	Faye	4236 Rice Rd.	Milton	206-6158	MS	Elem. Ed.	N, M/P – Elementary
Morton, Sr.	Kenneth	4676 Casa Grande Ct.	Milton	626-4059	BOT	Theology	Bagdad, Berryhill, East Milton, Avalon, King, OBE, Russell
Mosley	Brittany	5226 Moore Loop	Crestview	850-305-8823	BS	Middle Grade Math	N, M/P, S – All schools
Moyer	Sandra	2050 Las Vegas Trail	Navarre	621-7484	BS	P. E.	South end schools
Mueller	Nancy	1600 Governors Dr.	Pensacola	206-7643	BA	ESE	M/P, S – All Schools
Murray	Ashley	232 Merrill Dr.	Milton	564-4336	BS	Health	Berryhill, DP ,DI, Pea Ridge, Hobbs, Russell, Rhodes
Murray	Sheila	1928 Biscayne Blvd.	Navarre	936-9443	BS	Math	HNM, NHS
Musacchia	Renata	4344 Bayou Ridge Dr.	Pace	251-458-9821	BA	International Studies	M/P – all schools, SRA, LTC, BAC
Musgrave	Cara	4131 Cinnamon Rd.	Pace	994-4544	BA	Elem. Ed.	Berryhill,AMS, MHS, PHS, DP, DI, SIMS,Russell, Pea Ridge
Musmanky	Ann	101 Poinciana Dr.	GB	565-4945	BS	Elem. Ed.	Gulf Breeze Middle
Naherny	Elizabeth	4470 Yarmouth Place	Pensacola	332-7963	BA	Art	Chumuckla, Dixon Pri., Dixon Int., Pea Ridge, GBE
Naturale	Michelle	8436 Gulf Blvd.	Navarre	330-701-4736	BS	Fashion Merch.	South – All schools
Nester	Matthew	7888 Parkwood Dr.	Milton	206-0173	BA	ESE/Elem. Ed.	Rhodes Elem.
Nevels	Bambi	3364 Nelsontown Rd.	Jay	686-6889	BA	Legal Administration	Jay High, Jay Elem.
Newton	Constance	213 S. Alcaniz St.	Pensacola	607-7652	MAT	English	AMS,HMS,GBMS,GBHS,NHS,WNI,WNP,HNM,SRA,LTC
Nichols	Ellis	2217 Las Vegas Trail	Navarre	939-4165	BS	Bus. Admin.	Navarre High, GBHS
Niven	Evelyne	1310 Quiet Cove Ct.	GB	206-6222	BS	Business Admin.	Gulf Breeze Elem.
Nix	Renee'	1387 Little Duck Circle	GB	934-4493	BA	Psychology	Bagdad, HNP, HNI, OBE, WNP

Normand	Lois	3670 Wildfork Rd	Brewton	251-610-2300	BS	Science	CES, JES, JHS only
Northrop	Ike	5875 Northrop Rd.	Milton	623-6233	BS	Commerce & Business	M/P – Elementary & Middle
Ognian	Laurie	3550 Smyer Dr.	Pace	554-2253	BA	Criminal Justice	GBES, OBE, Central Elem., Chumuckla
OHara	Carol	4161 Eastview Place	GB	934-1176	BA	Comm. Arts	S – Elem., Middle & High
O'Brien	Cathy	7442 Woodmont St.	Navarre	529-6053	BA	Communications	South, M/P – All schools, BAC, SRAS
O'Brien	Veronica	2190 River Birch Rd.	GB	916-1575	MS	Community Couns.	South – Elem. & Middle
O'Keefe	Dana	3055 Cobblestone Dr	Pace	994-7891	BBA	Accounting	C
Oswald	Lynne	5184 Rowe Trail	Pace	910-4004	BA	History	Pace High only
Pace	Robert	3321 Joanna Dr	Pace	994-4018	BA	History	M/P – Middle schools; SRA, LTC, PHS
Paquet	Eve	5653 Nicklaus Lane	Milton	860-841-6866	BA	English	M/P, S – Elem, Middle & High, SRAA
Parsley	Paige	4277 Walden Way	GB	565-4580	BSBA	Marketing	Oriole Beach Elem. only
Patterson	Glenda	P. O. Box 5942	Navarre	261-1998	BA	Economics	HNI, WNP, WNI
Patterson	Winifred	2541 Mary Fox Dr.	GB	932-9564	BS	Elem. Ed.	S
Pavlo	Wieslawa	4552 Arcadia St.	Milton	981-0432	BS	Interdiscip. Studies	M/P-Elem., Middle & High, SRA, LTC, BAC
Peace	Gwendolyn	6326 Pine Blossom Rd	Milton	626-1125	BS	Elem. Ed	BHE, WHRE, PRE
Penton	Afsaneh	4317 Ridgeland Dr.	Pace	292-1050	BS	Math	Berryhill, DP, DI, PRE, PHS, GBMS, GBHS, SMS, SRHS, Russell
Philips	Mitzi	5552 Kingery Rd.	Milton	712-0433	BS	Elementary Ed.	Chumuckla, Central Elem., Central High
Phillips	Beverly	5579 Sweet Birch Lane	Milton	512-6211	MA	Education/Curriculum	All Elementary & Middle Schools
Phillips	Melodie	10040 Via Grande	Navarre	939-7544	BS	Marketing	South – HNP, WNP
Philpot	Daisy	500 Bayou Blvd.	Pensacola	432-8832	BS	Business Ed.	GBMS, GBHS
Piccioli	Gibson	1210 Jo Jo Rd.	Pensacola	520-419-1422	BS	P. E.	All Schools
Pierce	Alana	5989 Loop Rd.	Pace	995-7271	BS	Business	Jay Elem, Chumuckla, HNI, HNM, HNP
Pierce	Erica	2194 Mansfield Ct.	Navarre	803-4616	BS	Aerospace Engineering	HNM, NHS
Pilacek	Joshua	950 Coronado Dr.	GB	565-4176	BFA	Sculpture	Bagdad, South – All schools
Pinson	Vicki	8958 Ellen Ct.	Navarre	313-9273	BS	General Business	HNP, HNI
Pinter	Laurie	1951 Seahawk Lane	Navarre	939-8375	BS	P.E. Health, Leis& Sport	HNI, HNP, WNI, WNP
Pivnick	Milan	5107 Goshawk Dr.	Milton	981-0290	BA	English	M/P – Elementary schools
Pollard	Vicki	5431 Cottonwood Dr.	Milton	623-0941	BA	Mathematics	Hobbs, Milton High
Porter	Ashley	5972 Rolling Greens Dr.	Milton	981-2585	BS	Elem. Ed.	M/P, N – Elementary
Powell	Amanda	5716 Quintette Rd.	Pace	994-5243	BS	Sociology	AMS, HMS, SMS, PHS
Powell	Donald	2272 Prytania Circle	Navarre	225-6585	BA	Psychology	MHS, PHS, GBHS, NHS, SR High
Price	Kellie	2309 Mary Anne Circle	Navarre	325-340-2987	BS	Interdisciplinary Studies	M/P, S – Elementary
Quebedeaux	Charles	3687 Berrypatch	Pace	995-8881	BS	Professional Aeronautics	N, M/P – Middle & High, SRA, LTC
Rabold	Rochelle	3494 Gardenvue Rd.	Pace	994-2945	BS	Accounting	Dixon Primary
Raggard	Chris	5238 Deer Creek Dr.	Pace	324-2346	BSBA	Management	S, M/P – Middle & High, Berryhill, Jay High
Rankin	Barbara	6726 James St.	Milton	748-1914	BS	Management Studies	Milton Elem. Schools, Pea Ridge, King, Jackson Pre-K
Ray	Dawn	2655 Hidden Creek Dr.	Navarre	420-7791	BS	Fashion Merchandising	GBE, HNI, HNP, OBE, WNI, WNP, WBMS
Reaser	Stephanie	4631 Gregg Ave.	Pace	982-5551	BA	Elem. Ed.	All Schools
Reed	Elizabeth	5585 Sweet Birch Ln.	Milton	307-274-7138	BA	Psychology	M/P, N – Middle & high, SRA, LTC
Reed	Emily	5994 Dunridge Dr.	Pace	850-585-7396	BS	Elem. Ed.	M/P, S – All schools, SRAS
Reeser	Kelly	1005 Durgin Way	Pensacola	475-3691	BA	Spanish	Dixon Int, Sims, Pace High

Retzlaff Rhys	Paula Nancy	7963 Hwy. 87 N. 5728 Verna Way	Milton Milton	623-1922 626-0761	BBA BA	Business History	Bagdad, Berryhill, East Milton, Central, Jay, Chumuckla C, N, CES
Rice	Renee	1459 Connemara Circle	GB	251-327-6405	MA	Elem. Ed.	GBES, HNI, HNP, OBE, WNI, WNP
Rice	Sara	7726 Navarre Pkwy.	Navarre	262-327-2041	BS	Education	GBE, GBM, HNI, HNM, HNP, WNP
Rich	Bobbie J.	5108 Persimmon Hollow Rd	Milton	623-8709	MA	Education	East Milton, Rhodes, Jackson Pre-K
Richards	Melissa	8203 Beleza St.	Navarre	396-6612	BS	Early Childhood	S – Elem., Middle & High
Richardson	Michelle	5690 Sandstone Dr.	Pace	994-1946	BS	Busn. Mgt/Marketing	Dixon Pri., Dixon Int.
Riley	Linda	6214 Audubon Dr.	Milton	623-0276	MA	Elementary Ed.	East Milton Elementary
Riley	Lorrie	1706 E. Yonge St.	Pensacola	346-2742	BS	Clothing, Textile, Merch.	M/P, N, S – Elem & Middle, SRA, LTC, SAIL
Riley	Michael	128 Shoreline Dr.	GB	712-6519	BFA	Fine Art	S – Elem, Middle & High
Rine	Samantha	203 N. Sunset Blvd.	GB	375-2763	BA	Speech Communication	GBE, GBM, OBE
Riner	Donna	3161 Oxford Circle	Pensacola	432-0915	BS	Elementary Ed.	GBES, GBMS, GBHS
Roberts	Anthony	4790 Shell Rd.	Milton	261-1498	BA	ESE/ESOL	M/P, S – All schools; BAC, SRA, LTC
Rodman	Dawn	1967 Hawthorne Dr.	Navarre	377-8384	BS	Interdisciplinary Studies	WNI, WNP, WBMS
Romero	Anna	2814 Whisper Oaks Dr.	GB	332-8266	BA	Elem. Ed.	M/P, S – Elem & High, BAC
Rosenau	Dina	2284 Prytania Circle	Navarre	582-2219	BS	Accounting	All south end schools
Rubert	Eileen	4470 Spanish Trail Apt. 97	Pensacola	776-3641	MS	Health, Leis & Exercise	DP, DI, Avalon, Sims, GBES, GBMS, Russell
Rubey	Michael	1602 Governors Dr.	Pensacola	415-425-0990	BS	Media/Broadcasting	Avalon, Sims, PHS, GBM, GBH
Rudolph	Katherine	2757 Avenida de Soto	Navarre	313-6477	BA	Geography	HNI, HNM, HNP, NHS, WNI, WNP
Rufo	Jo Ann	1925 Flamingo Lane	Navarre	515-0106	BS	Elem. Ed.	OBE, GBE, HNI, HNP, WNP, WNI
Rutledge	Katia	609 Silverthorn Rd.	GB	384-0698	BS	Nursing	GBES, GBMS
Sabogal	Sheila	6166 Riverchase Rd.	Milton	626-2551	MS	Counseling	East Milton Elem.
Salter	Jerod	3900 Ward Basin Rd.	Milton	723-2386	BS	Marketing	Milton High only
Salter	Margaret	5796 Hermitage Circle	Milton	686-3717	BS	Animal Science	Bagdad, Berryhill, Dixon Pri., Pea Ridge, Pace High
Sanders	Cheryl	6359 Cottage Woods Dr.	Milton	623-742-8931	BA	Accounting	M/P, N – Elem & Middle
Sapp	Jeffrey	6925 Harwood Ct.	Milton	390-2809	BS	Fire Science	M/P-All loc, NHS, GBM, GBH, SRYA, Central/Jay Hi, Jay Elem.
Sasser	Lucas	5250 Sasser Rd.	Jay	675-6780	BS	History	N – All schools, MHS, PHS
Sayer	Cara	2022 Anchor Dr.	Navarre	919-724-5852	BA	Art	West Nav. Int., West Nav. Pri.
Schaeffer	Ashley	1764 Village Parkway	GB	316-655-9895	BS	Business Admin.	South – Elementary
Scheiwe	Melissa	7852 Frankfort St.	Navarre	939-6932	BS	Biological Sciences	South – Middle & High
Schellhammer	Mark	1816 E. Strong St.	Pensacola	407-919-9717	BS	Political Science	M/P, S – Middle & High, SRAS
Schramm	Teresa	4697 Hilarita Circel	Pace	686-0862	BA	Journalism	M/P – Elementary, Chumuckla
Schroll	Laiken	3038 Eagle Point Dr.	Pace	572-8211	BS	Business	M/P, S – Elementary, Middle & High
Schultz	Suzanne	3316 Joanna Dr.	Pace	619-7085	BS	Secondary Ed/Science	M/P, S – Elementary, Middle & High
Schwaiger	Michelle	5191 Rosewood Creek Dr.	Pace	994-1401	BA	Studio Art	Pea Ridge Elem.
Segraves	Joel	5812 Twin Oaks Dr.	Pace	748-9110	BA	Communication	All locations
Seib	Roxanne	4405 Spring St.	Jay	686-6914	MED	Ed. Leadership	Jay Elem, Jay High
Senter	Jeni	6088 Belandville Rd.	Milton	957-4844	BA	English	N, M/P – All schools; SRAS, LTC, BAC
Seuzeneau	Michelle	1178 Grand Pointe Dr.	GB	221-5399	BS	Marketing	South – GBE, GBM, GBH, OBE, WBMSq
Shaffer	Robert	6739 Liberty St.	Navarre	939-4212	BSOE	Occupational Ed.	N, S, M/P – Middle & High

Shaner	Stephanie	6313 Jason Dr.	Milton	450-7691	BS	Music	Berryhill, Chumuckla, Central El., DP, DI, PRE, Russell
Shaw	Scott	5748 Kabel Dr.	Milton	549-5586	BS	Chemistry	M/P, S – All schools; SRA, LTC, BAC
Shealy	Shawna	2824 Destinee Lane	Pace	393-7616	BS	Career & Tech. Studies	Central Hi, Avalon, Sims, MHS, PHS
Shropshire	Cathy	5432 Rowe Trail	Pace	287-2680	Med	Early Childhood Ed.	Dixon Intermediate
Singleton	James	3765 Tom Lane	Pensacola	549-3284	BS	P. E.	GBES, GBMS, GBHS, Russell
Skinner	Timothy	6419 C Ashborough Ct.	Milton	982-9633	BA	Zoology	All locations
Skipper	Peggy	8077 S. Airport Rd.	Milton	623-4723	BA	Elem. Ed.	EME only
Slade	Ashley	3910 Ebenezer Church Rd.	Jay	675-4062	BA	Elem. Ed.	N, M/P – Elementary Schools
Smiedendorf	Marylou	2780 Muirfield Dr.	Navarre	618-971-5186	BS	Elementary Ed.	South – Elementary & Middle
Smith	Carol	5962 Meadowland Ct.	Milton	626-3819	BS	Pre-K Primary	Berryhill Elem.
Smith	Edward	1562 Oakhill Rd.	GB	543-4590	BS	Health, Leis. & Exercise	South – All Schools
Smith	Kelsey	1201 Ramblewood Dr.	GB	512-0147	BS	Biochemistry	M/P, S – All schools
Snow	Jena	4500 Idlewood Dr.	Pace	994-1057	BA	Pol. Science	BHE, PHS, PRE, SSDI, SSDP
Spann	Sharron	6451 Skyline Dr.	Milton	983-9404	BA	Africana Studies	M/P – All Schools; BAC, SRA
Spayd	Karen	4335 Crosswinds Dr.	Milton	623-5930	BA	Communication Arts	Berryhill, East Milton, Rhodes, Pea Ridge
Speed	Michael	4531 Sea Vista Ct.	GB	982-4977	BS	Management	OBES, WNI, WNP
Spencer	Amy	5111 Tara Creek Ct.	Pace	757-288-4821	BBA	Bus. Administration	Avalon, Milton High, Russell
Spicer	Jaime	5294 Jenny Circle	Pace	463-6166	BS	Criminal Justice	M/P, N – All schools, BAC, SRA, LTC, GB schools
Stannard	Todd	2813 Langley Ave. Apt. 217	Pensacola	591-2018	BS	Environmental Sci.	Navarre High only
Staudt	Estella	6473 Arbor Lane	GB	499-1040	BS	Business	WNP, WNI
Stewart	Lindsey	5521 Oakmont Dr.	Pace	994-3655	BA	Elem. Ed.	Berryhill, Rhodes, DP, DI, Pea Ridge, Russell
Stephens	Allyson	5536 Oakmont Dr.	Pace	994-9806	BA	Elem. Ed/Gifted	Chumuckla, Berryhill, DP, DI, Rhodes – Friday only
Stephens	April	6024 Curtis Road	Pace	380-3671	BS	Elem. Ed.	M/P, N – Elementary
St Leon	Desiree	3885 Captains Ct.	GB	677-9221	BS	Business	S- All schools; Avalon, OBE, Russell
Stokes	Starla	5521 Sunkist Circle	Pace	994-8804	BS	Middle Grade	King Middle only
Stoming-Ozburn	Kristen	307 Valencia St.	GB	407-242-2863	BS	Studio Art	S – all schools, BAC ESE & SAIL
Stringer	Amy	462 Halsey St.	Milton	208-869-0650	MA	Reading	M/P – Elementary & Middle
Strong	Carrie	9564 Naples Lane	Navarre	515-0965	BSBA	Human Resource Mgt.	HNI, HNM, HNP, WNI, WNP
Sunday	Jessica	5038 Bent Tree Rd.	Milton	407-376-2770	BA	Journalism	M/P, N – all schools, SRA, LTC
Sutton	Karen	1535 Oak Shore Dr.	GB	934-6628	BS	Education	Holley-Navarre Intermediate
Swaney	Angela	6447 Bay Oaks Dr.	Milton	981-5480	MED	Spec.Ed/Elem.Ed.	M/P – Elementary Schools
Swift	Marianne	4040 Marjean Ct.	Pensacola	436-4226	MS	Counseling/Hum.Dev	Russell Elem. & Avalon Middle
Swim	Kelli	9669 Leeward Way	Navarre	396-7540	BM	Music Ed.	S – Elem. & Middle
Teal	Julie	4754 Spencer Oaks Blvd.	Pace	703-577-8469	BA	Communication	M/P – Elementary
Thomas	Shannon	3175 Pineview Dr.	Milton	352-281-7636	BA	History	Chumuckla, Bagdad, East Milton, HNI, HNP
Thompson	Karla	3900 Tiger Point Blvd.	GB	239-826-6759	MA	Elem. Ed.	Pre-Arranged only @ Oriole Beach Elem.
Thompson	Marcy	2540 Shadowridge Ct.	GB	934-7815	MA	Social Work	GBES, GBMS
Thrasher	Nicholas	6042 Sequoia Dr.	Pace	377-9301	BA	History	M/P – Middle & High; GBMS, GBHS
Tibbits	Annette	1282 Harrison Ave	GB	701-370-1167	BS	Elem PE	OBE
Todd	Daniel	4540 Forrest Breeze Ct.	Pace	736-1272	BA	East Asian Languages	M/P – all schools; Chumuckla, Central, Locklin
Tolbert	Lori	3675 Ginger Lane	Navarre	939-8195	BA	Elem. Ed.	HNI, HNP, WNP

Topping	Carrie	7425 Frankfort St.	Navarre	614-905-6975	BBA	Marketing	WNI, WNP
Toton	Laura	1899 Reserve Blvd.	GB	396-6430	BA	English	South – All Schools
Traweek	Sharron	P. O. Box 6566	Navarre	934-3939	MA	Psychology	S – GBE, GBH, NHS, WNP
Trew	Jeffry	3462 Willow Lane	GB	934-6501	BS	Marine Biology	M/P, S – Elem, Mid & High
Tripp	Christine	1146 Tiger Trace Blvd.	GB	907-942-3431	BS	Zoology	GBE, OBE
Trudgeon	Kara	5459 Covered Bridge Ln.	Pace	910-545-0791	MA	Clinical Psychology	M/P – Elem., Middle, BAC
Tucker	Susan	1934 Indigo Dr.	Navarre	496-2415	MA	Education	GBE, HNI, HNM, HNP, NHS, WNI, WNP, WBMS
Tucker	Teresa	6154 Quintette Rd.	Pace	549-7601	BS	General Studies	Chumuckla, Dixon Pri., Dixon Int.
Turman	Stacey	3329 Holt Circle	Pensacola	748-7342	BA	Elem. Ed.	Dixon Pri, Dixon Int,Pea Ridge, GBE, Russell
Turner	Jarrett	311 Ariola Dr.	Pensacola Bch.	292-7977	BA	Psychology	GBM,GBH,HNM,NHS,WBMS
Tweedy	Tammy	6500 Bay Oaks Dr.	Milton	623-3574	BA	Middle Level Ed.	N, M/P, S – Elem, Middle & High
Twigg	Richard	6634 DeSoto St.	Navarre	254-368-7016	MS	Meteorology	South – Middle & High
Underwood	Devon	4734 Autumndale Dr.	Pace	619-2049	BS	Hospitality/Recreation	Bagdad, Berryhill, Dix Pri, Dix Int, PRE, Sims, Russell
Underwood	Gayle	1622 E Avery St	Pensacola	439-9199	BA	SS	GBH
Vanlandingham	Sarah	2949 Hidden Bay Blvd.	Navarre	529-6465	BS	Elem. Ed.	South – Elem & Middle, East Milton
Vanselow	Zofia	6819 Avenida De Galvez	Navarre	936-1523	BA	English	WNI, WNP
Vega	Celideth	7581 Sandstone St.	Navarre	830-2601	BA	Accounting	HNI, HNP, WNI
Venable	Christina	1705 Bay Pine Circle	GB	316-617-0193	BA	Elementary Ed.	South – all schools
Verschueren	Reese	308 Smith Circle	GB	565-6367	BFA	Art	South – GBE, GBM, GBH
Volheim	Lauren	5546 Paddle Wheel Dr.	Milton	380-4828	BA	Communication Arts	M/P – all schools, Chumuckla, HNI, HNM,HNP, NHS, TRJ
Von Bon	Rita	2417 Ashwood Way	Navarre	934-1389	BA	Elem. Education	S – Elem., Middle & High
Waite	Melanie	5577 Whispering Woods Dr	Pace	994-7896	M.Ed	Health/P.E.	GBM, PHS, Sims, Central
Walden	Debra	1762 Snapdragon Dr.	Navarre	206-7400	BS	P.E.	HNI, HNP, WNP
Walk	Lindsey	5661 Firestone Dr.	Pace	931-624-4343	BBA	Management	M/P – Elementary, Middle & High
Waller	Gary	6935 Beaudry Lane	Milton	983-3755	BS	Agricultural Eng.	All locations
Waters	Patrick	5513 Bay Meadows Dr.	Milton	205-790-8844	BME	Music	M/P, S – Elementary, Middle & High
Watts	James	6741 Avenida De Galvez	Navarre	936-1145	BS	Chemistry	S – Elem., Middle & High
Welch	Kerri	3653 Misty Woods Cir.	Pace	995-8207	BS	Finance	BES, DP, DI, PRE, SMS
Wheeler	Diane	1272 Sanibel Lane	GB	292-7846	BA	Religious Studies	South – Elem & Middle
Westry	Alessia	5138 Gardenbrook Blvd.	Milton	626-5838	MA	Public Admin.	SRHS, King, Avalon, SRAS, LTC, BAC (SAIL)
White	Meda	20 San Carlos Ave.	GB	723-0393	BAS	Dental Hygiene	GBES, GBMS, OBES, WBMS
Whitehurst	Jeffrey	5837 Gulf Rd.	Milton	501-5785	BA	Interdisciplinary Studies	M/P – Elem, Middle & High, GBE, GBM, GBH
Whitfield	Leigh	6025 West Cambridge Way	Pace	995-1375	MS	Mech. Engineering	Dixon Pri., Dixon Int.
Whitney	Kara	4521 S. Spencerfield Rd.	Pace	863-397-4970	BS	Elem. Ed.	Dixon Pri, Dixon Int, Pace High, Sims
Williams	Carolyn	2041 Sundown Dr.	Navarre	396-6609	BA	English	GBM, GBH, HNI, HNM, NHS, WNI
Williams	Danielle	3508 Victory Dr.	Pace	994-0250	BS	Elem. Ed. / ESOL	Berryhill, Rhodes, Russell, EMES, DP, DI, Pea Ridge
Williams	Nancy	1262 Greenview Lane	GB	723-6596	MA	Early Chldhd Ed	S
Wilson	Andrew	5017 Ponitz Pkwy.	Pace	261-9058	BFA	Fine Art	Berryhill, DP, DI, Avalon, Sims, Pace High
Wilson	Elizabeth	5265 Bayou Dr.	Milton	626-4606	BFA	Interior Design	M/P, N – All schools; BAC, SRA, LTC
Wilson	Enid	121 Bear Dr.	GB	982-0984	BS	Environmental Science	GBMS, GBHS, GBES
Wilson	Michelle	2643 Tunnel Rd.	Pace	994-8081	BS	Marketing	Dixon Intermediate
Wisdom	Rachel	4501 E. Johnson Ave. Apt. 407	Pensacola	723-0318	BS	Mathematics in Teaching	All Schools

Wise	Keith	3484 Tibet Dr.	GB	934-8171	BS	Chemistry	Gulf Breeze High only
Witter	Ruth	7556 Loop St.	Navarre	621-2279	MA	Library Science	HNH, HNI, HNP, WNP, WNI, WBMS, NHS
Wolfe	Dianne	6091 Hialeah St.	Pace	554-0649	BA	Accounting	Dixon Int., Dixon Pri.
Wolfe	Michael	6141 Swainson St.	Milton	623-3498	BS	Accounting	C, N, LTC, SRA
Wolfe	Sandra	15501 Munson Hwy	Milton	957-4158	BA	Elem Ed	Rhodes, Munson & Berryhill
Wolverton	Katherine	3162 Benton Blvd	Pace	995-9366	BA	Ed	C
Wong	Christine	2703 Wallace Lake Rd	Pace	994-4304	MS	Ed. Leadership	Chumuckla Elem.
Woodcock	Amy	4129 Soundpointe Dr	GB	916-2938	BFA	Interior Design	Oriole Beach Elem.
Woolsey	Nathan	6315 Mockingbird Lane	Milton	623-6262	BA	History	M/P- Middle & High, SRAS, LTC
Wright	Justean	7465 Harvest Village Ct.	Navarre	619-7859	BS	Community Health Ed.	HNI, HNH, HNP, NHS, WNI, WNP, WBMS
Wright	Richard	3108 – 2 Woods Way	GB	916-7698	BS	Elem Ed.	C, S
Young	Amanda	4407 Devonshire Place	Pace	982-1859	BA	Elem Ed./ESOL/Reading	M/P Elementary, Chumuckla
Youngs	Arthur	6737 Trammel Drive	Milton	982-6911	BS	Criminology	CE, JHS, AM, SM, PH, LT, MH
Youngblood	Megan	4151 Ebenezer Church Rd.	Jay	675-5079	BA	Art & English	JHS only
Yu (Tsai-Jung)	“Claire”	1899 Reserve Blvd. Apt. 176	GB	405-326-9809	MA	TESOL	M/P, S – All schools
Zogaib	Stacy	4261 Essex Terrace Circle	Pace	949-838-4975	BA	Psychology	M/P – Elem, Middle & High, SRA, LTC, BAC

*\* Pending clearance*

### **VOCATIONAL/TECHNICAL ONLY**

<b><u>NAME</u></b>	<b><u>ADDRESS</u></b>	<b><u>PHONE</u></b>	<b><u>DEGREE</u></b>	<b><u>AREA</u></b>	<b><u>ZONE</u></b>
Mitchell	Dennis	3904 Red Bud Lane, Pace	995-1679		Locklin Tech. only

### **LESS THAN FOUR YEAR DEGREE:**

<b><u>NAME</u></b>	<b><u>ADDRESS</u></b>	<b><u>PHONE</u></b>	<b><u>ZONE</u></b>
Adams	Rhonda	4106 Range Rd. Jay	N
Adkins	Heidi	5148 Rosewood Creek Dr. Pace	Pea Ridge Elem.
Adkinson	Krista	1923 Schnoor Rd. Jay	Central Elem, Central High, Chumuckla
Allen	Reggie	4867 Royal Pines Dr. Pace	Dixon Pri., Dixon Int., Pace High, Pea Ridge, Sims
Amaro	Cynthia	4540 Brian St. Pace	M/P – Elementary
Anderson	Joann	5408 Columbia Ave. Milton	M/P – Ele., Middle & High, SRAS, LTC

Ates	Jennifer	4370 Santa Villa Dr.	Pace	390-6309	Bagdad, Berryhill, East Milton, Jackson Pre-K, Pea Ridge, Russell
Aultman	Rebecca	5500 Covered Bridge Lane	Pace	994-1778	Dixon Int, Dixon Pri.
Ballard	Zach	5361 Willard Norris Rd.	Milton	723-9195	Hobbs, Sims, MHS, PHS, Jay High
Bardin	April	7236 Putter Lane	Milton	619-1980	N, M/P – Elementary, Middle & High
Barrett	Kandycie	4517 Bridgewater Dr	Pace	375-0072	M/P:Elem & Middle, GBE,HNM,NHS,LTC,BAC,SRA
Bennett	Leslie	9927 Jen0 Rd.	Milton	748-9278	Milton/Pace Elementary
Booker	Theres	3735 Saddle Club Circle	Pace	994-7383	M/P, N – All schools, SRAS, LTC
Bradford	Michael	5398 Southlake Dr.	Pace	418-1613	M/P, S – Elem., Middle & High
Brandt	Casandra	4725 Winterdale Dr	Pace	994-8104	N,M/P-Elem,Mid&High
Brown	Angela	13298 Chumuckla Hwy.	Jay	675-6514	CES, JES, JHS only
Bryant	Anthony	5757 Eagle Dr.	Milton	525-1135	M/P – All schools, BAC, SRA, LTC
Buchanan	Audrey	2951 Bud Diamond Rd.	Jay	698-5408	N, Berryhill Elem,Dixon Int., Pea Ridge Elem.
Burch	Ashley	6225 Aster St.	Milton	623-0372	Dixon Pri.
Burgess	Jodi	5293 Lassiter Rd.	Pace	516-4876	PHS,PRE,TRJ, Berryhill, Chumuckla, Russell
Calvert	Autumn	3370 Pursell Lane	Pensacola	512-0463	Gulf Breeze Elementary & Middle
Campbell	Ann	4050 Harrison Ave.	Jay	675-0332	M/P, N – Elem., Middle & High
Carr	Nikole	2229 Fulva Dr.	Navarre	850-381-9280	South – all schools, Bagdad, MHS
Casey	Joseph	3657 Gardenview Rd.	Pace	572-9706	Hobbs, Sims, MHS, PHS, SRH, JHS, CHS, SRAS, LTC
Cassidy	Denise	2395 Tumbleweed Dr.	Navarre	206-0600	HNP, HNI, HNM, NHS, WNI, WNP, WBMS
Cheatham	Rebecca	4635 Hamilton Bridge Rd.	Milton	384-4840	Pea Ridge, Russell, Sims
Cheer	Taryn	5757 Windermere Trace	Pace	261-5569	M/P, N – All Schools; BAC ESE, LTC, SRAS
Christopher	Trista	6705 Da Lisa Rd.	Milton	623-1099	Bagdad, T.R. Jackson
Church	Meagan	6988 Trailride N.	Milton	206-612-0341	East Milton Elem. Only
Clark	Kayla	4523 Struth Lane	Pace	982-1142	M/P, S - elementary
Clouser	Jeanette	6622 Applegate St.	Milton	260-6779	M/P – Elem. & High, Berryhill ESE Complex
Coates	Amy	5591 Okaloosa St.	Milton	626-5822	N, M/P – Elementary schools
Coats	Melissa	6862 Sagebrush Lane	Milton	480-298-5380	All locations
Cook	Deanna	8170 Fourth St.	Navarre	936-0323	South – All Schools (pre-arranged only)
Cormie	Jeff	5742 Rolling Hills Dr.	Milton	380-5374	Avalon Middle, Hobbs Middle
Cornett	Johnnie	8365 Menorca St.	Navarre	797-4778	South – Middle & High
Crutchfield	Jackie	5902 Cedar Tree Dr.	Milton	623-8146	M/P – Elementary, Hobbs, Jay Elem.
Daniels	Brittany	5717 Pebble Ridge Dr.	Milton	272-7711	All Schools
Davis	Crystal	7026 Brown St.	Milton	485-0749	M/P – Elementary, & High, King, LTC
Davis	Samantha	3824 Williams Ave.	Jay	512-3315	N,M/P – All schools, LTC, Berryhill ESE/Sail
Dawson	Audrey	3045 Wallace Lake Dr.	Pace	995-9855	AM,HM,SM,DP,PRE,DI,EME,BES
Defoe	Gene	6346 Shady Lane	Milton	954-687-5513	M/P – All schools, LTC, Berryhill ESE Complex
DelRosario	Lydia	5642 Byrom St.	Milton	503-6944	Berryhill, Rhodes, East Milton, Russell, SRHS, MHS, BAC, LTC, SRAS
Dixon	Margaret	5556 Alabama St.	Milton	304-3615	M/P, S – All Schools, SRA, LTC
Drew	Jeremy	3344 Colonial Oaks Dr.	Pace	529-5569	Central Hi, Jay Hi, DI, Avalon, Hobbs, Sims, MHS, PHS, GBM, GBH, HNM, NHS
Epley	Samantha	P. O. Box 322	Bagdad	313-6467	All Locations



Eubank	Carly	6526 East Bay Blvd.	GB	572-2365	M/P, S – Elementary
Faulk	Judith	5721 Redwood Dr	Milton	626-7076	AMS (music only)
Faulkner	Kathryn	4756 Pine Ln	Pace	994-9588	Dixon Pri.
Fisher	Amelia	4337 Glen Forest Dr.	Milton	699-0159	M, S, N – Elem, Middle & High
Flores	Kathy	1527 Brigaten Ct.	Milton	939-5194	South – All Schools
Floyd	Mima	P.O. Box 362	Jay	675-3966	JES, JHS only
Fox	Pamela	1794 Sound Hammock Dr.	Navarre	261-3567	South – All
Frangione	Edie	6819 Cedar Ridge Dr.	Pensacola	941-8959	Dixon Pri, Dixon Int., PHS, GBES, GBHS, SRAS, LTC
Fuller	Angelina	6201 Cottage Woods Dr.	Milton	405-990-1330	M/P – All Schools
George	Kathie	6432 Starfish Cove	GB	255-0896	South – Elem. & High; WBM, AMS,HMS, KMS, DP, DI
Gibbs	Michele	6104 Gainey Ford Rd.	Jay	675-1104	JES, JHS, CHS, Chumuckla
Gilmore	Jordan	2975 Via Conquistadores	Navarre	293-4144	South – All schools
Gleaton	Brenda	5468 Champions Dr.	Pace	698-4310	Berryhill, Dixon Int., Sims
Glover	Jacqueline	4496 Springview Ct.	Pace	995-7776	Berryhill, DP, DI, Pea Ridge, Avalon, Sims, Russell
Godwin	Joyce	8662 Rock Creek Rd.	Milton	994-0113	C, N
Gosnell	Janice	6774 Marlin St.	Navarre	261-9154	South – Elem, Middle & High
Greene	Traci	5047 Elwood Lane	Milton	686-0954	N, M/P – Elem, Middle & High, BAC (ESE)(SAIL)
Griffis	Glenda	5151 Oakleaf Dr.	Pace	313-0272	M/P – Elem, Middle & High, BAC
Guimond	Angela	2249 Orion Lake Dr.	Navarre	939-3578	S
Guy	Pauline	5626 Northwind Lane	Milton	626-9665	N
Hage	Tami	5650 Sweet Birch Lane	Milton	983-6063	C
Hamilton	Kizzy	4956 Bell Ridge Lane	Milton	623-0692	M/P – Elem. & Middle
Hannah	Cathy	1000 New Forest Ct.	Pensacola	525-3132	All Schools
Harrison	Samantha	6032 Breckenridge Dr.	Milton	288-0179	M/P, S – All schools, LTC, SRA, BAC
Hartley	Tena	4217 Byrnwyck Place	Pace	291-3130	M/P – Elementary & Middle
Heim	Cathy	5788 Dove Dr.	Pace	995-3343	Dixon Pri., Dixon Int.
Hofius	Anthony	2821 Safari Court	GB	288-0978	GBMS, GBHS
Holland	Lisa	5441 Delona Rd	Milton	626-7473	Pea Ridge Elem.
Holland	Mary Ann	5346 Morgan Ridge Dr.	Milton	626-8310	EME only
Holloway	Brittany	5173 Spring St.	Jay	748-3808	Jay Elem, Jay High
Hoyt	Brittany	212 Hawsey Lane	Milton	449-7977	N – All schools, King, MHS, Russell
Huntzberry	Chari	4322 Third Ave.	Pace	776-4193	M/P – Elem, Middle & High, Chumuckla
Jackson	Jamie	4228 Wellington Dr.	Pace	208-1124	M/P, N – All schools, BAC, LTC, SRA
Jackson	Talia	6205 Gainey Ford Rd.	Milton	675-5040	JE, JH
Johnson	Elizabeth	5435 Oak Meadow Dr.	Milton	981-0346	Berryhill, Rhodes, Dixon Pri.
Johnson	Tracyie	5684 Pond Creek Rd.	Milton	380-2903	N, M/P, - All schools
Kelley	Sarah	1005 Gloria Ave.	Ft. Walton Bch	850-499-6291	Holley-Navarre Int., Holley-Navarre Primary
Kelley	Vanessa	3480 Jubilee Dr.	Pace	777-9211	Berryhill, Dixon Pri, Dixon Int, Pace High
Kendall	Carl	6638 DeSoto St.	Navarre	210-885-5744	South – Elem., Middle & High
Kessler	Joshua	1200 Scenic Hwy.	Pensacola	485-0038	South – Elementary & Middle
Kinnaman	Andrea	4920 Forest Creek Dr.	Pace	995-4255	M/P-EI, Middle & High; Jay EI, Jay High, Chumuckla
Kinzalow	Teresa	3249 Princeton Dr.	GB	530-3187	GBE, HNI, HNP, OBE, WNI, WNP

Koger	Brandon	12000 Scenic Hwy, Apt 1	Pensacola	476-3603	C, S
Laney	Vicki	P.O. Box 155	Jay	675-6194	JES, JHS only
LeBlanc	Grace	5326 Cherub Circle	Milton	287-3707	Bagdad, Berryhill, Dixon Pri., Dixon Int., Pea Ridge, Rhodes, Russell
Lefferts	Lillian	5361 Locklin Ave	Milton	623-0537	BHE only
Levins	Howard	4975 Carl Booker Rd.	Milton	623-0781	M/P El., CES, MES
Lewis	Kristina	5077 Hamilton Lane	Pace	910-3220	M/P-Mid & High, N & P Elem, Berryhill,
Lewis	Mary Kathryn	3979 Buttonbush Dr.	Milton	982-4345	
Lindsey	Jay	4715 Easter St.	Pace	982-4480	Avalon, Sims, Pace High
Lindsey	Vickie	2228 Fox Den Dr.	Navarre	939-9001	HNI, HNP, NHS, WNI, WNP, WBMS
Lipford	Elizabeth	4885 Broadleaf Dr.	Pace	995-0078	Pea Ridge Elementary
Locke	Amie	6559 Kennington Circle	Milton	698-6658	All locations
Lockwood	Adam	5663 Twin Creek Cir.	Pace	994-4233	C, SRA, LTC
Maddux	Jessica	2747 River Run Rd.	Navarre	420-6333	M/P, S – All schools, BAC
Majors	Samantha	8011 Heirloom Dr.	Pensacola	206-1365	M/P, S – Elem & Middle, BAC
Manning	Denise	1996 Morella St.	Navarre	499-4139	HNI, HNM, HNP, NHS, WBMS
McCoy	Katrina	1855 Sparrow Lane	Navarre	939-6278	South – All schools
Meredith	Alma	2600 Yates Ave.	Pensacola	607-6007	M/P, S – All schools, Berryhill ESE/Complex & SAIL program, SRAS, LTC
Merritt	Kenneth	5733 Mill Pond Lane	Milton	981-9730	Dixon Int., Avalon, Hobbs, Sims, Russell
Messick	Kathy	5777 White Oak Lane	Milton	904-735-8536	Berryhill, Hobbs, Sims
Mikell	Lydia	800 Scenic Hwy.	Pensacola	303-946-5123	M/P, S – all schools
Miller	Jonie	4541 Carmel Circle	Pace	698-4224	Dixon Pri, Dixon Int.
Mitchell	Dennis	3904 Red Bud Lane	Pace	995-1679	Locklin Technical Center
Mitchell	Tammy	2819 Clearlake Pl.	GB	934-1659	GBE, GBH, GBM, OBE
Moe	Debra	5903 Rolling Greens Dr.	Milton	983-7926	Berryhill, Bagdad, East Milton, Rhodes, Russell, MHS
Moe	Esther	5903 Rolling Greens Dr.	Milton	983-7926	Berryhill, Rhodes
Monteleone	Christopher	5660 Byrom St.	Milton	686-0671	N, M/P, S – Elem, High, GBM, SIMS, HMS, KMS, AVALON
Moody	Kimberly	1995 Alfred Blvd	Navarre	939-5268	S-Elem & Mid.
Moore	Jack	6639 Ridge Crest Dr.	Milton	261-5145	M/P – All schools
Moore	Jonathan	8434 Ramsgate Rd.	Pensacola	982-1015	M/P, S – Middle & High, SRA, LTC
Muniz	Karim	2940 N. 36 <sup>th</sup> Ave.	Milton	590-3800	Dixon Pri., Pea Ridge, Russell
Nellums	Penny	605 Neal Rd.	Cantonment	380-0775	M/P-Elem., Middle & High; GBES, GBMS, GBHS
Nelson	Darlene	2674 Nelsontown Rd.	Jay	675-3797	North End – Elem, Middle & High
Nelson	James	2674 Nelsontown Rd.	Jay	698-1045	M/P, N – All Schools
Normand	Charles	3670 Wildfork Rd.	Brewton	251-867-6693	Jay Elementary & High
Nowling	Sylvia	4224 Mart Jernigan Rd.	Jay	675-6094	JES, JHS
Odom	Jessica	3502 Harvest Rd.	Jay	791-2529	Jay Elem & High, Central, Chumuckla
Pedlar	Christine	3627 Tiger Point Blvd.	GB	450-1998	GB – Elem. Middle & Hi, OBE,
Pellizer	Sheri	3595 Pleasant View Ct.	Pace	377-2611	Berryhill, DP, DI, PRE, AMS, PHS, Sims, Russell, Rhodes, TRJ.
Perez	Carol	5751 Jade Moon Cir.	Milton	981-1335	M/P – All Schools; SRA, LTC, BAC
Peterson	Megan	2895 Greystone Dr.	Pace	686-0008	Bagdad, DP, DI, Pea Ridge, Sims, MHS, PHS
Peterson	Stelios	3842 Belle Meade Ct. Apt. A	Pensacola	529-4609	South – All Schools

Phillips	Brian	2954 Coral Strip Pkwy.	GB	615-364-4549	MHS, PHS, GBM, GBH, HNM, NHS, WBMS, SR High
Phillips	Jessica	5724 Jeff Ates Rd.	Milton	723-7493	East Milton Elem only
Powell	William	5129 Old Berryhill Rd.	Milton	982-0381	M/P – Elem, Middle & High,GBM, GBH, HNM,NHS
Prescott	Joan	5101 Chumuckla Hwy	Pace	995-0911	C, N
Pugh	Jennifer	6742 Music Lane	Pace	637-4195	Jay Elem, Chumuckla, Central El., Berryhill, DP, Jackson, Russell
Reid	Leslie	3464 Twisted Pine Ct.	Pace	995-7721	Pace High only
Reynolds	Lisa	3955 Andershot St.	Pace	572-8900	M/P, Elementary & Middle schools
Rigsby	Elisabeth	7528 Loop St.	Navarre	582-1997	HNM, HNI
Riley	April	6214 Audubon Dr.	Milton	623-0276	Milton elem schools,AMS,HMS,KMS,PRE
Risen	Jennifer	4856 Jennifer Lane	Pace	983-8108	M/P Elem., Middle & High
Rock	Anna	1285 D College Pkwy.	GB	1-402-452-8690	South – All
Rogers	Kathryn	20 Blithewood Dr.	Pensacola	516-7984	Bagdad, Berryhill, DP, DI, Pea Ridge, TR Jackson, Sims, Russell
Rosensweig	Eric	3876 Baywind Dr.	GB	736-2511	GBE, GBM, HNP, OBE, WNP, WBMS
Rubey	Michael	1168 Sawgrass Dr.	GB	934-5403	AMS, PHS,GBH, GBM, Sims
Samuel	Darlene	4569 Southern Pl.	Pace	994-4070	C, N
Schang	A.J.	5048 Elwood Lane	Milton	503-2983	Avalon, Hobbs, Sims, MHS
Seal	Whitney	4554 Tamarind Dr.	Pace	701-340-3697	M/P – Elem, Middle & High
SeEVERS	David	4025 Sheridan Dr.	Pace	776-1060	M/P – All schools
Shires	Tori	2636 Bob White Circle	Navarre	418-2823	S – all schools; East Milton
Shore	Britt	4120 Castle Gate Dr.	Pace	450-9874	M/P – Middle & High ;Berryhill, DP, DI, Rhodes, Russell
Simich	Raymond	7594 Whiting Field Cir.	Milton	626-0548	HMS only
Simmons	Brian	4926 Tealwood Dr.	Pace	698-6491	North, M/P – Elem., Middle & High
Simmons	Christine	3200 Jesse Whitfield Rd.	Milton	675-6944	Jay Elem & Jay High
Smith	Christy	7230 Alden Circle	Navarre	228-207-4182	HNP, WNI, WNP
Spoon	Chantel	5757 Windermere Trace	Pace	261-5539	N, M/P – All Schools
Stahl	Kimberly	1750 Brooke Beach Dr.	Navarre	313-8458	All locations
Steadman	Latonya	2101 Middleton Dr.	Navarre	374-2224	South – Elementary
Stranzl	Julie	3704 Sawmill Cir.	Pace	529-1701	BHES,PRE,PHS,SSDI/DP
Strickling	Peggy	3040 Shell Rd.	Jay	675-1951	Jay Elem.
Tagert	B. Diann	11536 Hwy. 87 N	Milton	675-0001	N, RES, SSDP
Taylor	Cari	2324 Avenida De Sol	Navarre	515-2753	HNI, HNP, WNI, WNP
Thomas	Rubye D	6253 Tall Pien Rd.	Jay	675-6884	N – Jay only
Tomlinson	Thomas	6813 Buck Russell Rd.	Jay	736-1506	Central High, Jay High
Turek	Danielle	416 Robin Rd.	Pensacola	205-213-0028	M/P, S – Elementary & Middle
Turner	Julia	6637 Woodbury Forest Dr.	Milton	626-6924	Bagdad, T.R. Jackson Pre-K
Van Abbema	Patricia	5419 Oak Meadow Dr.	Milton	417-849-0842	M/P – all schools
Voizin	Deborah	4308 Fred Lane	Pace	910-0230	M/P – Elem. & Middle
Volheim	Brittany	3147 Cobblestone Dr.	Pace	380-6245	N, M/P, S – Elem, Middle & High
Volheim	Jennifer	3147 Cobblestone Dr.	Pace	994-7282	Pace High, Sims Middle
Ward	Brandy	7835 Chetwood Dr.	Milton	983-9368	M/P – Elementary schools
Ward	Forrest	5128 Mulat Rd. Apt. 8	Milton	699-2714	M/P-middle & high; HNM, NHS, JHS, Central High

Webster	Rebecca	7474 Harvest Village Ct.	Navarre	797-1811
Wells	Lynda	5284 Black Rd.	Milton	626-4160
White	Heather	P. O. Box 11747	Pensacola	572-7263
White	Julie	2796 Howell Pit Rd.	Jay	361-834-0198
White	Kasandra	5736 Quintette Rd.	Pace	377-5564
White	Lisa	8220 Hartington Dr.	Navarre	830-9355
Whitefield	Mary	5473 Mulat Rd.	Milton	626-0596
Wiedemann	Teresa	5884 Tanglewood Dr.	Milton	626-6799
Wilkerson	Edward	8640 Jernigan Rd.	Pensacola	607-3099
Willis	Heather	5197 Mary Marshall St.	Jay	675-3991
Winkler	Richard	5744 Loring Dr.	Milton	607-4771
Wolfe	Judy	3825 N. Country Mill Rd.	Jay	675-6176
Woodard	Amy	1983 Alamanda Ct.	Navarre	322-8334
Woodbury	Gayla	6564 Berryhill Rd.	Milton	623-4258
Wright	Jeretta	1866 Sunrise Dr.	Navarre	936-1442

*\* Pending clearance*

WNI, WNP  
 East Milton  
 M/P, S – All Schools  
 Chumuckla Elem. Only  
 N, M/P – Elem, Middle & High, SRAS, LTC  
 HNI, HNP, HNM, WNI, WNP  
 Bagdad, Berryhill, EMES, Rhodes, PRE, AMS, HMS, KMS  
 M/P - Elementary Schools  
 N, M/P Elementary, GBE, HNI, HNP, OBE, SRYA  
 CES, CHS, JES, JHS  
 M/P – All schools, SRA, LTC  
 Jay Elementary, Jay High  
 GBE, HNI,HNP, OBE, WNI, WNP  
 Milton-Middle schools; Berryhill, Rhodes, Central El., Russell  
 HNI, HNP, WNP

## Santa Rosa County District Schools

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**Submitted By:** Lewis Lynn

### Human Resources Administrative Agenda

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**Title of Item:** Educational Support Substitute List  
**Description/Introduction:** Educational Support Substitute List - April 24, 2012  
**Recommendation/Action Requested:** School Board Approval

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### Financial Impact:

**A-Funds required from School Board?** No  
**B-Amount required**  
**C-Grant/Project Synopsis attached?** No  
**D-Date Grant/Project Reviewed/Approved by Accountant:**

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### Legal Review

**Does item require legal review?** No  
**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

 [Board App. ES Sub List 4.24.12.doc](#)

Description:

Educational Support Substitute Additions

4/24/2012 Updated

## Educational Support Substitutes

5086 Canal Street  
Milton, FL. 32570

4/24/12 Board Meeting	<u>NAME</u>	<u>ADDRESS</u>	<u>PHONE #</u>	<u>AREA</u>	<u>POSITION PREFERRED</u>
1.	Adams, Miranda	5567 Jones Street, Milton	516-5136	Beryhill, Sims	TA, ESE TA, Office
2.	Adkinson, Krista	1923 Schnoor Rd., Jay	791-0179	Central, Chumuckla	TA, ESE TA, Office
3.	Allmon, Melodee	211 Azalea St, Gulf Breeze	932-5993	Gulf Breeze Elem.	TA, ESE TA
4.	Amerson, Anissa	4405 Randolph St., Pace	757-510-6188	M/P – Elem., Middle & High	TA, ESE TA, Office
5.	Anderson, Joann	5408 Columbia Ave., Milton	719-332-8347	Milton/Pace	TA, ESE TA, Office
6.	Anderson, Theresa	2509 Crescent Rd., Navare	572-2893	South-Elem & Middle	TA, ESE TA, Office
7.	Arce, Adrienne	4916 Landmark Lane, Pace	910-2038	M/P – Elem & Middle	TA, ESE TA, Office
8.	Archer, Kelly	4375 Hwy. 4, Jay	675-1164	North end	TA, ESE TA, Office
9.	Ates, Jennifer	4370 Santa Villa Dr., Pace	994-1935	Milton	TA, ESE TA, Office
10.	Aultman, Rebecca	5500 Covered Bridge Lane, Pace	994-1778	Dixon Int., Dixon Pri.	TA, ESE TA, Office
11.	Baggett, Cynthia Ann	4915 Crowder St., Pace	723-4667	Milton/Pace El & Mid., BAC	Teacher Assistant
12.	Baker, Sophia	6866 Da Lisa Rd, Milton	623-8451	Milton/Pace	TA, ESE TA
13.	Bates, Tina	1878 Bay Oaks Circle, Milton	981-3949	Bagdad, East Milton, Rhodes, Jackson	TA, ESE TA, Office
14.	Battle, Susan	7427 Westgate Dr., Milton	736-5220	North, Milton/Pace, BAC	TA, ESE TA, Office
15.	Bone, Julia	6135 Oglesby Rd., Milton	626-3536	North end	TA, ESE TA, Office
16.	Booker, Theresa	3735 Saddle Club Cr, Pace	994-7383	Milton/Pace	TA, Office
17.	Boutwell, Barbara (Ann)	3617 Escambia Ave, Jay	675-4953	Jay Elem/High only	Teacher Assistant
18.	Boutwell, Wanda	3600 Greenwood Rd., Jay	675-6218	North, DP, DI, Rhodes	TA, ESE TA
19.	Bowers, Larry	5965 Creekside Circle, Pensacola	324-1418	M/P Elem.	TA, ESE TA, Office
20.	Bowman, Brenda	6892 Andalusian Ct., Navarre	939-8373	South	TA, ESE TA, Office
21.	Bowman, Debra	5052 Guernsey Rd., Pace	994-7606	Pace Only	TA, Office
22.	Brinkley, William	2565 Crescent Rd., Navarre	912-398-3767	South	TA, ESE TA
23.	Brown, Julia	P. O. Box 85, Bagdad	206-0489	M/P – Pre-K, Elementary	TA, ESE TA, Office
24.	Broxson, Lynnette	5013 Potomac Dr, Pace	304-6394	Milton/Pace	TA, ESE TA
25.	Bryan, Kathryn	3341 Pearl Ridge Rd, Pace	994-8589 /c-982-1503	Milton/Pace, North end	TA, ESE TA, Office
26.	Buis, Julia	3674 Sawmill Circle, Pace	463-4533	Berryhill, Dixon Pri, Dixon Int, Sims	TA, ESE TA, Office
27.	Campbell, Tracy	4766 Dans Trial, Jay	686-5164	Central, JHS only	TA, ESE TA, Office
28.	Capps, Donalda	9416 Abb Pittman Rd, Milton	910-0153	Milton/Pace, North	TA, ESE TA
29.	Carpenter, Cassandra	7604 Brewster St., Navarre	939-1043	South – Elementary schools	TA, ESE TA, Office
30.	Carter, Lori	1168 Mary Kate Dr., GB	619-208-4984	South	TA, ESE TA, Office

4/24/2012 Updated

## Educational Support Substitutes

5086 Canal Street  
Milton, FL. 32570

31.	Caylor, Krystal	7530 Springhill Rd., Milton	449-0472	All Schools	TA, ESE TA, Office
32.	Childers, Michelle	5313 Gardenbrook Blvd., Milton	291-1622	Berryhill, Dixon Pri.	TA, ESE TA, Office
33.	Clark, Christina	1897 Cotton Bay Lane, Navarre	777-0743	HNI, HNP, WNI, WNP	TA, ESE TA, Office
34.	Clark, Kayla	4523 Struth Lane, Pace	982-1142	Most Elementary schools	TA, ESE TA, Office
35.	Clouser, Jeanette	4466 Oak Lane, Milton	260-6779	M/P – all schools	TA, ESE TA, Office
36.	Collins, Teresa	5175 Nimitz Rd., Milton	261-0804	M/P – all schools	TA, ESE TA, Office
37.	Coats, Melissa	6862 Sagebrush Lane, Milton	480-298-5380	All Locations	TA, ESE TA, Office
38.	Collinsworth, Ginger	3950 Omega St, Pace	994-8594	Milton/Pace	TA, ESE TA, Office
39.	Cook, Deanna	8170 Fourth St., Navarre	936-0323	South end – Pre-arranged only	TA, ESE TA, Office
40.	Cornett, Johnnie	8365 Menorca St., Navarre	850-797-4778	South – Middle & High	TA, ESE TA, Office
41.	Cornett, Rachel	5718 Whispering Woods Dr., Pace	463-5001	Berryhill Elem. Only	TA, ESE TA, Office
42.	Cozart, Daysha	10119 Chumuckla Springs Rd, Jay	995-8578	North end only	TA, ESE TA, Office
43.	Crews, Laura	7461 Brevard St., Navarre	374-2580	South – Elem & Middle	TA, ESE TA, Office
44.	Culp, Donna	4283 Havencrest Dr., Pace	994-7688	M/P & GB elementary	TA, ESE TA, Office
45.	Davis, Angela	5380 Tractor Trail, Jay	675-6425	Milton/Pace, North	TA, ESE TA, Office
46.	Davis, Karen	8131 Segura St., Navarre	736-1979	South	TA, ESE TA, Office
47.	DeCoste, Cassandra	9029 Orlando Ave., Navarre	619-2047	All Schools	TA, ESE TA, Office
48.	Dietrich, Carla	5761 Cobble Creek Dr., Pace	463-4768	Dixon Pri. & Dixon Int.	TA, ESE TA, Office
49.	Dunaway, Amanda	4532 Dawn Dr., Milton	516-7084	M/P	TA, ESE TA, Office
50.	Dunham, Tracey	2711 Penn St., Navarre	218-6409	South & Milton	TA, ESE TA, Office
51.	Ellis, Nancy	4288 Dana St., Pace	995-4672	SSDI, SSDP, Sims only	TA, Office
52.	Epley, Samantha	PO Box 322, Bagdad	313-6467	Milton/Pace	TA, ESE TA, Office
53.	Fails, Briana	3105 Sonya St., Pace	251-714-4276	N, M/P, S – Elem. Only	TA, ESE TA, Office
54.	Farkas, Lisa	4384 Chantilly Way, Milton	529-7037	Dixon Pri, Pea Ridge, Russell	TA, ESE TA, Office
55.	Farkas, Veronica	4647 Winterdale Dr., Pace	454-6362	All schools	TA, ESE TA, Office
56.	Filbert, Sheila	4416 Chantilly Way, Milton	293-1822	M/P – Middle & High	TA, ESE TA, Office
57.	Flanders, Mitzi	5552 Kingery Rd., Milton	712-0433	Central, Chumuckla	TA, ESE TA, Office
58.	Flores, Kathy	1527 Brigaten Ct., GB	939-5194	South	TA, ESE TA, Office
59.	Florez, Angeles	9348 Bone Bluff Dr, Navarre	939-3828	South end only	TA,
60.	Fox, Nicole	1512 Oakhill Rd., GB	529-4936	M/P, S – Elem & High	TA, ESE TA, Office
61.	Fox, Pamela	1794 Sound Hammock Dr, Navarre	261-3567	South end only	TA, ESE TA, Office

4/24/2012 Updated

## Educational Support Substitutes

5086 Canal Street  
Milton, FL. 32570

62.	Fretwell, Cassandra	2692 Antique Lane, Jay	207-9554	Jay schools, Chumuckla, Central Hi	TA, ESE TA, Office
63.	Geray, April	7582 Brevard St., Navarre	396-5078	South end schools	TA, ESE TA, Office
64.	Gibson, Tina	3115 Grady Tolbert Rd., Navarre	313-8107	South – All schools	TA, ESE TA, Office
65.	Giles, Marian	3440 Oak Tree Ln, Pace	698-6026	Milton/Pace	TA, Office
66.	Goldsmith, Melanie	5659 Pond Creek Rd., Milton	832-876-1656	M/P – all schools	TA, ESE TA, Office
67.	Gonzales, Theresa	5818 Wood Duck Dr, Pace	454-9950	Milton/Pace	TA, Office
68.	Gonzalez, Ashley	5698 Pin Oak Ave., Milton	623-0637	Russell Elem.	TA, ESE TA, Office
69.	Greene, Traci	5047 Elwood Ln, Milton	957-4849	Milton/Pace	TA, ESE TA, Office
70.	Greenwood, Kathy	2034 Morning Glory St, Milton	675-6964	Milton/Pace, North end	TA, ESE TA, Office
71.	Guy, Pauline	5626 Northwind Ln., Milton	626-9665	North-end only	TA, Office
72.	Hankins, Melise	5445 Byrom St, Apt G, Milton	626-4446	Milton/Pace	TA, ESE TA, Office
73.	Hannah, Cathy	1000 New Forest Ct., Pensacola	525-3132	All Schools	TA, ESE TA, Office
74.	Hanson, Fannie	6280 Bayberry St., Milton	983-3429	Milton/Pace elem.	TA, ESE TA, Office
75.	Harrison, Samantha	6032 Breckenridge Dr., Milton	288-0179	M/P, S, N – All schools	TA, ESE TA, Office
76.	Heim, Cathy	5788 Dove Dr., Pace	995-3343	Dixon Pri./Dixon Int.	TA, ESE TA, Office
77.	Henderson, Linda	8801 Antietam Rd., Milton	983-9952	Milton/Pace, GBMS	TA, ESE TA, Office
78.	Henry, Sandra	8180 Beleza St, Navarre	939-4014	South end only	TA, Office
79.	Hoomes, Lisa	6900 Arthur Rowell Rd, Jay	675-2024	North end only	TA, ESE T, Office
80.	Houk, Kristina	7395 Judge McCall Rd, Milton	564-0225	Milton/Pace, North end	TA, ESE TA, Office
81.	Hsiang-Bridgman, Yang	4193 Roosevelt Way, Milton	850-376-6639	M/P – all schools	TA, ESE TA, Office
82.	Huggins, Nancy	4701 Hickory Shores Blvd, GB	934-0142	South end only	TA, ESE TA, Office
83.	Hunter, Marilyn	5823 Timberline Dr, Milton	626-2513	Milton/Pace	TA, ESE TA, Office
84.	Jadallah, Rebecca	4630 Gregg Ave., Pace	994-7144	Milton/Pace	TA, ESE TA, Office
85.	Janke, Martin	6292 Brigadier Rd., Milton	626-6869	Milton/Pace, Central	TA, ESE TA, Office
86.	Jennings, Elizabeth	6663 Magnolia St., Milton	626-9047	M/P	TA, ESE TA, Office
87.	Jones, Eddward	4516 Whisper Way, Pensacola	385-3159	M/P, S	TA, ESE TA, Office
88.	Joseph, Shannon	2989 N. 14 <sup>th</sup> Ave., Milton	995-1380	Russell Elem. Only	TA, ESE TA, Office
89.	Juzang, Denise	2670 Hidden Estates Cir., Navarre	396-5171	South	TA, ESE TA, Office
90.	Karsten, Timothy	2264 Moray Dr., Navarre	515-1200	South – all schools, SRA, LTC	TA, ESE TA
91.	Kass, Yvonne	5885 Ashton Woods Circle, Milton	450-0541	Milton/Pace	TA, ESE TA, Office
92.	Kay, Lisa	3019 N. 21 <sup>st</sup> Ave., Milton	554-0252	Avalon, PHS, DP, DI, Russell	TA, ESE TA, Office
93.	Kelley, Sarah	1005 Gloria Ave., Ft. Walton Bch.	850-499-6291	HNI, HNP	TA, ESE TA, Office



**4/24/2012 Updated**

**Educational Support Substitutes**

5086 Canal Street  
Milton, FL. 32570

94.	King, Melany	8856 Hwy. 87 North, Milton	418-9890	Milton/Pace, North	TA, ESE TA, Office
95.	Kinnaman, Andrea	4920 Forest Creek Dr, Pace	995-4255	Milton/Pace	Teacher Assistant
96.	Kinzalow, Teresa	3249 Princeton Dr., GB	530-3187	South	TA, ESE TA, Office
97.	Klemens, Sandra	3175 Benton Blvd., Pace	463-4626	Milton/Pace	TA, ESE TA
98.	Kuhn, Karen (Kate)	2010 Edgewood Dr., Navarre	939-1588	South end only	TA, Office
99.	Kummer, Sabra	2705 Tulip Hill Rd, Pace	380-7219	Milton/Pace	TA, ESE TA, Office
100.	Lakeman, Amanda	5659 Charter Circle, GB	797-4322	South – All Schools	TA, ESE TA, Office
101.	Lambeth, DeAnna	7096 West Gardner St., Milton	450-5968	Santa Rosa Adult only	TA, ESE TA
102.	Land, Susan	6533 Bass Lane, Milton	623-5421	Milton/Pace	TA, ESE TA, Office
103.	Lapak, Marita	4292 Haelhurst Dr., Pace	757-553-2734	Milton – Elementary	TA, ESE TA, Office
104.	Leonard-Porter, Ashley	5972 Rollings Greens Dr., Milton	981-2585	N, M/P	TA, ESE TA, Office
105.	Lewis, Mary K.	3979 Buttonbush Dr., Milton	983-9936	Bagdad	TA, ESE TA, Office
106.	Levins, Edward	4735 Wildwood Dr, Milton	623-8279 cell 501-5417	Milton/Pace	Teacher Assistant
107.	Lindsey, Vickie	2228 Fox Den Dr, Navarre	939-9001	South end only	TA, ESE TA, Office
108.	Lipford, Elizabeth	4885 Broadleaf Dr, Pace	995-0078	Milton/Pace	Teacher Assistant
109.	Lowery, Kelly	5854 Hamilton Bridge Rd., Milton	206-4848	N, M/P, BAC student services	TA, ESE TA, Office
110.	Luedtke, Simone	6625 Wesdon Ct., Milton	981-9426	M/P – All schools	TA, ESE TA, Office
111.	Lunsford, Stacey	6113 Cheyenne Dr, Milton	623-6516	Milton/Pace	TA, ESE TA, Office
112.	Lyons-Roberts, Gail	6616 Codell, Navarre	936-4658	South end only	TA, ESE TA, Office
113.	Madron, Gina	6677 Admiral St., Navarre	505-385-7506	South end only	TA, ESE TA, Office
114.	Manchee, Melinda	7095 Calle de Narvaez, Navarre	902-7351	South – all schools	TA, ESE TA
115.	Marte, Quician	408 Carnay St., Milton	347-403-6162	Pea Ridge Elem.	TA, ESE TA, Office
116.	McElroy, Jody	5664 Derby Dr, Pace	206-3316	Milton/Pace	TA, ESE TA, Office
117.	McElroy, Miranda	7278 Milford Rd., Milton	983-2509	Milton/Pace	TA, ESE TA
118.	McGaha, Danielle	6456 Bay Oaks Drive, Milton	626-1802	Milton/Pace	Teacher Assistant
119.	McGowin, Kristy	8040 Delta Drive, Milton	313-7154	Milton/Pace	TA, ESE TA, Office
120.	Meadows, Sheri	3326 Indian Hills Dr, Pace	994-9320	Milton/Pace	TA, ESE TA, Office
121.	Meredith, Alma	2600 Yates Ave., Pensacola	607-6007	M/P, S – All schools	TA, ESE TA, Office
122.	Mikell, Lydia	800 Scenic Hwy., Pensacola	303-946-5123	M/P, S – All schools	TA, ESE TA, Office
123.	Miller, Jonie	4541 Carmel Circle, Pace	994-9975	Dixon Pri & Dixon Int.	TA, ESE TA, Office
124.	Mirra, Christi	4724 Constellation Dr., GB	934-2814	South – Elementary	TA, ESE TA, Office
125.	Moe, Debra	5903 Rolling Greens Drive, Milton	983-7926	Milton-Elem., MHS	TA, ESE TA, Office

4/24/2012 Updated

## Educational Support Substitutes

5086 Canal Street  
Milton, FL. 32570

126.	Montaina, Sandy	3609 Misty Woods Cir., Pace	994-1372	Milton/Pace	TA, Office
127.	Monteleone, Christopher	5660 Byrom St., Milton	686-0671	N, M/P, S – Elem. Mid & Hi	TA, ESE TA
128.	Montgomery, Tyleen	1929 Jessica Way, Navarre	956-778-7540	South end schools	TA, ESE TA, Office
129.	Myers, Heather	5609 Champions Dr., Pace	995-8839	M/P – All schools	TA, ESE TA, Office
130.	Nagowski-Wahl, Sherry	2052 Resort St., Navarre	936-8302	South End Schools	TA, ESE TA, Office
131.	Niven, Evelyne	1310 Quiet Cove, GB	206-6222	GBES	TA, ESE TA, Office
132.	Parker, Angela	2202 Sardinia Ct., Navarre	396-7830	Holley/Navarre schools	TA, ESE TA, Office
133.	Parker, Jessie	6356 Parker Hill Rd., Milton	910-2687	JES, JHS only	TA, Office
134.	Paez, Katrina	1988 Tanbark Dr., Milton	786-486-9406	M/P, S – Elementary	TA, ESE TA, Office
135.	Pellizzer, Sheri	3595 Pleasant View Ct, Pace	377-2611	Milton/Pace	TA, ESE TA, Office
136.	Penton, Afsaneh	4317 Ridgeland Dr., Pace	292-1050	M/P, S	TA, ESE TA, Office
137.	Phillips, Dawn	6244 Bayberry St, Milton	626-2452 / 686-0345	Milton/Pace, North end	TA, ESE TA, Office
138.	Phillips, Melodie	10040 Via Grande, Navarre	939-7544	HNP, WNP only	TA, ESE TA, Office
139.	Pittman, Ashleigh	5250 Peacock Dr., Milton	619-8787	All Schools	TA, ESE TA, Office
140.	Porter, Angela	2202 Sardinia Ct., Navarre	910-2728	Holley/Navarre schools	TA, ESE TA, Office
141.	Powell, Metheal (Tiny)	6386 Alpha St, Milton	983-6386	Milton/Pace	TA, ESE TA
142.	Ramey, Crystal	5253 Cox Rd., Milton	626-9132	M/P – Elementary	TA, ESE TA, Office
143.	Ramsey, Josephine	1333 College Parkway, GB	516-3414	All schools	TA, ESE TA, Office
144.	Rigsby, Elizabeth	7528 Loop St, Navarre	582-1997	South end only	TA, ESE TA, Office
145.	Roberts, Hayley	4888 Pineview Ridge Rd., Pace	619-6182	DP, DI, Pea Ridge, Russell	TA, ESE TA, Office
146.	Roley, Natosha	4260 Hwy. 90, Pace	281-5910	M/P – Elementary	TA, ESE TA, Office
147.	Rosensweig, Eric	3876 Baywind Dr., GB	736-2511	South – Elem & Middle	TA, ESE TA
148.	Roughton, Lori	5221 Morgan Ridge Dr, Milton	983-0354	Milton/Pace	Teacher Assistant
149.	Roughton, Vermell	5110 Cora St, Milton	981-3398	Pre-K only	TA, Office
150.	Sabogal, Sheila	6166 Riverchase Rd., Milton	626-2551	East Milton, SRAS, LTC	TA, ESE TA, Office
151.	Sasser, Conda	5441 Homestead Dr., Milton	529-4085	M/P, N – All schools	TA, ESE TA, Office
152.	Schaeffer, Ashley	1764 Village Pkwy., GB	316-655-9895	South – elementary	TA, ESE TA, Office
153.	Shaylor, Kim	6468 Cedar St., Milton	516-1385	Milton/Pace	TA, ESE TA, Office
154.	Shearer, Heather	229 Northcliffe Dr., GB	934-3654	GBE, GBM, GBH	TA, ESE TA, Office
155.	Shehan, Tracy	3147 Sonya St, Pace	332-8700	Russell Elem. Only	TA, ESE TA
156.	Smith, Laurie	4236 Spindlewick Dr, Pace	463-4447	Milton/Pace	TA, ESE TA, Office
157.	Spaar, Terri	4339 Fred Lane, Pace	995-3399	Pea Ridge Elem only	TA, ESE TA, Office

**4/24/2012 Updated**

**Educational Support Substitutes**

5086 Canal Street  
Milton, FL. 32570

158.	Spayd, Karen	4335 Crosswinds Dr, Milton	623-5930	Milton/Pace, North end	TA, ESE TA, Office
159.	Spencer, Amy	5111 Tara Creek Ct., Pace	757-288-4821	Avalon, MHS, Russell, SRAS	TA, ESE TA, Office
160.	Staudt, Estella	6473 Arbor Lane, Gulf Breeze	515-2759	South end only	TA, ESE TA, Office
161.	Steans, Dianne	4756 Patterstown Rd., Milton	313-1607	M/P – Middle Schools	TA, ESE TA, Office
162.	Strickling, Peggy	3040 Shell Rd. Jay	675-1951	North end	TA, ESE TA, Office
163.	Tagert, B. Diann	11536 Hwy. 87 N., Milton	675-0001	N, Dixon Pri., Rhodes, BAC	TA, ESE TA, Office
164.	Tarrance, Kimberly	3531 Southwind Dr., GB	341-7916	Oriole Beach Elem.	TA, ESE TA, Office
165.	Tjaden, Nancy	6604 Trailride North, Milton	619-8978	M /P Elem., Jackson Pre-K	TA, ESE TA
166.	Topping, Carrie	7425 Frankfort St., Navarre	1-614-905-6975	WNP, WNI	TA, ESE TA, Office
167.	Trammell, Sheila	6101 Carroll Rd, Milton	516-2345	Milton/Pace, North end	TA, ESE TA, Office
168.	Tucker, Teresa	6154 Quintette Rd., Pace	549-7601	Chumuckla, Dixon Int. & Prim.	TA, ESE TA, Office
169.	Vest, Angela	2091 Indigo Dr., Navarre	217-5988	GBE,HNI,HNM,HNP,WNI,WNP,WB	TA, ESE TA, Office
170.	Walters, Brigitte	3105 Hyde Park Place, Pensacola	341-9551	South	TA, ESE TA, Office
171.	Walters, Debra	2884 Whisper Lake Dr., GB	901-262-0525	GB – elementary & middle	TA, ESE TA, Office
172.	Watson, Chrisheyl	2490 Raider Lane, Navarre,	939-1749	South-end	TA, ESE TA
173.	Webster, Rebecca	7653 Chablis Circle, Navarre	850-797-1811	WNP, WNI	TA, ESE TA, Office
174.	Wells, Lynda	5284 Black Rd., Milton	626-4160	East Milton	TA, ESE TA, Office
175.	Welch, Kerri	3653 Misty Woods Cr, Pace	995-8207	Milton/Pace	ESE TA, TA, Office
176.	Whiddon, Linda	P. O. Box 661, Bagdad	623-6712	Milton/Pace	ESE TA, TA, Office
177.	Whitfield, Leigh	6025 W Cambridge Way, Pace	995-1375	Milton/Pace	TA, ESE TA, Office
178.	Whitney, Kara	4521 S. Spencerfield Rd., Pace	910-5821	Dixon Int., Dixon Pri., Sims, PHS	TA, ESE TA, Office
179.	Williams, Dora	4036 Buttonbush Dr., Milton	910-5818	M/P – Elem, Middle & High	TA, ESE TA, Office
180.	Williams, Tamamaria	5810 Cherokee Dr., Milton	686-2063	M/P – all schools	TA, ESE TA, Office
181.	Woodard, Amy	1983 Alamanda Ct., Navarre	677-3544	South end schools	TA, ESE TA, Office
182.	Yarrington, Heather	1850 Cypress St., Pensacola	757-635-0862	All schools except North End	TA, ESE TA, Office

## Santa Rosa County District Schools

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**Submitted By:** Lewis Lynn

### Human Resources Administrative Agenda

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<b>Title of Item:</b>	Leaves: Without Pay, Illness In Line Of Duty, Military Leave; Out-of-State Temporary Duty Requests
<b>Description/Introduction:</b>	<p>A complete list of Unpaid Leave forms collected during the last month, including: unpaid personal leave; unearned sick leave; suspension without pay; worker's compensation; maternity leave without pay; professional leave without pay; and family medical leave without pay. This list also encompasses leave forms with paid leave not charged to any accrued leave, including: military leave; suspension with pay; and illness in line-of-duty.</p> <p>A Complete list of Temporary Duty forms for those employees traveling out-of-state. Copies of the front page of all out-of-state Temporary duty requests.</p>
<b>Recommendation/Action Requested:</b>	All to go before the school board seeking approval.

---

### Financial Impact:

<b>A-Funds required from School Board?</b>	No
<b>B-Amount required</b>	
<b>C-Grant/Project Synopsis attached?</b>	No
<b>D-Date Grant/Project Reviewed/Approved by Accountant:</b>	

---

### Legal Review


**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

 [April 24, 2012 Unpaid Leaves, Out-of-State TD s .pdf](#)

Description:

Leaves: Without Pay, Illness In Line Of Duty, Military Leave; Out-of-State Temporary Duty Requests

## Santa Rosa County District Schools

---

**Submitted By:** Karen Retherford

### Human Resources Administrative Agenda

---

**Title of Item:** Fire and Life Safety Inspection Reports

**Description/Introduction:** Date: 11 April, 2011

To: Santa Rosa County School District Board Members

Superintendent Tim Wyrosdick

RE: 2011-2012 Santa Rosa County School District Annual Fire and Life Safety Inspections

The purpose of this letter is to submit for your review and approval, the annual fire and life safety inspection for the following schools.

- Berryhill Elementary
- East Milton Elementary
- King Middle School
- Oriole Beach Elementary
- Rhodes Elementary
- Russell Elementary
- West Navarre Intermediate

If you have any questions, please let me know. Thank you.

Tobin Faciane

Safety Specialist

### Recommendation/Action Requested:

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#### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

## **Legal Review**

**Does item require legal review?** No


**If Yes, Approval Date**

---

### **ATTACHMENTS:**

Name:

Description:

 [Berryhill ES 2011-2012 Inspection.pdf](#)

Berryhill Elementary Inspection

 [East Milton ES 2011-2012 Inspection.pdf](#)


East Milton Elementary Inspection

 [King MS 2011-2012 Inspection.pdf](#)

King Middle Inspection

 [Oriole Beach ES 2011-2012 Inspection.pdf](#)

Oriole Beach Elementary Inspection

 [Rhodes ES 2011-2012 Inspection.pdf](#)

Rhodes Elementary Inspection

 [Russell ES 2011-2012 Inspection.pdf](#)

Russell Elementary Inspection

 [WNInter 2011-2012 Inspection.pdf](#)

West Navarre Intermediate Inspection

## Santa Rosa County District Schools

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**Submitted By:** L.Sutton for Elem/MS/HS

### Curriculum/ Instruction Administrative Agenda

---

**Title of Item:** Student Reassignments/Transfers

**Description/Introduction:** Student Reassignment/Transfer requests from Elementary, Middle School and High School Departments.

**Recommendation/Action Requested:** Approve as submitted.

---

### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

- 📎 [Elem\\_ReasgmtRgst\\_Glass042412.doc](#)
- 📎 [MS\\_FinalRsgnmtsApril\\_24\\_2012.doc](#)
- 📎 [HS\\_ReassignmentRgst\\_Holmes042412.doc](#)

Description:

Elementary Reassignment/Transfers  
Middle School Reassignment/Transfers  
High School Reassignment/Transfers

## Santa Rosa County District Schools

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**Submitted By:** Conni Carnley

### Curriculum/ Instruction Administrative Agenda

---

<b>Title of Item:</b>	Elementary, Middle and High School Suspensions
<b>Description/Introduction:</b>	Elementary, Middle and High School Suspensions for April 24, 2012 meeting.
<b>Recommendation/Action Requested:</b>	School Board Approval is Requested.

---

### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

 [Suspensions - April 24, 2012.pdf](#)

Description:

Elementary, Middle and High School Suspensions



## Santa Rosa County District Schools

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**Submitted By:** Sherry Diamond

### Curriculum/ Instruction

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**Title of Item:** School Volunteers

**Description/Introduction:** School Volunteers

**Recommendation/Action Requested:**

---

### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

 [school\\_volunteers.pdf](#)

Description:

school volunteers

## **MEMORANDUM**

**TO:** Mr. Wyrosdick and School Board Members

**FROM:** Sharon C. Diamond  
Director of Elementary Education

**DATE:** April 24, 2012

**RE:** School Volunteers for 2011-2012

The total number of School Volunteers for approval during the School Board meeting on April 24, is 211. The overall total for the 2011-2012 school year is, 7,995.

**Chumuckla (5)**

1. Adams, Holly
2. Ramey, Vicki
3. Caraway, Charlene
4. Carlson, Nicholas
5. Kossmann, Cynthia

**Dixon Inter (5)**

1. Niedermaier, Jim
2. Paradis, Jennifer
3. Smith, Lee
4. Stewart, Sandra
5. Zagar, Kristina

**East Milton (3)**

1. Warfard, Kasey
2. Atchison, Myra
3. Ellis, Scott

**Gulf Breeze (10)**

1. Bithos, Megan
2. Bithos, Peter
3. Dykes, Brooke
4. Hamstra, Cailyn
5. Hinote, Susan
6. Moore, Jessica
7. Oliver, Chandra
8. Spooneybarger, Sarah
9. Schluter, Ernest
10. Schluter, Susan

**Holley Navarre Inter (12)**

1. Barrera, Suzette
2. Graves, Desiree
3. Martinez, Julie
4. Schumpert, Doug
5. Wallace, Keiko
6. Wallace, Kenneth
7. Hoskins, Nicholle
8. Lawson, John
9. Parker, Heidi
10. Shangle, Michelle

11. Wihela, Allen
12. Wihela, Corrine

**Oriole Beach (16)**

1. Thayer, Youdeline
2. Moss, Michelle
3. Welsh, Josiane
4. Wheeler, Trish
5. Cousins, Alysha
6. Tripp, Christine
7. Collier, Susan
8. Ludwick, Michelle
9. Scanlm, John
10. Barrett, Kristine
11. Kuaile, Angie
12. Rogers, Brent
12. Ballenberger, Robert
12. Marcanio, Dominic
13. May, Matthew
14. May, Kristina

**Pea Ridge (35)**

*See attached list*

**Russell (53)**

*See attached list*

**West Navarre Prim (53)**

*See attached list*

**Avalon Middle (4)**

1. Bowes, Donna
2. Bracey, Terance
3. Priddy, Timothy
4. Stewart, Jeff

**Milton (9)**

1. Griffin, Charles
2. Griffin, Patricia
3. Mayeaux, Dennis
4. Mayeaux, Janet
5. Gilley, Michelle

6. England, Brenda
7. Neustaedter, Terry
8. Johnson, Mary
9. Kokinus III, Deno

**Pace High (6)**

1. Cooper, Erika
2. Dimaria, Linda
3. Freeman, Brittney
4. Newton, Chelsea
5. Sewell, Lisa
6. Turner, Tiffany

For the month of: March

63-10-09 1983

**Santa Rosa County School Volunteer Approval List Form**

As principal of Pea Ridge, a School Volunteer  
(Name of School)

Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement. ☒ **SCREENED FOR SEXUAL PREDATORS**

Principal: Dana Smith

(Signature)

Date: 3/20/12

- |    |                          |    |       |
|----|--------------------------|----|-------|
| 1  | <u>Blazier, Elisa</u>    | 21 | _____ |
| 2  | <u>Broune, Donna</u>     | 22 | _____ |
| 3  | <u>Cashwell, Kathryn</u> | 23 | _____ |
| 4  | <u>Miller, Brandy</u>    | 24 | _____ |
| 5  | <u>O'Gara, Chris</u>     | 25 | _____ |
| 6  | <u>O'Gara, Rose</u>      | 26 | _____ |
| 7  | <u>Smith, Jamie</u>      | 27 | _____ |
| 8  | <u>Shelby, Harold</u>    | 28 | _____ |
| 9  | <u>Underwood, Lisa</u>   | 29 | _____ |
| 10 | _____                    | 30 | _____ |
| 11 | _____                    | 31 | _____ |
| 12 | _____                    | 32 | _____ |
| 13 | _____                    | 33 | _____ |
| 14 | _____                    | 34 | _____ |
| 15 | _____                    | 35 | _____ |
| 16 | _____                    | 36 | _____ |
| 17 | _____                    | 37 | _____ |
| 18 | _____                    | 38 | _____ |
| 19 | _____                    | 39 | _____ |
| 20 | _____                    | 40 | _____ |

For the month of: April 2012

63-10-09 1983

**Santa Rosa County School Volunteer Approval List Form**

As principal of Pea Ridge, a School Volunteer  
(Name of School)

Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement. ☒ **SCREENED FOR SEXUAL PREDATORS**

Principal: Dana Anthony Date: 4/3/12  
(Signature)

- |                             |                              |
|-----------------------------|------------------------------|
| 1 <u>Boyd, Jacob</u>        | 21 <u>Tennell, Victoria</u>  |
| 2 <u>Brown, Elizabeth</u>   | 22 <u>Therman, Jamie</u>     |
| 3 <u>Corley, Laurie</u>     | 23 <u>Tompkins, Casandra</u> |
| 4 <u>Dahlberg, Steven</u>   | 24 <u>Via, Connie</u>        |
| 5 <u>Deagle, Robert</u>     | 25 <u>Warrick, Jolie</u>     |
| 6 <u>Donagan, Dewe</u>      | 26 <u>Warrick, Steven</u>    |
| 7 <u>Edwards, Lydia</u>     | 27 _____                     |
| 8 <u>Evanoff, Steven</u>    | 28 _____                     |
| 9 <u>Gibson, Michael</u>    | 29 _____                     |
| 10 <u>Goodale, Janet</u>    | 30 _____                     |
| 11 <u>Hayes, Heather</u>    | 31 _____                     |
| 12 <u>Hobbs, Sarah</u>      | 32 _____                     |
| 13 <u>Jacks, Jackie</u>     | 33 _____                     |
| 14 <u>Lenn, Melissa</u>     | 34 _____                     |
| 15 <u>Nelson, Janice</u>    | 35 _____                     |
| 16 <u>Parker, James</u>     | 36 _____                     |
| 17 <u>Rogers, James</u>     | 37 _____                     |
| 18 <u>Semmaris, Natalie</u> | 38 _____                     |
| 19 <u>Stearns, Roland</u>   | 39 _____                     |
| 20 <u>Sweeney, Betty</u>    | 40 _____                     |

For the month of: APRIL 2012

63-10-09 1983

**Santa Rosa County Schools Volunteer Approval List Form**

53

As principal of Benny Russell Elementary, a School Volunteer

Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement. **SCREENED FOR SEXUAL PREDATORS**

Principal: Pam Smith

Date: APRIL 03, 2012

1	ADCOCK, LAURA	21	GREEN, JEFFREY
2	ANDERSON, DAVID	22	GRIDER, ANNE
3	BAILIFF, CARMEN	23	HART, DIANNE
4	BATES, MARY	24	HUEY, PENNY
5	BJORKLUND, BRANDIE	25	HUFFSTETLER, CARRIE
6	BOWERS, LORENA	26	JOSEPH, ANTHONY SHANE
7	BRAGUNIER, JENNIFER	27	KORNIS, SHANNON
8	BRENT, TRACY	28	LEE, PAUL
9	CAMPBELL, KEITH ANN	29	MCIVER, CANDACE
10	CARTER, TRISHA	30	MCMULLEN, AMIE
11	COWAN, SAVANNAH	31	MCVEY, LINDA
12	DUNN, LISA	32	MELTON, LATASHA
13	EDDINS, SAMANTHA	33	MILLS, DANA
14	ERVIN, KEVIN	34	NATION, VALERIE
15	FARKAS, LISA	35	PARK, HEATHER
16	FOSTER, AARON	36	PEADEN, DEBRA
17	FOSTER, JESSICA	37	PERRY, ALFRED DALE
18	FRAZIER, ALESHA	38	PERRY, KIMBERLY
19	GOODWIN, JOSEPH	39	POLLOCK, LEIGH ANNE
20	GREEN, AMY	40	PORTER, CATRINA

For the month of: APRIL

63-10-09 1983

**Santa Rosa County Schools Volunteer Approval List Form**

**As principal of Benny Russell Elementary, a School Volunteer**

**Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.        SCREENED FOR SEXUAL PREDATORS**

**Principal: Pam Smith**

**Date: APRIL 03, 2012**

1	ROBERTS, PATRICIA	21
2	ROBERTSON, LAURA JAN	22
3	ROSSITER, LISA MARIE	23
4	RUIZ, ERIKA	24
5	RYAN, CHANDRA	25
6	SEYMOUR, LISA MARIE	26
7	SHARP, LYNN	27
8	SHAW, RACHELLE	28
9	STOUTE, SHAUNA	29
10	STRUGGS, LASHAWN	30
11	TOBAR, MARIA	31
12	WARRENFELTZ, LARRY	32
13	WILLIAMS, HOPE	33
14		34
15		35
16		36
17		37
18		38
19		39
20		40

For the month of: April 2012

63-10-09 1983

### Santa Rosa County School Volunteer Approval List Form

As principal of <sup>asst. 53</sup> West Navarre Primary, a School Volunteer  
(Name of School)

Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement. ☒ **SCREENED FOR SEXUAL PREDATORS**

Principal: <sup>Asst.</sup> [Signature] Date: 4/3/2012  
(Signature)

- |                               |           |
|-------------------------------|-----------|
| 1. <u>Bermudez- Gloria</u>    | 21. _____ |
| 2. <u>Burnham Helen</u>       | 22. _____ |
| 3. <u>Farhangi Molly</u>      | 23. _____ |
| 4. <u>Lewis David (Duane)</u> | 24. _____ |
| 5. <u>Robinson Elvida</u>     | 25. _____ |
| 6. <u>Robinson William</u>    | 26. _____ |
| 7. _____                      | 27. _____ |
| 8. _____                      | 28. _____ |
| 9. _____                      | 29. _____ |
| 10. _____                     | 30. _____ |
| 11. _____                     | 31. _____ |
| 12. _____                     | 32. _____ |
| 13. _____                     | 33. _____ |
| 14. _____                     | 34. _____ |
| 15. _____                     | 35. _____ |
| 16. _____                     | 36. _____ |
| 17. _____                     | 37. _____ |
| 18. _____                     | 38. _____ |
| 19. _____                     | 39. _____ |
| 20. _____                     | 40. _____ |

For the month of: April 2012

63-10-09 1983

### Santa Rosa County School Volunteer Approval List Form

As principal of <sup>Asst.</sup> West Navarre Primary, a School Volunteer  
(Name of School)

Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement. ☒ **SCREENED FOR SEXUAL PREDATORS**

Principal: <sup>Asst.</sup> Bruce Date: 3/30/2012  
(Signature)

- |                     |                     |            |
|---------------------|---------------------|------------|
| 1. <u>Banton</u>    | <u>Carrie</u>       | <u>21.</u> |
| 2. <u>Baxter</u>    | <u>Nathan</u>       | <u>22.</u> |
| 3. <u>Hall</u>      | <u>Sara (Cathy)</u> | <u>23.</u> |
| 4. <u>Jensen</u>    | <u>Stephanie</u>    | <u>24.</u> |
| 5. <u>Jensen</u>    | <u>Steven</u>       | <u>25.</u> |
| 6. <u>Strycharz</u> | <u>Kelley</u>       | <u>26.</u> |
| 7. <u>Strycharz</u> | <u>Theodore</u>     | <u>27.</u> |
| 8. <u>Williams</u>  | <u>Crystal</u>      | <u>28.</u> |
| 9. _____            |                     | <u>29.</u> |
| 10. _____           |                     | <u>30.</u> |
| 11. _____           |                     | <u>31.</u> |
| 12. _____           |                     | <u>32.</u> |
| 13. _____           |                     | <u>33.</u> |
| 14. _____           |                     | <u>34.</u> |
| 15. _____           |                     | <u>35.</u> |
| 16. _____           |                     | <u>36.</u> |
| 17. _____           |                     | <u>37.</u> |
| 18. _____           |                     | <u>38.</u> |
| 19. _____           |                     | <u>39.</u> |
| 20. _____           |                     | <u>40.</u> |



For the month of: March 2012

63-10-09 1983

### Santa Rosa County School Volunteer Approval List Form

As principal of <sup>asst.</sup> West Navarre Primary, a School Volunteer  
(Name of School)

Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement. ☒ **SCREENED FOR SEXUAL PREDATORS**

Principal: <sup>Asst.</sup> B. Price  
(Signature)

Date:

3/26/2012

- |                                |                             |
|--------------------------------|-----------------------------|
| 1. <u>Allen, Sean</u>          | 21. <u>Long Clayton</u>     |
| 2. <u>Bradfield, Frank III</u> | 22. <u>Long Jessica</u>     |
| 3. <u>Bradfield, Julie</u>     | 23. <u>Maggard Teressa</u>  |
| 4. <u>Brock, Kimberly</u>      | 24. <u>Miller Cortney</u>   |
| 5. <u>Bush, Courtney</u>       | 25. <u>Monroe Christina</u> |
| 6. <u>Carpenter, Doreen</u>    | 26. <u>Moran Courtney</u>   |
| 7. <u>Carpenter, Kevin</u>     | 27. <u>Moran James</u>      |
| 8. <u>DeCorte, Chris</u>       | 28. <u>Payne Stephanie</u>  |
| 9. <u>DeCorte, Kristin</u>     | 29. <u>Payne Timothy</u>    |
| 10. <u>Duval, Cheryl-Lynn</u>  | 30. <u>Prochazka Holly</u>  |
| 11. <u>Flores, Alberto</u>     | 31. <u>Raes Nichole</u>     |
| 12. <u>Flores, Corina</u>      | 32. <u>Rainey Ashley</u>    |
| 13. <u>Higdon, Bradley</u>     | 33. <u>Rasberry Robert</u>  |
| 14. <u>Higdon, Typhanie</u>    | 34. <u>Schlientz Tawny</u>  |
| 15. <u>Jablonski, Cailey</u>   | 35. <u>Smith Jeddiah</u>    |
| 16. <u>Johnson, Cheyenne</u>   | 36. <u>Snodgrass Jodi</u>   |
| 17. <u>Johnson, Cynthia</u>    | 37. <u>Wymore D'Evelyn</u>  |
| 18. <u>Jurado, Diana</u>       | 38. <u>Yaht Jason</u>       |
| 19. <u>Ladara, Vilachack</u>   | 39. <u>Yaht Paige</u>       |
| 20. <u>Laurin, Louise</u>      | 40. _____                   |

## Santa Rosa County District Schools

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**Submitted By:** Susan McCole

### Finance Administrative Agenda

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**Title of Item:** Bills/Payroll, Budget Amendment, Monthly Fin. Stmt - Feb. 2012

**Description/Introduction:**

1. Bills and Payroll for month of February 2012
2. Budget Amendment #12/06 for February 2012
3. Monthly Financial Statement for February 2012

**Recommendation/Action  
Requested:**

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#### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

#### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

---

#### ATTACHMENTS:

Name:

 [Bills\\_Payroll\\_Feb.2012.pdf](#)

 [BA\\_1206.pdf](#)

 [MFS\\_Feb\\_2011.pdf](#)

Description:

Bills and Payroll for February 2012

Budget Amendment #12/06 for February 2012

Monthly Financial Statement for February 2012

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
P000000002	REGIONS BANK	328911	02/29/12		PYRL 05021 022912 01	486.03	
P000000002						486.03	1
P000000004	SANTA ROSA FED CREDIT UNION	328470	02/01/12		PYRL 06201 012012 01	.00	
P000000004	SANTA ROSA FED CREDIT UNION	328470	02/01/12		PYRL 06201 013112 01	81,000.00-	
P000000004	SANTA ROSA FED CREDIT UNION	328470	02/01/12		PYRL 06202-3 REPLACE	98,900.58	
P000000004	SANTA ROSA FED CREDIT UNION	328625	02/10/12		PYRL 06203 021012 01	6,447.82	
P000000004	SANTA ROSA FED CREDIT UNION	328625	02/10/12		PYRL 06201 021012 01	375.00-	
P000000004	SANTA ROSA FED CREDIT UNION	328625	02/10/12		PYRL 06202 021012 01	1,187.50	
P000000004	SANTA ROSA FED CREDIT UNION	328637	02/15/12		PYRL 06202 021512 01	1,750.00	
P000000004	SANTA ROSA FED CREDIT UNION	328637	02/15/12		PYRL 06203 021512 01	58,088.60	
P000000004	SANTA ROSA FED CREDIT UNION	328637	02/15/12		PYRL 06203 021512 02	3,869.68	
P000000004	SANTA ROSA FED CREDIT UNION	328912	02/29/12		PYRL 06203 022212 01	50.00-	
P000000004	SANTA ROSA FED CREDIT UNION	328912	02/29/12		PYRL 06203 022912 01	19,352.66	
P000000004	SANTA ROSA FED CREDIT UNION	328912	02/29/12		PYRL 06202 022212 01	.00	
P000000004	SANTA ROSA FED CREDIT UNION	328912	02/29/12		PYRL 06202 022912 01	312.50	
P000000004						108,484.34	13
P000000005	DIVERSIFIED COLLECTION SERVICE	328626	02/10/12		PYRL 05025 021012 01	229.12	
P000000005						229.12	1
P000000011	SRCSB WELLNESS PROGRAM	328913	02/29/12		PYRL 06013 021012 01	1,265.00	
P000000011	SRCSB WELLNESS PROGRAM	328913	02/29/12		PYRL 06013 021512 01	4,189.54	
P000000011	SRCSB WELLNESS PROGRAM	328913	02/29/12		PYRL 06013 021512 02	280.46	
P000000011	SRCSB WELLNESS PROGRAM	328913	02/29/12		PYRL 06013 022212 01	.00	
P000000011	SRCSB WELLNESS PROGRAM	328913	02/29/12		PYRL 06013 022912 01	931.54	
P000000011	SRCSB WELLNESS PROGRAM	328913	02/29/12		PYRL 06013 022912 02	3.46	
P000000011						6,670.00	6
P000000013	COMMONWEALTH OF KENTUCKY	328627	02/10/12		PYRL 05031 021012 01	183.11	
P000000013	COMMONWEALTH OF KENTUCKY	328638	02/15/12		PYRL 05031 021512 01	384.09	
P000000013						567.20	2
P000000015	U S DEPARTMENT OF THE TREASURY	328628	02/10/12		PYRL 05016 021012 01	301.49	
P000000015						301.49	1
P000000016	THE LAW OFFICES OF ERKSINE &	328629	02/10/12		PYRL 05033 021012 01	458.70	
P000000016	THE LAW OFFICES OF ERKSINE &	328639	02/15/12		PYRL 05033 021512 01	150.00	
P000000016						608.70	2
P000000018	DIVERSIFIED COLLECTION SERVICE	328640	02/15/12		PYRL 05035 021512 01	382.81	
P000000018						382.81	1
P000000019	GC SERVICES LP	328641	02/15/12		PYRL 05036 021512 01	398.76	
P000000019						398.76	1
P000000020	AES PHEAA	328642	02/15/12		PYRL 05037 021512 01	483.21	
P000000020						483.21	1

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
P000000021 P000000021	O & L LAW GROUP PL	328630	02/10/12		PYRL 05038 021012 01	195.00 195.00	1
R000000176 R000000176	EVELYN J HINOTE	328471	02/10/12		REFUND INSUR PREM	345.08 345.08	1
R000000939 R000000939	WOODFIN COX	328472	02/10/12		REFUND INSUR PREM	21.06 21.06	1
R000001360 R000001360	LENA L. ROLLO	328473	02/10/12		REFUND INSUR PREM	21.06 21.06	1
R000001548 R000001548	MICHAEL TARANTO	328651	02/17/12		REPLACE W#293132	56.00 56.00	1
R000001564 R000001564	SHIRLEY CARLSON	328652	02/17/12		REPLACE W#294458	28.40 28.40	1
R000001981 R000001981	CYNTHIA A DUPHINEY	328474	02/10/12		SPRING 12 ED COURSE	1,423.89 1,423.89	1
R000002109 R000002109	ANDY ODANIEL	328475	02/10/12		REFUND OVERCHARGE	69.40 69.40	1
R000002120 R000002120	ADAM FOX	328653	02/17/12		PREPAID MEALS FOX	210.88 210.88	1
R000002121 R000002121	DAVID BELL	328654	02/17/12		PREPAID MEALS BELL	134.21 134.21	1
T000000035 T000000035 T000000035 T000000035	JOHNNY MACK WOLFE JOHNNY MACK WOLFE JOHNNY MACK WOLFE JOHNNY MACK WOLFE	328655 328655 328655 328655	02/17/12 02/17/12 02/17/12 02/17/12		I/C 11/11 I/C 11/12 I/C 12/01 I/C 12/01	120.60 76.32 135.95 332.87	3
T000009201 T000009201	JOYCE B MCCORVEY	328656	02/17/12		I/C 12/01	55.45 55.45	1
T000009208 T000009208 T000009208	JANINE LOCKMAN JANINE LOCKMAN JANINE LOCKMAN	328476 328657 328657	02/10/12 02/17/12 02/17/12		I/C 11/12 O/C 12/01 O/C 12/01	21.54 168.35 189.89	2
T000009247 T000009247 T000009247 T000009247	LUVERNE DAVIS LUVERNE DAVIS LUVERNE DAVIS LUVERNE DAVIS	328658 328658 328658 328658	02/17/12 02/17/12 02/17/12 02/17/12		I/C 11/11 I/C 11/12 I/C 12/01 I/C 12/01	27.77 25.54 39.25 92.56	3
T000009251 T000009251	DONALD A. ELLIS	328477	02/10/12		O/C 12/01 ORLANDO	155.00 155.00	1

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
T000009342	DONNA CHRISTOPHER	328812	02/24/12		I/C 12/01	44.81	
T000009342						44.81	1
T000009394	JUDSON C. CRANE	328813	02/24/12		O/C 12/02 TALLAHASSE	188.42	
T000009394						188.42	1
T000009411	SHELIA BECK	328659	02/17/12		REPLACE W#294208,779	15.31	
T000009411						15.31	1
T000009447	CAROLLE SEATON	328478	02/10/12		I/C 11/12	15.22	
T000009447	CAROLLE SEATON	328478	02/10/12		I/C 12/01	82.15	
T000009447						97.37	2
T000009537	BONNIE HAMMER	328378	02/03/12		I/C 11/10	157.31	
T000009537	BONNIE HAMMER	328378	02/03/12		I/C 11/11	131.10	
T000009537	BONNIE HAMMER	328378	02/03/12		I/C 11/12	92.16	
T000009537	BONNIE HAMMER	328479	02/10/12		I/C 12/01	210.84	
T000009537	BONNIE HAMMER	328479	02/10/12		O/C 12/01 PANAMA CTY	55.00	
T000009537						646.41	5
T000009550	SHERRIE CROSS	328814	02/24/12		I/C 12/01	109.47	
T000009550						109.47	1
T000009587	LARRY D. PENTON	328480	02/10/12		I/C 12/01	222.06	
T000009587						222.06	1
T000009592	PATRICK G. MCLELLAN	328660	02/17/12		I/C 12/01	135.55	
T000009592						135.55	1
T000009605	TERESA D. GARDNER	328481	02/10/12		I/C 12/01	187.48	
T000009605						187.48	1
T000009608	CHRIS WELLS	328815	02/24/12		I/C 12/01	96.34	
T000009608						96.34	1
T000009611	BETTY LITTLE	328661	02/17/12		REPLACE W#293139	11.53	
T000009611						11.53	1
T000009641	CHERYL SMITH	328662	02/17/12		I/C 12/01	180.34	
T000009641						180.34	1
T000009645	ANDREA MAKSYMKOW	328663	02/17/12		I/C 11/10	9.08	
T000009645	ANDREA MAKSYMKOW	328663	02/17/12		I/C 11/11	10.59	
T000009645						19.67	2
T000009665	DAVID JOHNSON	328664	02/17/12		I/C 12/01	212.89	
T000009665	DAVID JOHNSON	328664	02/17/12		O/C 12/01 ALTAMONTE	90.00	
T000009665						302.89	2

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
T000009673	CHARLENE KINCAID	328482	02/10/12		O/C 12/01 ORLANDO,FL	165.50	
T000009673	CHARLENE KINCAID	328665	02/17/12		I/C 12/01	90.96	
T000009673						256.46	2
T000009725	SHARRELL ETHRIDGE	328816	02/24/12		O/C 12/02	120.69	
T000009725						120.69	1
T000009793	DIANE FOLSE	328666	02/17/12		I/C 12/01	53.40	
T000009793						53.40	1
T000009920	JOHN W. SIMMONS	328667	02/17/12		I/C 11/12	6.03	
T000009920						6.03	1
T000009966	REBECCA P. WHITFIELD	328483	02/10/12		O/C 12/01 ORLANDO	191.00	
T000009966						191.00	1
T000009973	VICKIE BEAGLE	328668	02/17/12		12/01 O/C ALTAMONTE	90.00	
T000009973	VICKIE BEAGLE	328668	02/17/12		12/01 O/C ORLANDO	127.00	
T000009973						217.00	2
T000009990	LAUREN C. KIRCHGESSNER	328379	02/03/12		I/C 11/12	119.17	
T000009990	LAUREN C. KIRCHGESSNER	328669	02/17/12		I/C 12/01	140.75	
T000009990						259.92	2
T000010001	CONNI L. CARNLEY	328380	02/03/12		O/C 12/01 GAINESVILL	30.00	
T000010001	CONNI L. CARNLEY	328670	02/17/12		I/C 12/01	40.14	
T000010001	CONNI L. CARNLEY	328670	02/17/12		O/C 12/01 ALTAMONTE	90.00	
T000010001						160.14	3
T000010045	CHARLES NIEMANN	328484	02/10/12		I/C 12/01	181.25	
T000010045						181.25	1
T000010051	JOAN E FLOWERS	328817	02/24/12		I/C 12/01	22.52	
T000010051						22.52	1
T000010136	DON LEWIS LYNN, JR.	328671	02/17/12		O/C 12/01 ALTAMONTE	90.00	
T000010136	DON LEWIS LYNN, JR.	328818	02/24/12		I/C 12/01	10.95	
T000010136						100.95	2
T000010141	HUGH WINKLES	328381	02/03/12		IC 12/01	25.00	
T000010141						25.00	1
T000010142	JO ANN SIMPSON	328382	02/03/12		IC 12/01	25.00	
T000010142						25.00	1
T000010148	MARY KENNY MCCAY	328672	02/17/12		I/C 12/01	71.47	
T000010148						71.47	1
T000010161	ERIC ENGLERT	328673	02/17/12		12/01 O/C ORLANDO	127.00	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
T000010161						127.00	1
T000010174	RICHARD W. HARDCASTLE	328674	02/17/12		I/C 12/01	75.47	
T000010174						75.47	1
T000010199	AVA SNELLGROVE	328485	02/10/12		I/C 12/01	77.61	
T000010199						77.61	1
T000010207	CINDY LAWSON	328675	02/17/12		REPLACE W#293602	8.01	
T000010207						8.01	1
T000010263	SUSAN COMMANDER	328383	02/03/12		I/C 11/12	11.43	
T000010263						11.43	1
T000010357	RICHARD WARREN STEVENS	328384	02/03/12		I/C 11/07	72.98	
T000010357	RICHARD WARREN STEVENS	328384	02/03/12		I/C 11/08	29.99	
T000010357	RICHARD WARREN STEVENS	328384	02/03/12		I/C 11/09	25.19	
T000010357	RICHARD WARREN STEVENS	328384	02/03/12		I/C 11/10	74.76	
T000010357	RICHARD WARREN STEVENS	328384	02/03/12		I/C 11/11	50.37	
T000010357						253.29	5
T000010358	GLENN RUTLAND	328486	02/10/12		I/C 11/11	57.63	
T000010358	GLENN RUTLAND	328486	02/10/12		I/C 11/12	66.04	
T000010358						123.67	2
T000010393	MELANIE O. PERRITT	328487	02/10/12		I/C 12/01	56.87	
T000010393	MELANIE O. PERRITT	328487	02/10/12		O/C 12/01 CHIPLEY FL	84.55	
T000010393						141.42	2
T000010414	WARREN D. BELL	328676	02/17/12		I/C 11/09	2.49	
T000010414	WARREN D. BELL	328676	02/17/12		I/C 11/10	13.44	
T000010414	WARREN D. BELL	328676	02/17/12		I/C 11/11	8.63	
T000010414	WARREN D. BELL	328676	02/17/12		I/C 11/12	11.13	
T000010414	WARREN D. BELL	328676	02/17/12		I/C 12/01	15.71	
T000010414						51.40	5
T000010441	ELIZABETH A. WHITFIELD	328488	02/10/12		O/C 12/01 PANAMA CTY	146.67	
T000010441	ELIZABETH A. WHITFIELD	328819	02/24/12		I/C 12/01	52.91	
T000010441	ELIZABETH A. WHITFIELD	328819	02/24/12		O/C 12/01 ORLANDO FL	495.66	
T000010441						695.24	3
T000010454	STANLEY MICHAEL PEACHER	328677	02/17/12		I/C 11/11	28.88	
T000010454	STANLEY MICHAEL PEACHER	328677	02/17/12		I/C 11/12	18.11	
T000010454	STANLEY MICHAEL PEACHER	328677	02/17/12		I/C 12/01	39.56	
T000010454						86.55	3
T000010465	GOLDIE HURLEY	328489	02/10/12		I/C 11/12	23.18	
T000010465	GOLDIE HURLEY	328820	02/24/12		I/C 12/01	24.70	
T000010465						47.88	2

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
T000010473 T000010473	SHARON C. DIAMOND	328678	02/17/12		O/C 12/01 ALTAMONTE	90.00 90.00	1
T000010566 T000010566	SANDRA ANN MAUGHON	328821	02/24/12		O/C 12/02 ORLANDO FL	83.00 83.00	1
T000010570 T000010570	MARTHA TODD	328490	02/10/12		12/01 I/C	90.47 90.47	1
T000010581 T000010581	KIM NELSON	328822	02/24/12		I/C 12/01	114.69 114.69	1
T000010600 T000010600 T000010600 T000010600	GAIL S. ELDRIDGE GAIL S. ELDRIDGE GAIL S. ELDRIDGE	328679 328679 328679	02/17/12 02/17/12 02/17/12		I/C 11/11 I/C 11/12 I/C 12/01	28.61 30.13 37.16 95.90	3
T000010625 T000010625	CHARLIE G. WELCH, JR.	328491	02/10/12		O/C 12/01 ORLANDO	119.00 119.00	1
T000010637 T000010637	MARA AMMONS	328680	02/17/12		I/C 12/01	116.41 116.41	1
T000010642 T000010642	RACHAEL JOHNSON	328492	02/10/12		O/C 12/01 ORLANDO FL	191.00 191.00	1
T000010669 T000010669	NINA M. VOELKER	328681	02/17/12		I/C 12/01	61.59 61.59	1
T000010685 T000010685 T000010685	TONI NEW TONI NEW	328682 328682	02/17/12 02/17/12		O/C 11/11 TAMPA, FL O/C 12/01 TALLAHASSE	133.00 36.00 169.00	2
T000010689 T000010689	BARBARA F. EVANS	328493	02/10/12		I/C 12/01	105.20 105.20	1
T000010691 T000010691 T000010691 T000010691	ALICE BRASWELL ALICE BRASWELL ALICE BRASWELL	328823 328823 328823	02/24/12 02/24/12 02/24/12		I/C 11/11 I/C 11/12 I/C 12/01	78.77 20.56 33.64 132.97	3
T000010719 T000010719	DEBBIE ANDERSON	328683	02/17/12		O/C 12/01 ORLANDO	158.50 158.50	1
T000010725 T000010725	BARBARA B ROBINSON	328684	02/17/12		I/C 12/01	144.40 144.40	1
T000010747 T000010747	LISA CULPEPPER TURNER	328494	02/10/12		I/C 12/01	72.24 72.24	



VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
T000010786	MARIANNE ROBEY	328685	02/17/12		12/01 O/C ORLANDO	127.00	
T000010786						127.00	1
T000010836	BRENDA GODWIN	328686	02/17/12		I/C 12/01	69.46	
T000010836						69.46	1
T000010870	TAMARA GRINSTEAD	328495	02/10/12		I/C 12/01	85.44	
T000010870						85.44	1
T000010885	DONNA DOUGHTY	328687	02/17/12		I/C 12/01	44.77	
T000010885						44.77	1
T000091008	CORLEE FINK	328496	02/10/12		I/C 12/01	107.56	
T000091008						107.56	1
T000091063	MARY L. MONTCALM	328688	02/17/12		I/C 11/11	26.70	
T000091063	MARY L. MONTCALM	328688	02/17/12		I/C 11/12	10.68	
T000091063	MARY L. MONTCALM	328688	02/17/12		I/C 12/01	18.25	
T000091063						55.63	3
T000091064	RUTH BLACKMAN	328689	02/17/12		I/C 11/10	16.47	
T000091064	RUTH BLACKMAN	328689	02/17/12		I/C 11/11	41.16	
T000091064	RUTH BLACKMAN	328689	02/17/12		I/C 11/12	16.47	
T000091064	RUTH BLACKMAN	328689	02/17/12		I/C 12/01	65.86	
T000091064						139.96	4
T000091071	LISA TEMPLETON	328824	02/24/12		I/C 12/01	121.49	
T000091071						121.49	1
T000091112	MARK GOUGH	328497	02/10/12		I/C 12/01	106.00	
T000091112						106.00	1
T000091113	JACKIE JONES	328498	02/10/12		I/C 12/01	208.17	
T000091113						208.17	1
T000091116	JOHN R BIRD	328825	02/24/12		O/C 12/02 ORLANDO FL	89.00	
T000091116						89.00	1
T000091119	SARAH CHAMBERLIN	328499	02/10/12		I/C 12/01	146.67	
T000091119						146.67	1
T000091158	JOY T. TYNER	328690	02/17/12		O/C 12/01 TAMPA, FL	138.00	
T000091158						138.00	1
T000091195	DAVID SIGURNJAK	328500	02/10/12		O/C 11/12 TALLAHASSE	66.00	
T000091195						66.00	1
T000091212	BECKY BONDURANT	328691	02/17/12		I/C 11/11	82.77	
T000091212	BECKY BONDURANT	328691	02/17/12		I/C 11/12	41.39	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
T000091212	BECKY BONDURANT	328691	02/17/12		I/C 12/01	91.05	
T000091212						215.21	3
T000091235	JERILYN HUGHES	328692	02/17/12		O/C 12/01 ORLANDO FL	196.50	
T000091235						196.50	1
T000091280	SUSAN CRAWFORD	328693	02/17/12		O/C 12/01 ORLANDO FL	127.00	
T000091280						127.00	1
T000091298	SONJA BRABHAM	328694	02/17/12		O/C 12/01 ORLANDO FL	155.00	
T000091298						155.00	1
T000091299	CHRISTINA PENNEWELL	328826	02/24/12		I/C 11/12	32.04	
T000091299	CHRISTINA PENNEWELL	328826	02/24/12		I/C 12/01	148.10	
T000091299						180.14	2
T000091309	GAYLA S. DODD	328385	02/03/12		O/C 12/01 TAMPA	197.50	
T000091309						197.50	1
T000091375	NOVA L PHILLIPS	328695	02/17/12		I/C 11/10	32.31	
T000091375	NOVA L PHILLIPS	328695	02/17/12		I/C 11/11	31.24	
T000091375	NOVA L PHILLIPS	328695	02/17/12		I/C 11/12	42.45	
T000091375	NOVA L PHILLIPS	328695	02/17/12		I/C 12/01	42.99	
T000091375						148.99	4
T000091385	SHERI L BURGOYNE	328386	02/03/12		I/C 11/10	6.23	
T000091385	SHERI L BURGOYNE	328386	02/03/12		I/C 11/11	4.45	
T000091385	SHERI L BURGOYNE	328386	02/03/12		I/C 11/12	2.23	
T000091385	SHERI L BURGOYNE	328696	02/17/12		REPLACE W#292421	2.47	
T000091385						15.38	4
T000091396	MELISSA TAYLOR	328697	02/17/12		I/C 12/01	16.06	
T000091396						16.06	1
T000091399	JON WATTS	328501	02/10/12		I/C 12/01	41.30	
T000091399						41.30	1
T000091408	THERESA KILCREASE	328502	02/10/12		I/C 12/01	15.49	
T000091408						15.49	1
T000091466	KATHY S. ADAMS	328503	02/10/12		I/C 12/01	60.52	
T000091466						60.52	1
T000091582	RACHEL MUSSER	328698	02/17/12		I/C 12/01	63.81	
T000091582						63.81	1
T000091618	VICKI KIRSCH	328699	02/17/12		I/C 11/11	16.02	
T000091618	VICKI KIRSCH	328699	02/17/12		I/C 12/01	16.02	
T000091618						32.04	2

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
T000091651	MARY HAMMAC	328504	02/10/12		O/C 12/01 ORLANDO	119.00	
T000091651						119.00	1
T000091652	LISA B LOCKLIN	328700	02/17/12		I/C 11/11	9.79	
T000091652	LISA B LOCKLIN	328700	02/17/12		I/C 11/12	24.48	
T000091652	LISA B LOCKLIN	328700	02/17/12		I/C 12/01	29.37	
T000091652						63.64	3
T000091663	CARLA G MOULYET	328701	02/17/12		O/C 12/01 ORLANDO	155.00	
T000091663						155.00	1
T000091708	GROVER DIEHL	328702	02/17/12		I/C 11/11	46.73	
T000091708	GROVER DIEHL	328702	02/17/12		I/C 11/12	26.70	
T000091708	GROVER DIEHL	328702	02/17/12		I/C 12/01	60.08	
T000091708						133.51	3
T000091711	MARY DIANE COLEMAN	328387	02/03/12		IC 12/01	25.00	
T000091711						25.00	1
T000091751	KIM BURCH	328703	02/17/12		O/C 12/01 NEWORLEANS	49.00	
T000091751						49.00	1
T000091771	DAISY EDDINS	328388	02/03/12		I/C 11/12	115.70	
T000091771	DAISY EDDINS	328505	02/10/12		I/C 12/01	243.55	
T000091771						359.25	2
T000091788	PHILIP BLAKE	328704	02/17/12		I/C 12/01	133.32	
T000091788						133.32	1
T000091829	PAMELA S MCNAIR	328506	02/10/12		I/C 12/01	32.04	
T000091829						32.04	1
T000091835	LUTICIA BOOZER	328705	02/17/12		I/C 12/01	113.12	
T000091835						113.12	1
T000091840	CELESTE RIVENBARK	328827	02/24/12		I/C 12/01	225.04	
T000091840						225.04	1
T000091876	TRACIE LYNN WOOD	328706	02/17/12		I/C 11/10	9.97	
T000091876						9.97	1
T000091878	LEIGH WINGATE	328507	02/10/12		I/C 12/01	49.40	
T000091878						49.40	1
T000091879	BROOKE TINSLEY	328508	02/10/12		I/C 12/01	21.05	
T000091879	BROOKE TINSLEY	328707	02/17/12		REPLACE W#292281	9.35	
T000091879						30.40	2
T000091886	SUSAN ARNOLD	328509	02/10/12		I/C 12/01	2.54	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
T000091886						2.54	1
T000091887	CONNIE KELLEY	328510	02/10/12		I/C 11/11	22.07	
T000091887	CONNIE KELLEY	328510	02/10/12		I/C 11/12	14.24	
T000091887	CONNIE KELLEY	328510	02/10/12		I/C 12/01	28.48	
T000091887						64.79	3
T000091907	STEPHEN CONE	328511	02/10/12		I/C 11/12	149.97	
T000091907	STEPHEN CONE	328511	02/10/12		I/C 12/01	249.29	
T000091907						399.26	2
T000091916	WENDE BREWER	328512	02/10/12		I/C 12/01	172.30	
T000091916						172.30	1
T000091924	DEBRA CONNORS	328708	02/17/12		I/C 12/01	55.54	
T000091924						55.54	1
T000091931	KAREN J SMITH	328709	02/17/12		I/C 11/12	6.03	
T000091931						6.03	1
T000091940	SHARON SHAW	328710	02/17/12		REPLACE W#292809	5.34	
T000091940						5.34	1
T000091953	ELIZABETH GRUND	328711	02/17/12		O/C 12/01 ORLANDO	155.00	
T000091953						155.00	1
T000091967	GARY MITCHELL	328828	02/24/12		I/C 12/01	122.86	
T000091967	GARY MITCHELL	328828	02/24/12		12/01 O/C ORLANDO	527.91	
T000091967						650.77	2
T000091970	VALERIE N CRENSHAW	328513	02/10/12		I/C 11/12	84.15	
T000091970						84.15	1
T000091995	PATRICIA FITCH	328514	02/10/12		I/C 12/01	43.48	
T000091995						43.48	1
T000092012	HELEN C WHITFIELD	328515	02/10/12		I/C 12/01	21.18	
T000092012						21.18	1
T000092023	ALESIA GIBBS	328712	02/17/12		O/C 12/01 NEWORLEANS	49.00	
T000092023						49.00	1
T000092024	DIANNE LEWIS	328713	02/17/12		I/C 12/01	51.53	
T000092024	DIANNE LEWIS	328713	02/17/12		O/C 12/01 NEWORLEANS	49.00	
T000092024						100.53	2
T000092025	TAMMIE FREE	328714	02/17/12		O/C 12/01 NEWORLEANS	49.00	
T000092025						49.00	1

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
T000092046	JOHN GARLOCK	328516	02/10/12		O/C 12/01 ORLANDO	155.00	
T000092046						155.00	1
T000092061	MICHELLE SEAL	328829	02/24/12		I/C 11/12	38.54	
T000092061	MICHELLE SEAL	328829	02/24/12		I/C 12/01	325.34	
T000092061						363.88	2
T000092065	CONNIE JOHNSON	328715	02/17/12		REPLACE W#292975	4.36	
T000092065						4.36	1
T000092069	NANCY ELIZABETH BLOUNT	328517	02/10/12		I/C 12/01	14.37	
T000092069						14.37	1
T000092072	NANCY HANEY	328716	02/17/12		I/C 12/01	54.20	
T000092072						54.20	1
T000092074	PAMELA ARDOIN	328389	02/03/12		I/C 11/12	176.04	
T000092074	PAMELA ARDOIN	328830	02/24/12		I/C 12/01	93.45	
T000092074						269.49	2
T000092078	MICHELE KENT GIBBS	328518	02/10/12		I/C 12/01	65.59	
T000092078						65.59	1
T000092080	ASTLEY D BLACKWELL	328831	02/24/12		I/C 12/01	198.51	
T000092080						198.51	1
T000092100	DIANE SCOTT	328390	02/03/12		IC 12/01	25.00	
T000092100						25.00	1
T000092104	NORA J DEGUZMAN	328519	02/10/12		I/C 12/01	28.57	
T000092104						28.57	1
T000092124	CARRIE L RICKSECKER	328520	02/10/12		O/C 12/01 NORFOLK VA	83.00	
T000092124						83.00	1
T000092138	MARTHA S GOUGH	328521	02/10/12		I/C 11/12	10.06	
T000092138	MARTHA S GOUGH	328521	02/10/12		I/C 12/01	8.72	
T000092138						18.78	2
T000092151	JESSICA FILLINGIM	328522	02/10/12		I/C 12/01	67.15	
T000092151						67.15	1
T000092158	LELA A ERSKINE	328523	02/10/12		I/C 12/01	25.90	
T000092158						25.90	1
T000092162	DARREN C BROCK	328391	02/03/12		I/C 11/09	14.33	
T000092162	DARREN C BROCK	328391	02/03/12		I/C 11/10	25.28	
T000092162	DARREN C BROCK	328391	02/03/12		I/C 11/11	7.39	
T000092162						47.00	3

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
T000092172	RICKY WALLACE	328524	02/10/12		O/C 12/01 ORLANDO FL	119.00	
T000092172						119.00	1
T000092204	RONALD WEEKS	328717	02/17/12		I/C 11/11	38.31	
T000092204	RONALD WEEKS	328717	02/17/12		I/C 11/12	27.37	
T000092204						65.68	2
T000092205	SANDY EBANKS	328718	02/17/12		I/C 11/11	43.03	
T000092205	SANDY EBANKS	328718	02/17/12		I/C 11/12	32.49	
T000092205	SANDY EBANKS	328718	02/17/12		I/C 12/01	45.92	
T000092205						121.44	3
T000092214	KELLY ALLEN	328719	02/17/12		O/C 12/01 ORLANDO FL	155.00	
T000092214						155.00	1
T000092221	KATHRYN ASHLEY ORMSBY	328392	02/03/12		I/C 12/01	52.15	
T000092221						52.15	1
T000092261	KATHLEEN M LINDSAY	328525	02/10/12		O/C 12/1 ORLANDO FL	119.00	
T000092261						119.00	1
T000092279	MANDY MYERS	328720	02/17/12		I/C 11/11	8.54	
T000092279	MANDY MYERS	328720	02/17/12		I/C 11/12	5.25	
T000092279						13.79	2
T000092282	SUZANNE PFEIFFER	328721	02/17/12		O/C 12/01 ORLANDO	191.00	
T000092282						191.00	1
T000092296	CHARLOTTE BRASELL	328393	02/03/12		O/C 12/01 TAMPA, FL	221.50	
T000092296						221.50	1
T000092308	VANESSA AVIS	328722	02/17/12		I/C 11/12	7.39	
T000092308	VANESSA AVIS	328722	02/17/12		I/C 12/01	7.39	
T000092308	VANESSA AVIS	328722	02/17/12		O/C 12/01 ORLANDO	155.00	
T000092308						169.78	3
T000092321	KIMBERLY MCCHESENEY	328394	02/03/12		I/C 11/09	25.45	
T000092321	KIMBERLY MCCHESENEY	328394	02/03/12		I/C 11/10	34.44	
T000092321	KIMBERLY MCCHESENEY	328394	02/03/12		I/C 11/11	50.64	
T000092321	KIMBERLY MCCHESENEY	328394	02/03/12		I/C 11/12	20.16	
T000092321						130.69	4
T000092345	RAY GENTRY	328526	02/10/12		I/C 12/01	22.07	
T000092345						22.07	1
T000092364	MYRA LEWIS	328832	02/24/12		I/C 12/01	216.89	
T000092364						216.89	1
T000092382	KIRTI K COLVIN	328723	02/17/12		I/C 12/01	208.35	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
T000092382						208.35	1
T000092385	AARON DANIEL	328724	02/17/12		I/C 11/12	37.83	
T000092385	AARON DANIEL	328724	02/17/12		I/C 12/01	41.39	
T000092385						79.22	2
T000092387	WILLIAM J PRICE III	328725	02/17/12		I/C 12/01	24.21	
T000092387						24.21	1
T000092396	LINDA BROTHERS	328726	02/17/12		I/C 12/01	82.06	
T000092396						82.06	1
T000092398	PAULA BIBZA	328727	02/17/12		I/C 12/01	32.04	
T000092398						32.04	1
T000092402	JENNIFER HINES	328527	02/10/12		I/C 12/01	263.46	
T000092402						263.46	1
T000092406	LAURIS JOYNER	328728	02/17/12		I/C 11/12	10.68	
T000092406						10.68	1
T000092413	DAWN G TAYLOR	328729	02/17/12		I/C 12/01	49.22	
T000092413						49.22	1
T000092452	ALAN WORLEY	328528	02/10/12		I/C 12/01	241.86	
T000092452						241.86	1
T000092454	MELODY HINSON	328529	02/10/12		I/C 12/01	262.11	
T000092454						262.11	1
T000092489	JASMINE HATFIELD	328730	02/17/12		I/C 12/01 A	23.36	
T000092489						23.36	1
T000092494	SCOTT T PEDEN	328395	02/03/12		IC 12/01	25.00	
T000092494						25.00	1
T000092501	TONIA WELLS	328731	02/17/12		12/01 O/C ORLANDO	155.00	
T000092501						155.00	1
T000092502	CINDY BINDER	328732	02/17/12		O/C 12/01 ORLANDO	155.00	
T000092502						155.00	1
T000092512	KAMI RUSSELL	328733	02/17/12		12/01 O/C ORLANDO	155.00	
T000092512						155.00	1
T000092532	TIFFANY MILLS FUGATE	328734	02/17/12		I/C 11/10	2.00	
T000092532	TIFFANY MILLS FUGATE	328734	02/17/12		I/C 11/11	21.67	
T000092532	TIFFANY MILLS FUGATE	328734	02/17/12		I/C 11/12	24.17	
T000092532	TIFFANY MILLS FUGATE	328734	02/17/12		I/C 12/01	13.99	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
T000092532						61.83	4
T000092554	DEBRA CROUCH	328735	02/17/12		I/C 12/01	36.31	
T000092554						36.31	1
T000092558	TAMY GAZOO	328736	02/17/12		I/C 12/01	25.37	
T000092558						25.37	1
T000092560	KATHRYN BARRY	328530	02/10/12		I/C 12/01	54.69	
T000092560						54.69	1
T000092561	ERIN OCONNELL	328737	02/17/12		I/C 12/01	99.32	
T000092561						99.32	1
T000092565	PATRICIA FREEMAN	328531	02/10/12		I/C 12/01	6.42	
T000092565						6.42	1
T000092577	ASHLEY BARFIELD	328532	02/10/12		I/C 12/01	21.09	
T000092577						21.09	1
T000092578	DEANNA LAMBETH	328533	02/10/12		I/C 12/01	29.46	
T000092578						29.46	1
T000092579	JAMI HARRIS	328738	02/17/12		I/C 12/01	47.21	
T000092579						47.21	1
T000092580	KIRSTEN NOZIME	328534	02/10/12		I/C 12/01	48.95	
T000092580						48.95	1
T000092603	REBECCA HOLLEY	328739	02/17/12		I/C 11/11	11.13	
T000092603	REBECCA HOLLEY	328739	02/17/12		I/C 11/12	22.61	
T000092603	REBECCA HOLLEY	328739	02/17/12		I/C 12/01	28.26	
T000092603						62.00	3
T000092604	CARYN BELL	328740	02/17/12		I/C 11/11	6.32	
T000092604	CARYN BELL	328740	02/17/12		I/C 11/12	6.32	
T000092604	CARYN BELL	328740	02/17/12		I/C 12/01	9.48	
T000092604						22.12	3
T000092605	LINDSAY FAULK	328741	02/17/12		I/C 11/11	1.48	
T000092605	LINDSAY FAULK	328741	02/17/12		I/C 11/12	2.22	
T000092605						3.70	2
T000092606	MELISSA HUTCHERSON	328742	02/17/12		I/C 11/11	10.64	
T000092606	MELISSA HUTCHERSON	328742	02/17/12		I/C 11/12	10.64	
T000092606						21.28	2
T000092609	HEATHER MORRIS	328535	02/10/12		I/C 12/01	126.65	
T000092609						126.65	1



VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
T000092612	ANGELIQUE LEE	328743	02/17/12		I/C 12/01	144.36	
T000092612						144.36	1
T000092613	SARAH BETH LEES	328536	02/10/12		O/C 12/01 NORFOLK VA	83.00	
T000092613						83.00	1
T000092616	JAMES FOX	328833	02/24/12		O/C 12/01 ORLANDO FL	83.00	
T000092616						83.00	1
T000092617	HERMAN DEAN BARROW	328744	02/17/12		O/C 12/01 TAMPA FL	158.92	
T000092617	HERMAN DEAN BARROW	328834	02/24/12		O/C 12/02 TROY AL	211.16	
T000092617						370.08	2
T000092618	KACIE REAVES	328745	02/17/12		O/C 12/01 NEWORLEANS	49.00	
T000092618						49.00	1
T000092619	RACHEL BINTZ	328746	02/17/12		O/C 12/01 ORLANDO FL	155.00	
T000092619						155.00	1
T000092620	TIFFANY WYNN	328747	02/17/12		O/C 12/01 ORLANDO FL	155.00	
T000092620						155.00	1
T000092621	CATHERINE BRACEY	328748	02/17/12		O/C 12/01 ORLANDO FL	155.00	
T000092621						155.00	1
T000092626	MARCIA MAYO	328835	02/24/12		O/C 12/02 ATLANTA GA	146.19	
T000092626						146.19	1
T000092627	CANDACE MASON	328836	02/24/12		O/C 12/02 ATLANTA GA	102.00	
T000092627						102.00	1
V000000017	SANTA ROSA FED CREDIT UNION	328631	02/10/12		PYRL 20001 021012 01	26,718.16	
V000000017	SANTA ROSA FED CREDIT UNION	328643	02/15/12		PYRL 20001 021512 01	250,099.33	
V000000017	SANTA ROSA FED CREDIT UNION	328643	02/15/12		PYRL 20001 021512 02	2,559.14	
V000000017	SANTA ROSA FED CREDIT UNION	328914	02/29/12		PYRL 20001 022912 01	104,012.55	
V000000017	SANTA ROSA FED CREDIT UNION	328914	02/29/12		PYRL 20001 022912 02	2,216.61	
V000000017						385,605.79	5
V000000026	UNITED WAY OF SANTA ROSA	328915	02/29/12		PYRL 13001 021012 01	157.63	
V000000026	UNITED WAY OF SANTA ROSA	328915	02/29/12		PYRL 13001 021512 01	1,442.82	
V000000026	UNITED WAY OF SANTA ROSA	328915	02/29/12		PYRL 13001 022912 01	640.16	
V000000026						2,240.61	3
V000000041	S R P E	328916	02/29/12		PYRL 09001 021512 01	34,329.69	
V000000041	S R P E	328916	02/29/12		PYRL 09001 021512 02	664.96	
V000000041	S R P E	328916	02/29/12		PYRL 09001 022912 01	43.15	
V000000041	S R P E	328916	02/29/12		PYRL 09004 021012 01	3,102.00	
V000000041	S R P E	328916	02/29/12		PYRL 09004 021512 01	66.00	
V000000041	S R P E	328916	02/29/12		PYRL 09004 022212 01	.00	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000000041	S R P E	328916	02/29/12		PYRL 09004 022912 01	396.00	
V000000041						38,601.80	7
V000000042	AMERICAN GENERAL LIFE COMPANIE	328917	02/29/12		PYRL 08003 021512 01	555.47	
V000000042						555.47	1
V000000043	AMERICAN FAMILY LIFE ASSUR CO	328918	02/29/12		PYRL 08005 021012 01	330.66	
V000000043	AMERICAN FAMILY LIFE ASSUR CO	328918	02/29/12		PYRL 08005 021512 01	972.51	
V000000043	AMERICAN FAMILY LIFE ASSUR CO	328918	02/29/12		PYRL 08005 022912 01	406.62	
V000000043	AMERICAN FAMILY LIFE ASSUR CO	328918	02/29/12		PYRL 08905 021012 01	1,176.36	
V000000043	AMERICAN FAMILY LIFE ASSUR CO	328918	02/29/12		PYRL 08905 021512 01	2,948.77	
V000000043	AMERICAN FAMILY LIFE ASSUR CO	328918	02/29/12		PYRL 08905 022912 01	853.39	
V000000043						6,688.31	6
V000000044	INTERNAL REVENUE SERVICE	328632	02/10/12		PYRL 05001 021012 01	33.10	
V000000044						33.10	1
V000000049	PROFESSIONAL INS CORP	328919	02/29/12		PYRL 08007 021512 01	72.88	
V000000049	PROFESSIONAL INS CORP	328919	02/29/12		PYRL 08907 021512 01	50.90	
V000000049						123.78	2
V000000074	METROPOLITAN LIFE INS CO	806627	02/01/12		PYRL 11019 013112 01	887.18	
V000000074	METROPOLITAN LIFE INS CO	806636	02/13/12		PYRL 11019 021012 01	736.37	
V000000074	METROPOLITAN LIFE INS CO	806642	02/16/12		PYRL 11019 021512 01	6,057.00	
V000000074						7,680.55	3
V000000095	AMERICAN GENERAL LIFE &	328920	02/29/12		PYRL 08010 021012 01	342.31	
V000000095	AMERICAN GENERAL LIFE &	328920	02/29/12		PYRL 08010 021512 01	1,570.48	
V000000095	AMERICAN GENERAL LIFE &	328920	02/29/12		PYRL 08010 022912 01	52.44	
V000000095	AMERICAN GENERAL LIFE &	328920	02/29/12		PYRL 08910 021512 01	12.00	
V000000095	AMERICAN GENERAL LIFE &	328920	02/29/12		PYRL 08910 022912 01	39.26	
V000000095						2,016.49	5
V000000099	NEW YORK LIFE INSURANCE CO	328921	02/29/12		PYRL 08011 021512 01	142.25	
V000000099	NEW YORK LIFE INSURANCE CO	806643	02/16/12		PYRL 11010 021512 01	1,995.00	
V000000099						2,137.25	2
V000000106	AMERICAN HERITAGE LIFE INS	328922	02/29/12		PYRL 08002 021012 01	545.91	
V000000106	AMERICAN HERITAGE LIFE INS	328922	02/29/12		PYRL 08002 021512 01	1,634.32	
V000000106	AMERICAN HERITAGE LIFE INS	328922	02/29/12		PYRL 08002 022912 01	504.05	
V000000106	AMERICAN HERITAGE LIFE INS	328922	02/29/12		PYRL 08014 021012 01	13.44	
V000000106	AMERICAN HERITAGE LIFE INS	328922	02/29/12		PYRL 08014 021512 01	226.89	
V000000106	AMERICAN HERITAGE LIFE INS	328922	02/29/12		PYRL 08014 022912 01	109.04	
V000000106	AMERICAN HERITAGE LIFE INS	328922	02/29/12		PYRL 08914 021012 01	463.90	
V000000106	AMERICAN HERITAGE LIFE INS	328922	02/29/12		PYRL 08914 021512 01	2,249.64	
V000000106	AMERICAN HERITAGE LIFE INS	328922	02/29/12		PYRL 08914 022912 01	1,246.38	
V000000106						6,993.57	9
V000000109	LIBERTY NATIONAL LIFE INS	328923	02/29/12		PYRL 08015 021012 01	1,179.22	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000000109	LIBERTY NATIONAL LIFE INS	328923	02/29/12		PYRL 08015 021512 01	861.47	
V000000109	LIBERTY NATIONAL LIFE INS	328923	02/29/12		PYRL 08015 022912 01	877.35	
V000000109	LIBERTY NATIONAL LIFE INS	328923	02/29/12		PYRL 08915 021012 01	471.12	
V000000109	LIBERTY NATIONAL LIFE INS	328923	02/29/12		PYRL 08915 021512 01	891.63	
V000000109	LIBERTY NATIONAL LIFE INS	328923	02/29/12		PYRL 08915 022912 01	535.81	
V000000109						4,816.60	6
V000000114	FL ASSOC OF SCH ADMINISTRATORS	328924	02/29/12		PYRL 12001 022912 01	695.09	
V000000114						695.09	1
V000000119	BAGDAD GARCON WATER SYS	328396	02/03/12		0051 120131	348.77	
V000000119						348.77	1
V000000166	BERRYDALE WATER SYSTEM	328537	02/10/12		0161 120202	18.00	
V000000166						18.00	1
V000000183	BOARD OF CNTY COMMISSIONERS	328749	02/17/12	693112	LANDOO4210	272.24	
V000000183						272.24	1
V000000279	CENTRAL HIGH SCHOOL	328750	02/17/12		BUS TKT 906462	425.00	
V000000279						425.00	1
V000000314	CHUMUCKLA WATER SYSTEM	328538	02/10/12		0061 120202	278.63	
V000000314						278.63	1
V000000317	CITY OF GULF BREEZE/UTILITY	328539	02/10/12		120207 20937 16936	1,372.34	
V000000317	CITY OF GULF BREEZE/UTILITY	328539	02/10/12		120207 9057 9078	764.11	
V000000317	CITY OF GULF BREEZE/UTILITY	328539	02/10/12		120207 9079 9102	1,169.89	
V000000317	CITY OF GULF BREEZE/UTILITY	328539	02/10/12		120207 9083 9106	999.21	
V000000317	CITY OF GULF BREEZE/UTILITY	328539	02/10/12		120207 9137 9158	700.98	
V000000317	CITY OF GULF BREEZE/UTILITY	328539	02/10/12		120207 9701 9722	3,100.24	
V000000317	CITY OF GULF BREEZE/UTILITY	328539	02/10/12		120207 9883 7454	1,092.29	
V000000317	CITY OF GULF BREEZE/UTILITY	328539	02/10/12		120207 9883 7460	59.49	
V000000317						9,258.55	8
V000000318	CITY OF MILTON	328540	02/10/12		0041 120207	1,278.77	
V000000318	CITY OF MILTON	328540	02/10/12		0051 120207	418.11	
V000000318	CITY OF MILTON	328540	02/10/12		0151 120207	1,331.56	
V000000318	CITY OF MILTON	328540	02/10/12		0151 120207 A	6,275.46	
V000000318	CITY OF MILTON	328540	02/10/12		0153 120207	57.69	
V000000318	CITY OF MILTON	328540	02/10/12		0191 120207	2,416.14	
V000000318	CITY OF MILTON	328540	02/10/12		0261 120207	2,095.56	
V000000318	CITY OF MILTON	328540	02/10/12		0321 120207	1,921.76	
V000000318	CITY OF MILTON	328540	02/10/12		9020 120207	6,176.61	
V000000318	CITY OF MILTON	328540	02/10/12		9060 120207	287.26	
V000000318	CITY OF MILTON	328837	02/24/12		0301 120221	277.29	
V000000318	CITY OF MILTON	328837	02/24/12		0231 120221	2,451.40	
V000000318	CITY OF MILTON	328837	02/24/12		0182 120221	759.15	
V000000318	CITY OF MILTON	328837	02/24/12		0071 120221	527.40	

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V000000318	CITY OF MILTON	328837	02/24/12		0131 120221	1,499.45	
V000000318						27,773.61	15
V000000453	EAST MILTON WATER SYSTEM	328541	02/10/12		0071 120202	145.18	
V000000453	EAST MILTON WATER SYSTEM	328541	02/10/12		0153 120202	9.25	
V000000453						154.43	2
V000000513	ESCAMBIA COUNTY SCHOOL BD	328542	02/10/12	696250	ESE LAW CONFERENCE	2,750.00	
V000000513						2,750.00	1
V000000514	ESCAMBIA RIVER ELECTRIC	328838	02/24/12		0021 120221	14,963.43	
V000000514	ESCAMBIA RIVER ELECTRIC	328838	02/24/12		0061 120221	6,610.00	
V000000514	ESCAMBIA RIVER ELECTRIC	328838	02/24/12		0141 120221	13,259.27	
V000000514	ESCAMBIA RIVER ELECTRIC	328838	02/24/12		0141 120221 A	23,782.21	
V000000514	ESCAMBIA RIVER ELECTRIC	328838	02/24/12		9161 120221	319.23	
V000000514						58,934.14	5
V000000555	FLA RETIREMENT SYSTEM	802053	02/01/12		PYRL 04000 011012 01	53,254.84	
V000000555	FLA RETIREMENT SYSTEM	802053	02/01/12		PYRL 04000 011012 02	13,998.24	
V000000555	FLA RETIREMENT SYSTEM	802053	02/01/12		PYRL 04000 011012 03	127.54	
V000000555	FLA RETIREMENT SYSTEM	802053	02/01/12		PYRL 04000 011312 01	170,506.84	
V000000555	FLA RETIREMENT SYSTEM	802053	02/01/12		PYRL 04000 011312 02	302,441.30	
V000000555	FLA RETIREMENT SYSTEM	802053	02/01/12		PYRL 04000 011312 03	18,464.68	
V000000555	FLA RETIREMENT SYSTEM	802053	02/01/12		PYRL 04000 011312 04	1,266.92	
V000000555	FLA RETIREMENT SYSTEM	802053	02/01/12		PYRL 04000 011312 05	6,568.90	
V000000555	FLA RETIREMENT SYSTEM	802053	02/01/12		PYRL 04000 012012 01	1,369.17	
V000000555	FLA RETIREMENT SYSTEM	802053	02/01/12		PYRL 04000 012012 02	71.09	
V000000555	FLA RETIREMENT SYSTEM	802053	02/01/12		PYRL 04000 013112 01	99,623.70	
V000000555	FLA RETIREMENT SYSTEM	802053	02/01/12		PYRL 04000 013112 02	3,488.63	
V000000555	FLA RETIREMENT SYSTEM	802053	02/01/12		PYRL 04000 013112 03	1,723.16	
V000000555	FLA RETIREMENT SYSTEM	802053	02/01/12		PYRL 04000 121611 01	245.92	
V000000555						673,150.93	14
V000000559	FL SCHOOL BOOK DEPOSITORY	328397	02/03/12	693546	579303	6,405.68	
V000000559	FL SCHOOL BOOK DEPOSITORY	328397	02/03/12	693545	579536	268.70	
V000000559	FL SCHOOL BOOK DEPOSITORY	328397	02/03/12	693546	582889	196.19	
V000000559	FL SCHOOL BOOK DEPOSITORY	328397	02/03/12	693545	584726	280.18	
V000000559	FL SCHOOL BOOK DEPOSITORY	328397	02/03/12	694422	592491	1,290.00	
V000000559	FL SCHOOL BOOK DEPOSITORY	328397	02/03/12	695342	605006	1,198.39	
V000000559	FL SCHOOL BOOK DEPOSITORY	328397	02/03/12	695342	606613	7.94	
V000000559	FL SCHOOL BOOK DEPOSITORY	328397	02/03/12	693546	71782 CR	11.18-	
V000000559	FL SCHOOL BOOK DEPOSITORY	328839	02/24/12	696376	608988	271.91	
V000000559	FL SCHOOL BOOK DEPOSITORY	328839	02/24/12	694636	606208	49.53	
V000000559	FL SCHOOL BOOK DEPOSITORY	328839	02/24/12	694292	595622	8.45	
V000000559	FL SCHOOL BOOK DEPOSITORY	328839	02/24/12	694636	596491	697.24	
V000000559	FL SCHOOL BOOK DEPOSITORY	328839	02/24/12	694636	596492	5,779.92	
V000000559	FL SCHOOL BOOK DEPOSITORY	328839	02/24/12	694636	596493	2,670.21	
V000000559	FL SCHOOL BOOK DEPOSITORY	328839	02/24/12	694756	598606	131.85	
V000000559	FL SCHOOL BOOK DEPOSITORY	328839	02/24/12	694636	598821	160.32	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000000559	FL SCHOOL BOOK DEPOSITORY	328839	02/24/12	694636	599289	137.38	
V000000559	FL SCHOOL BOOK DEPOSITORY	328839	02/24/12	694636	600507	137.66	
V000000559	FL SCHOOL BOOK DEPOSITORY	328839	02/24/12	694636	600508	6.85	
V000000559	FL SCHOOL BOOK DEPOSITORY	328839	02/24/12	694636	601718	409.85	
V000000559	FL SCHOOL BOOK DEPOSITORY	328839	02/24/12	694636	602275	53.65	
V000000559	FL SCHOOL BOOK DEPOSITORY	328839	02/24/12	694636	604284	70.92	
V000000559						20,221.64	22
V000000570	FOLLETT LIBRARY BOOK CO	328398	02/03/12	695866	507171-0	1,193.58	
V000000570	FOLLETT LIBRARY BOOK CO	328398	02/03/12	695866	507171F-6	137.54	
V000000570						1,331.12	2
V000000585	FREY SCIENTIFIC	328751	02/17/12	695443	302500089902	912.83	
V000000585						912.83	1
V000000676	GULF POWER COMPANY/MILTON	328543	02/10/12		0351 1201 MARINE LAB	173.55	
V000000676	GULF POWER COMPANY/MILTON	328840	02/24/12		0321 12/01 KATRINA	15.64	
V000000676						189.19	2
V000000677	GULF POWER COMPANY	328544	02/10/12		0101 120207	9,179.44	
V000000677	GULF POWER COMPANY	328544	02/10/12		0102 120207	11,170.58	
V000000677	GULF POWER COMPANY	328544	02/10/12		0103 120207	4,834.97	
V000000677	GULF POWER COMPANY	328544	02/10/12		0103A 120207	22,465.34	
V000000677	GULF POWER COMPANY	328544	02/10/12		0271 120207	7,555.09	
V000000677	GULF POWER COMPANY	328544	02/10/12		0272 120207	7,156.82	
V000000677	GULF POWER COMPANY	328544	02/10/12		0281 120207	10,451.19	
V000000677	GULF POWER COMPANY	328544	02/10/12		0311 120207	7,488.15	
V000000677	GULF POWER COMPANY	328544	02/10/12		0341 120207	9,426.16	
V000000677	GULF POWER COMPANY	328544	02/10/12		0342 120207	9,372.40	
V000000677	GULF POWER COMPANY	328544	02/10/12		0351 120207	21,610.18	
V000000677	GULF POWER COMPANY	328544	02/10/12		0361 120207	9,954.16	
V000000677	GULF POWER COMPANY	328841	02/24/12		9020 120221	4,440.12	
V000000677	GULF POWER COMPANY	328841	02/24/12		9020 120221 A	8,354.71	
V000000677	GULF POWER COMPANY	328841	02/24/12		9060 120221	4,640.97	
V000000677	GULF POWER COMPANY	328841	02/24/12		0312 120221	15,524.77	
V000000677	GULF POWER COMPANY	328841	02/24/12		0321 120221	5,510.23	
V000000677	GULF POWER COMPANY	328841	02/24/12		0321 120221 A	6,398.94	
V000000677	GULF POWER COMPANY	328841	02/24/12		0332 120221	9,812.88	
V000000677	GULF POWER COMPANY	328841	02/24/12		0302 120221	8,612.87	
V000000677	GULF POWER COMPANY	328841	02/24/12		0151 120221	30,752.95	
V000000677	GULF POWER COMPANY	328841	02/24/12		0153 120221	865.27	
V000000677	GULF POWER COMPANY	328841	02/24/12		0182 120221	9,231.52	
V000000677	GULF POWER COMPANY	328841	02/24/12		0182 120221 A	17,399.95	
V000000677	GULF POWER COMPANY	328841	02/24/12		0231 120221	8,575.94	
V000000677	GULF POWER COMPANY	328841	02/24/12		0261 120221	9,019.97	
V000000677						269,805.57	26
V000000726	HOLLEY NAVARRE WATER SYS	328399	02/03/12		0271 120130	489.50	
V000000726	HOLLEY NAVARRE WATER SYS	328399	02/03/12		0272 120130	782.00	

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V000000726	HOLLEY NAVARRE WATER SYS	328399	02/03/12		0341 120130	7,404.50	
V000000726	HOLLEY NAVARRE WATER SYS	328399	02/03/12		0342 120130	753.15	
V000000726	HOLLEY NAVARRE WATER SYS	328752	02/17/12		0351 120213	1,917.00	
V000000726	HOLLEY NAVARRE WATER SYS	328752	02/17/12		0271 120213	4.00	
V000000726						11,350.15	6
V000000735	HOUGHTON MIFFLIN HARCOURT	328753	02/17/12	695627	947948996	2,264.48	
V000000735	HOUGHTON MIFFLIN HARCOURT	328753	02/17/12	695627	947973360	40.11	
V000000735						2,304.59	2
V000000794	JAY UTILITIES	328545	02/10/12		0141 120202	8,137.14	
V000000794						8,137.14	1
V000000827	K M S BUSINESS PRODUCTS	328400	02/03/12	693174	29106	270.00	
V000000827	K M S BUSINESS PRODUCTS	328400	02/03/12	693174	29590	24.00	
V000000827	K M S BUSINESS PRODUCTS	328400	02/03/12	693174	29636	75.00	
V000000827	K M S BUSINESS PRODUCTS	328400	02/03/12	693174	29683	220.00	
V000000827	K M S BUSINESS PRODUCTS	328400	02/03/12	693174	29750	43.00	
V000000827	K M S BUSINESS PRODUCTS	328400	02/03/12	693174	29755	81.60	
V000000827	K M S BUSINESS PRODUCTS	328400	02/03/12	693174	29831	985.00	
V000000827	K M S BUSINESS PRODUCTS	328400	02/03/12	693174	29834	150.00	
V000000827	K M S BUSINESS PRODUCTS	328400	02/03/12	693174	29835	220.00	
V000000827	K M S BUSINESS PRODUCTS	328400	02/03/12	693174	29838	90.00	
V000000827	K M S BUSINESS PRODUCTS	328546	02/10/12	693174	29920	75.00	
V000000827	K M S BUSINESS PRODUCTS	328546	02/10/12	696340	29642	17,193.00	
V000000827	K M S BUSINESS PRODUCTS	328754	02/17/12	693174	29924	75.00	
V000000827	K M S BUSINESS PRODUCTS	328754	02/17/12	693174	29850	267.00	
V000000827	K M S BUSINESS PRODUCTS	328842	02/24/12	693174	30002	75.00	
V000000827	K M S BUSINESS PRODUCTS	328842	02/24/12	693174	30073	75.00	
V000000827						19,918.60	16
V000000939	MATHES ELECTRIC SUPPLY CO	328843	02/24/12	695467	76599-03	4,215.80	
V000000939	MATHES ELECTRIC SUPPLY CO	328843	02/24/12	695467	76602-00	1,148.00	
V000000939	MATHES ELECTRIC SUPPLY CO	328843	02/24/12	695467	76695-00	16,085.06	
V000000939						21,448.86	3
V000000990	MILTON HIGH SCHOOL	328755	02/17/12	696400	NHS BAND TO REIM MHS	266.24	
V000000990						266.24	1
V000001019	CHILDRENS HOME SOCIETY	328844	02/24/12	693978	12/01 LIT/HOME	11,819.20	
V000001019						11,819.20	1
V000001092	PACE WATER SYSTEM INC	328547	02/10/12		0171 120202	448.46	
V000001092	PACE WATER SYSTEM INC	328547	02/10/12		0182 120202	1,264.32	
V000001092	PACE WATER SYSTEM INC	328547	02/10/12		0301 120202	626.96	
V000001092	PACE WATER SYSTEM INC	328547	02/10/12		0331 120202	381.52	
V000001092	PACE WATER SYSTEM INC	328547	02/10/12		0332 120202	429.20	
V000001092	PACE WATER SYSTEM INC	328756	02/17/12		0182 120213	27.50	
V000001092	PACE WATER SYSTEM INC	328756	02/17/12		0171 120213	82.64	

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V000001092						3,260.60	7
V000001108	PEA RIDGE CASH & CARRY	328757	02/17/12	690156	266638	212.75	
V000001108	PEA RIDGE CASH & CARRY	328757	02/17/12	690156	266664 CR	93.24-	
V000001108						119.51	2
V000001127	PENSACOLA STATE COLLEGE	328758	02/17/12	696430	32500976AAG	6,049.65	
V000001127	PENSACOLA STATE COLLEGE	328758	02/17/12	696430	32500978AU	10,857.90	
V000001127	PENSACOLA STATE COLLEGE	328758	02/17/12	696430	32500979AZ	10,990.94	
V000001127	PENSACOLA STATE COLLEGE	328758	02/17/12	696430	32500980AAC	13,851.64	
V000001127	PENSACOLA STATE COLLEGE	328758	02/17/12	696430	684453A	616.20	
V000001127	PENSACOLA STATE COLLEGE	328758	02/17/12	696430	8506754507A	342.00	
V000001127						42,708.33	6
V000001134	PENSACOLA SYMPHONY ORCHESTRA	328548	02/10/12	696306	12/01/02-12/01/31	563.50	
V000001134						563.50	1
V000001165	POINT BAKER WATER SYSTEM	328401	02/03/12		0021 120131	250.43	
V000001165						250.43	1
V000001189	THE PSYCHOLOGICAL CORPORATION	328759	02/17/12	696125	73347404	152.50	
V000001189						152.50	1
V000001276	SANTA ROSA COUNTY HEALTH DEPT	328402	02/03/12	694708	11/12 HDSTART DENTAL	384.00	
V000001276						384.00	1
V000001359	AT&T FLORIDA	328403	02/03/12		12/01 1198780042	148.63	
V000001359	AT&T FLORIDA	328845	02/24/12		12/02 850 M40-0566	597.00	
V000001359	AT&T FLORIDA	328845	02/24/12		12/02 850 M40-1529	6,096.93	
V000001359	AT&T FLORIDA	328845	02/24/12		12/02 850 M40-5656	1,672.57	
V000001359						8,515.13	4
V000001361	SOUTHERN ENERGY CO	328549	02/10/12	693480	82866	26,120.23	
V000001361	SOUTHERN ENERGY CO	328549	02/10/12	693480	82868	12,217.14	
V000001361	SOUTHERN ENERGY CO	328549	02/10/12	693480	82996	13,168.63	
V000001361	SOUTHERN ENERGY CO	328760	02/17/12	693480	83320	24,623.04	
V000001361	SOUTHERN ENERGY CO	328760	02/17/12	693480	83390	26,835.18	
V000001361	SOUTHERN ENERGY CO	328760	02/17/12	693480	83397	16,088.18	
V000001361	SOUTHERN ENERGY CO	328760	02/17/12	693479	83500	9,868.73	
V000001361	SOUTHERN ENERGY CO	328846	02/24/12	693480	83945	25,521.02	
V000001361	SOUTHERN ENERGY CO	328846	02/24/12	693480	8411	25,852.12	
V000001361						180,294.27	9
V000001484	STUART C IRBY COMPANY	328404	02/03/12	693766	S006272460.001	773.55	
V000001484	STUART C IRBY COMPANY	328404	02/03/12	693766	S006272460.005	1,812.58	
V000001484	STUART C IRBY COMPANY	328404	02/03/12	693766	S006272460.010	3,762.58	
V000001484	STUART C IRBY COMPANY	328404	02/03/12	693766	S006272460.021	14,221.09	
V000001484	STUART C IRBY COMPANY	328404	02/03/12	693766	S006272460.025	2,689.50	
V000001484	STUART C IRBY COMPANY	328550	02/10/12	691700	S005793946.039	125.12	

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V000001484	STUART C IRBY COMPANY	328550	02/10/12	691700	S005793946.043	143.20	
V000001484	STUART C IRBY COMPANY	328550	02/10/12	691700	S005793946.044	1,971.00	
V000001484	STUART C IRBY COMPANY	328550	02/10/12	691700	S005793946.051	300.00	
V000001484	STUART C IRBY COMPANY	328550	02/10/12	691700	S005793946.052	600.00	
V000001484	STUART C IRBY COMPANY	328550	02/10/12	691700	S005793946.054	600.00-	
V000001484	STUART C IRBY COMPANY	328550	02/10/12	691700	S005793946.055	1,421.66-	
V000001484	STUART C IRBY COMPANY	328550	02/10/12	691700	S005793946.056	350.00-	
V000001484	STUART C IRBY COMPANY	328847	02/24/12	693766	S006272460.026	2,200.00	
V000001484	STUART C IRBY COMPANY	328847	02/24/12	693766	S006272460.028	4,764.85	
V000001484						30,991.81	15
V000001536	VIRCO MANUFACTURING INC	328405	02/03/12	692020	91434381	29,882.76	
V000001536	VIRCO MANUFACTURING INC	328405	02/03/12	692020	91434844	72,099.51	
V000001536	VIRCO MANUFACTURING INC	328405	02/03/12	692020	91435151	33,968.02	
V000001536	VIRCO MANUFACTURING INC	328761	02/17/12	696356	91444668	419.38	
V000001536	VIRCO MANUFACTURING INC	328761	02/17/12	692020	91434578	5,048.76	
V000001536						141,418.43	5
V000001565	WENGER CORPORATION	328406	02/03/12	695126	1523627	43,875.00	
V000001565	WENGER CORPORATION	328551	02/10/12	695119	624619	26,418.00	
V000001565						70,293.00	2
V000001631	APPLE COMPUTER CORPORATION	328407	02/03/12	695856	9980429377	14,370.00	
V000001631	APPLE COMPUTER CORPORATION	328407	02/03/12	695856	9980499978	1,170.00	
V000001631	APPLE COMPUTER CORPORATION	328552	02/10/12	696121	9982318678	79.00	
V000001631	APPLE COMPUTER CORPORATION	328552	02/10/12	696121	9982324096	39.00	
V000001631	APPLE COMPUTER CORPORATION	328552	02/10/12	696121	9982341304	69.00	
V000001631	APPLE COMPUTER CORPORATION	328552	02/10/12	696121	9982778558	829.00	
V000001631						16,556.00	6
V000001687	ROTO ROOTER	328408	02/03/12	693117	236474	1,387.92	
V000001687	ROTO ROOTER	328408	02/03/12	693117	236633	1,032.67	
V000001687						2,420.59	2
V000001781	COPY PRODUCTS COMPANY	328409	02/03/12	693743	11763839	934.11	
V000001781	COPY PRODUCTS COMPANY	328409	02/03/12	693501	11763867	1,684.92	
V000001781	COPY PRODUCTS COMPANY	328409	02/03/12	693782	907757 10/01-12/31	103.05	
V000001781	COPY PRODUCTS COMPANY	328409	02/03/12	693745	909801	7.24	
V000001781	COPY PRODUCTS COMPANY	328409	02/03/12	693782	910913	50.84	
V000001781	COPY PRODUCTS COMPANY	328762	02/17/12	689701	873618	187.79	
V000001781	COPY PRODUCTS COMPANY	328762	02/17/12	693965	11868798	187.04	
V000001781	COPY PRODUCTS COMPANY	328762	02/17/12	694805	11868800	15.11	
V000001781	COPY PRODUCTS COMPANY	328848	02/24/12	693670	11876729	17.95	
V000001781	COPY PRODUCTS COMPANY	328848	02/24/12	693678	11868796	391.67	
V000001781						3,579.72	10
V000001849	KAPLANS SCHOOL SUPPLY CORP	328849	02/24/12	696267	2795845	4,206.63	
V000001849						4,206.63	1



VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7541 ESSEX	241.09	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7542 ESSEX	251.37	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7543 ESSEX	216.11	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7544 ESSEX	1,332.41	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7545 ESSEX	155.28	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7546 ESSEX	17.18	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7547 ESSEX	18.06	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7548 ESSEX	58.59	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7549 ESSEX	17.18	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7550 ESSEX	70.46	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7551 ESSEX	189.34	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7552 ESSEX	258.53	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7553 ESSEX	199.09	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7554 ESSEX	191.48	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7555 ESSEX	308.87	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7556 ESSEX	155.19	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7557 ESSEX	87.57	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7558 ESSEX	75.21	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7559 ESSEX	9.81	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7560 ESSEX	13.85	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7561 ESSEX	149.63	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7562 ESSEX	89.53	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7563 ESSEX	158.67	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7564 ESSEX	62.08	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7565 ESSEX	110.20	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7566 ESSEX	79.79	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7567 ESSEX	79.22	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7568 ESSEX	426.80	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7569 ESSEX	38.48	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7570 ESSEX	120.67	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7571 ESSEX	62.32	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7572 ESSEX	45.36	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7573 ESSEX	17.86	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7574 ESSEX	55.97	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7575 ESSEX	17.18	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7576 ESSEX	38.42	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7577 ESSEX	37.86	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7578 ESSEX	130.87	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7579 ESSEX	564.03	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7580 ESSEX	1,048.48	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7581 ESSEX	180.38	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7582 ESSEX	209.86	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7583 ESSEX	182.47	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7584 ESSEX	148.47	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7585 ESSEX	41.40	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7586 ESSEX	189.46	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7587 ESSEX	221.23	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7588 ESSEX	460.33	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7589 ESSEX	160.19	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7590 ESSEX	191.86	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7591 ESSEX	145.17	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7592 ESSEX	145.01	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7593 ESSEX	156.59	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7594 ESSEX	147.98	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7595 ESSEX	212.58	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7596 ESSEX	232.88	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7597 ESSEX	20.76	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7598 ESSEX	123.08	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7599 ESSEX	208.69	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7600 ESSEX	439.74	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7601 ESSEX	267.63	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7602 ESSEX	20.68	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7603 ESSEX	17.24	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7604 ESSEX	17.20	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7605 ESSEX	17.26	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7606 ESSEX	675.20	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7607 ESSEX	271.33	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7608 ESSEX	163.27	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7609 ESSEX	103.89	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7610 ESSEX	213.42	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7611 ESSEX	124.96	
V000001871	STATE OF FLORIDA	328410	02/03/12		IH-0 7612 ESSEX	149.73	
V000001871	STATE OF FLORIDA	328410	02/03/12		IJ-8660 VOICE CONF	18.95	
V000001871	STATE OF FLORIDA	328410	02/03/12		21-2426 DSL WHITING	32.80	
V000001871	STATE OF FLORIDA	328410	02/03/12		21-2427 WEBSSENS/FILT	5,742.24	
V000001871	STATE OF FLORIDA	328410	02/03/12		21-3310 SUNCOM	146.13	
V000001871	STATE OF FLORIDA	328850	02/24/12		IJ-9573 VOICE CONF	24.85	
V000001871						19,025.00	77
V000001884	COASTAL GENERATORS, INC	328411	02/03/12	693574	12012-1	1,592.00	
V000001884	COASTAL GENERATORS, INC	328851	02/24/12	693574	20112-3	179.85	
V000001884	COASTAL GENERATORS, INC	328851	02/24/12	693574	20112-4	379.00	
V000001884						2,150.85	3
V000002070	LARRY HALL CONSTRUCTION	328412	02/03/12	695827	AP#1 CES 4 CLSSRM	40,769.10	
V000002070	LARRY HALL CONSTRUCTION	328412	02/03/12	692765	AP#5 MHS KIT/CAFE	135,049.62	
V000002070						175,818.72	2
V000002148	BANK OF NEW YORK TRUST CO	328553	02/10/12		2521600657 09 CALC	1,650.00	
V000002148						1,650.00	1
V000002158	WEEKLY READER	328852	02/24/12	696123	5189837-00	929.60	
V000002158						929.60	1
V000002323	GREAT AMERICAN LIFE INS CO	806628	02/01/12		PYRL 11014 013112 01	3,269.00	
V000002323	GREAT AMERICAN LIFE INS CO	806637	02/13/12		PYRL 11014 021012 01	300.00	
V000002323	GREAT AMERICAN LIFE INS CO	806644	02/16/12		PYRL 11014 021512 01	3,926.00	
V000002323						7,495.00	3

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000002336	STRICKLAND PAPER COMPANY	328413	02/03/12	696171	PN087500-00	561.01	
V000002336						561.01	1
V000002416	JOINER FILL DIRT INC	328763	02/17/12	693122	59213	550.00	
V000002416	JOINER FILL DIRT INC	328763	02/17/12	693122	59214	900.00	
V000002416						1,450.00	2
V000002549	A E NEW JR, INC	328853	02/24/12	695141	AP#4 BRE 6 CLSRM	70,112.47	
V000002549	A E NEW JR, INC	328853	02/24/12	693321	AP#7 CHS 5 CLSRM	128,165.16	
V000002549						198,277.63	2
V000002667	ALL PRO SOUND	328414	02/03/12	695842	208324	7,249.52	
V000002667	ALL PRO SOUND	328414	02/03/12	695842	208708	235.14	
V000002667	ALL PRO SOUND	328414	02/03/12	695842	209188	358.20	
V000002667	ALL PRO SOUND	328414	02/03/12	695842	209398	33.04	
V000002667	ALL PRO SOUND	328414	02/03/12	695842	209663	1,416.96	
V000002667						9,292.86	5
V000002671	HORACE MANN INSURANCE CO	328925	02/29/12		PYRL 06011 021512 01	202.94	
V000002671	HORACE MANN INSURANCE CO	328925	02/29/12		PYRL 06011 022912 01	103.22	
V000002671	HORACE MANN INSURANCE CO	328925	02/29/12		PYRL 08012 021512 01	1,075.89	
V000002671	HORACE MANN INSURANCE CO	328925	02/29/12		PYRL 08012 022912 01	51.81	
V000002671						1,433.86	4
V000002767	SCHOOL BD OF BAY COUNTY	328415	02/03/12	695857	9717	1,200.00	
V000002767						1,200.00	1
V000002872	SOUTHERN COUNCIL OF INDUSTRIAL	328926	02/29/12		PYRL 09002 021012 01	1,267.62	
V000002872	SOUTHERN COUNCIL OF INDUSTRIAL	328926	02/29/12		PYRL 09005 021012 01	.00	
V000002872	SOUTHERN COUNCIL OF INDUSTRIAL	328926	02/29/12		PYRL 09005 022912 01	657.92	
V000002872						1,925.54	3
V000002900	EQUITABLE LIFE ASSURANCE	806629	02/01/12		PYRL 11015 013112 01	2,875.00	
V000002900	EQUITABLE LIFE ASSURANCE	806645	02/16/12		PYRL 11015 021512 01	8,828.55	
V000002900	EQUITABLE LIFE ASSURANCE	806645	02/16/12		PYRL 11016 021512 01	6,484.00	
V000002900						18,187.55	3
V000003101	WALKER CONSTRUCTION	328764	02/17/12	693118	BAC GREASE TRAP	2,428.89	
V000003101						2,428.89	1
V000003116	QUALITY PAINT & BODY SHOP	328416	02/03/12	696229	UNIT 185-A DECALS	45.00	
V000003116	QUALITY PAINT & BODY SHOP	328416	02/03/12	696229	UNIT 186-A DECALS	45.00	
V000003116	QUALITY PAINT & BODY SHOP	328554	02/10/12	696229	UNIT 128-A BUMPER	854.80	
V000003116						944.80	3
V000003230	LOCKLIN BOOKSTORE	328417	02/03/12	696206	12/01/24 TXBKS	198.50	
V000003230	LOCKLIN BOOKSTORE	328555	02/10/12	696170	91600	721.82	
V000003230						920.32	2

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000003232	LOCKLIN TECHNICAL CENTER	328556	02/10/12		#6/11-12 PELL GRANT	18,393.30	
V000003232	LOCKLIN TECHNICAL CENTER	328556	02/10/12	696354	12/01 EVEN START	120.00	
V000003232	LOCKLIN TECHNICAL CENTER	328556	02/10/12	696193	20120124 TUITION	7,709.00	
V000003232	LOCKLIN TECHNICAL CENTER	328854	02/24/12	695228	2012011819 GED YOUTH	210.00	
V000003232						26,432.30	4
V000003381	NATIONAL TEACHER ASSOCIATES	328927	02/29/12		PYRL 08016 021012 01	2,314.07	
V000003381	NATIONAL TEACHER ASSOCIATES	328927	02/29/12		PYRL 08016 021512 01	9,367.37	
V000003381	NATIONAL TEACHER ASSOCIATES	328927	02/29/12		PYRL 08016 022212 01	.00	
V000003381	NATIONAL TEACHER ASSOCIATES	328927	02/29/12		PYRL 08016 022912 01	967.63	
V000003381	NATIONAL TEACHER ASSOCIATES	328927	02/29/12		PYRL 08916 021012 01	424.55	
V000003381	NATIONAL TEACHER ASSOCIATES	328927	02/29/12		PYRL 08916 021512 01	2,037.03	
V000003381	NATIONAL TEACHER ASSOCIATES	328927	02/29/12		PYRL 08916 022912 01	334.70	
V000003381						15,445.35	7
V000003439	VALIC	806630	02/01/12		PYRL 11017 013112 01	1,640.00	
V000003439	VALIC	806630	02/01/12		PYRL 11028 013112 01	867.00	
V000003439	VALIC	806638	02/13/12		PYRL 11207 021012 01	1,500.00	
V000003439	VALIC	806638	02/13/12		PYRL 11017 021012 01	318.00	
V000003439	VALIC	806646	02/16/12		PYRL 11017 021512 01	21,595.06	
V000003439	VALIC	806646	02/16/12		PYRL 11207 021512 01	1,959.00	
V000003439	VALIC	806646	02/16/12		PYRL 11028 021512 01	3,390.00	
V000003439						31,269.06	7
V000004226	LAKEVIEW CENTER INC	328557	02/10/12	694836	SCSB1211	39,066.60	
V000004226	LAKEVIEW CENTER INC	328765	02/17/12	693882	SRSBPSY1211	468.65	
V000004226						39,535.25	2
V000004231	R D WARD CONSTRUCTION COMPANY	328855	02/24/12	695610	AP#2 GBE 6 CLSRM	149,075.45	
V000004231	R D WARD CONSTRUCTION COMPANY	328855	02/24/12	695133	AP#3 BHE 4 CLSRM	121,012.72	
V000004231	R D WARD CONSTRUCTION COMPANY	328855	02/24/12	692731	AP#6 HNI KIT/ADD	105,398.57	
V000004231						375,486.74	3
V000004655	J H I JEHLER HALSTEAD INC	328418	02/03/12	696216	110073S-1	1,800.00	
V000004655	J H I JEHLER HALSTEAD INC	328856	02/24/12	691160	4655	1,322.50	
V000004655	J H I JEHLER HALSTEAD INC	328856	02/24/12	696282	110071S.000-1	3,393.10	
V000004655						6,515.60	3
V000004756	SAM'S WHOLESALE CLUB	328419	02/03/12	696279	101*****0238 0502	451.08	
V000004756	SAM'S WHOLESALE CLUB	328766	02/17/12	695644	101*****0238 0551	498.29	
V000004756						949.37	2
V000005060	PANHANDLE GRADING & PAVING INC	328767	02/17/12	688737	14629	32,126.97	
V000005060						32,126.97	1
V000005061	ESCAMBIA ROOF MASTERS	328420	02/03/12	695563	011246	24,580.00	
V000005061	ESCAMBIA ROOF MASTERS	328420	02/03/12	694197	011250	40,704.70	
V000005061	ESCAMBIA ROOF MASTERS	328420	02/03/12	695326	6329	767.60	
V000005061	ESCAMBIA ROOF MASTERS	328420	02/03/12	695326	11242	371.20	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000005061	ESCAMBIA ROOF MASTERS	328420	02/03/12	695326	6333	735.00	
V000005061	ESCAMBIA ROOF MASTERS	328420	02/03/12	695326	6330	570.00	
V000005061	ESCAMBIA ROOF MASTERS	328420	02/03/12	695326	6331	1,283.80	
V000005061	ESCAMBIA ROOF MASTERS	328558	02/10/12	695326	6332	695.00	
V000005061	ESCAMBIA ROOF MASTERS	328558	02/10/12	694887	11251	8,530.00	
V000005061	ESCAMBIA ROOF MASTERS	328558	02/10/12	695326	6334	995.00	
V000005061	ESCAMBIA ROOF MASTERS	328558	02/10/12	695326	6335	3,760.00	
V000005061	ESCAMBIA ROOF MASTERS	328768	02/17/12	695326	6557	512.50	
V000005061	ESCAMBIA ROOF MASTERS	328768	02/17/12	695326	6559	785.00	
V000005061	ESCAMBIA ROOF MASTERS	328768	02/17/12	695326	6560	90.00	
V000005061	ESCAMBIA ROOF MASTERS	328768	02/17/12	695326	6561	746.50	
V000005061	ESCAMBIA ROOF MASTERS	328768	02/17/12	695326	6306	619.00	
V000005061	ESCAMBIA ROOF MASTERS	328857	02/24/12	694197	011255	40,704.70	
V000005061						126,450.00	17
V000005224	T R JACKSON PREK CAFETERIA	328858	02/24/12	694071	12/01 EARLY HD START	588.00	
V000005224	T R JACKSON PREK CAFETERIA	328858	02/24/12	694066	12/01 HEAD START	1,344.00	
V000005224	T R JACKSON PREK CAFETERIA	328858	02/24/12	696011	12/01 VPK	132.20	
V000005224						2,064.20	3
V000005648	EAST MILTON ELEM CAFETERIA	328859	02/24/12	694068	12/01 HEAD START	105.00	
V000005648						105.00	1
V000005837	AEROBICS	328769	02/17/12	696379	12/01/02-12/01/31	42.00	
V000005837						42.00	1
V000006399	LINCOLN NATIONAL LIFE	328928	02/29/12		PYRL 08019 021512 01	272.95	
V000006399	LINCOLN NATIONAL LIFE	328928	02/29/12		PYRL 08019 022912 01	45.73	
V000006399						318.68	2
V000006422	BERRYHILL ELEM CAFETERIA	328860	02/24/12	694065	12/01 HD START	96.00	
V000006422						96.00	1
V000006447	EMPLOYEE FLEX PLAN	328633	02/10/12		PYRL 06205 021012 01	986.66	
V000006447	EMPLOYEE FLEX PLAN	328644	02/15/12		PYRL 06205 021512 01	13,587.28	
V000006447	EMPLOYEE FLEX PLAN	328644	02/15/12		PYRL 06204 021512 01	1,493.74	
V000006447	EMPLOYEE FLEX PLAN	328929	02/29/12		PYRL 06205 022912 01	3,074.99	
V000006447						19,142.67	4
V000006552	TOM WHITE THE PRINTER	328770	02/17/12	696314	57072	1,444.93	
V000006552						1,444.93	1
V000006704	MIRACLE STRIP OFFICIALS ASSOC	328421	02/03/12	695539	38803	1,970.00	
V000006704	MIRACLE STRIP OFFICIALS ASSOC	328421	02/03/12	695808	38814	900.00	
V000006704	MIRACLE STRIP OFFICIALS ASSOC	328421	02/03/12	695808	38829	465.00	
V000006704	MIRACLE STRIP OFFICIALS ASSOC	328559	02/10/12	695539	38825	435.00	
V000006704	MIRACLE STRIP OFFICIALS ASSOC	328559	02/10/12	695539	38810	1,095.00	
V000006704						4,865.00	5

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000006724	EMERALD COAST OFFICIALS	328771	02/17/12	695833	22136B	1,065.00	
V000006724	EMERALD COAST OFFICIALS	328771	02/17/12	695833	71126G	1,050.00	
V000006724						2,115.00	2
V000007331	BAGDAD ELEMENTARY CAFETERIA	328861	02/24/12	694064	12/01 HEAD START	60.00	
V000007331						60.00	1
V000007332	CHUMUCKLA CAFETERIA	328862	02/24/12	694067	12/01 HD START	60.00	
V000007332						60.00	1
V000007340	CENTRAL SCHOOL/CAFETERIA	328863	02/24/12	695293	12/01 HD START	60.00	
V000007340						60.00	1
V000007822	ROY M KING	328864	02/24/12	696423	2012 ALL CTY BAND	600.00	
V000007822						600.00	1
V000007864	COMMUNITY DRUG & ALCOHOL COMM	328560	02/10/12	693883	2321	13,186.00	
V000007864						13,186.00	1
V000008877	SOUTHERN STANDARD EQUIPMENT	328561	02/10/12	693395	1106-04	1,500.00	
V000008877	SOUTHERN STANDARD EQUIPMENT	328561	02/10/12	693395	1106-05	1,100.00	
V000008877	SOUTHERN STANDARD EQUIPMENT	328561	02/10/12	693395	1106-06	8,500.00	
V000008877	SOUTHERN STANDARD EQUIPMENT	328865	02/24/12	693395	1106-07	5,900.00	
V000008877						17,000.00	4
V000009178	COLONIAL LIFE	328930	02/29/12		PYRL 08020 021012 01	35.33	
V000009178	COLONIAL LIFE	328930	02/29/12		PYRL 08020 021512 01	45.84	
V000009178	COLONIAL LIFE	328930	02/29/12		PYRL 08020 022912 01	143.23	
V000009178						224.40	3
V000009192	ECON O TEL	328422	02/03/12	696283	4786	64.00	
V000009192	ECON O TEL	328422	02/03/12	696283	4806	274.00	
V000009192	ECON O TEL	328562	02/10/12	696249	4809	322.00	
V000009192	ECON O TEL	328562	02/10/12	696247	4811	490.00	
V000009192	ECON O TEL	328562	02/10/12	696289	4812	86.00	
V000009192	ECON O TEL	328562	02/10/12	693563	4814	49.00	
V000009192						1,285.00	6
V000009547	PENSACOLA METAL FABRICATION	328423	02/03/12	695003	37189	45.00	
V000009547	PENSACOLA METAL FABRICATION	328563	02/10/12	695003	37766	75.00	
V000009547	PENSACOLA METAL FABRICATION	328563	02/10/12	695280	2012-1014	74,289.33	
V000009547	PENSACOLA METAL FABRICATION	328563	02/10/12	695003	2012-1010	769.30	
V000009547	PENSACOLA METAL FABRICATION	328563	02/10/12	695003	2012-1011	2,061.76	
V000009547	PENSACOLA METAL FABRICATION	328866	02/24/12	695003	2012-1012	12,946.32	
V000009547	PENSACOLA METAL FABRICATION	328866	02/24/12	695003	37188	275.00	
V000009547						90,461.71	7
V000009726	TWENTIETH CENTURY MUTUAL FUNDS	806631	02/01/12		PYRL 11025 013112 01	1,125.51	
V000009726	TWENTIETH CENTURY MUTUAL FUNDS	806647	02/16/12		PYRL 11025 021512 01	5,863.56	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000009726						6,989.07	2
V000010308	SLONE DOORS INC	328564	02/10/12	695432	32730	2,696.00	
V000010308	SLONE DOORS INC	328564	02/10/12	696210	32738	4,160.00	
V000010308	SLONE DOORS INC	328564	02/10/12	695432	32848	214.00	
V000010308	SLONE DOORS INC	328564	02/10/12	695432	32924	305.00	
V000010308						7,375.00	4
V000010386	FLORIDA SCHOOL BOARD INSURANCE	328867	02/24/12	696444	292 PROF LIAB PREM	842.00	
V000010386						842.00	1
V000010503	SANTA ROSA COUNTY SCHOOL BOARD	328634	02/10/12		PYRL 24001 021012 01	12,274.70	
V000010503	SANTA ROSA COUNTY SCHOOL BOARD	328645	02/15/12		PYRL 24001 021512 01	31,962.19	
V000010503	SANTA ROSA COUNTY SCHOOL BOARD	328645	02/15/12		PYRL 24001 021512 02	1,487.38	
V000010503	SANTA ROSA COUNTY SCHOOL BOARD	328645	02/15/12		PYRL 24001 021512 03	240.78	
V000010503	SANTA ROSA COUNTY SCHOOL BOARD	328931	02/29/12		PYRL 24001 022212 01	32.25	
V000010503	SANTA ROSA COUNTY SCHOOL BOARD	328931	02/29/12		PYRL 24001 022912 01	15,152.90	
V000010503	SANTA ROSA COUNTY SCHOOL BOARD	328931	02/29/12		PYRL 24001 022912 02	157.38	
V000010503						61,307.58	7
V000010752	LEONARD THOMAS	328565	02/10/12	695375	12/01/02-12/01/31	75.00	
V000010752						75.00	1
V000011041	PENSACOLA OPERA COMPANY	328566	02/10/12	695837	12/01 3 LITTLE PIGS	2,833.26	
V000011041						2,833.26	1
V000011103	L PUGH & ASSOCIATES INC	328424	02/03/12	693116	1200053	84.75	
V000011103	L PUGH & ASSOCIATES INC	328424	02/03/12	693116	1200054	75.38	
V000011103	L PUGH & ASSOCIATES INC	328424	02/03/12	693116	2011473	593.36	
V000011103	L PUGH & ASSOCIATES INC	328567	02/10/12	693116	1200007	1,326.02	
V000011103	L PUGH & ASSOCIATES INC	328567	02/10/12	693116	1200015	427.00	
V000011103						2,506.51	5
V000011287	BANKRUPTCY COURT	328646	02/15/12		PYRL 05007 021512 01	1,000.00	
V000011287						1,000.00	1
V000011368	SCOTT POTTERY SUPPLIES	328568	02/10/12	696262	681305	162.50	
V000011368						162.50	1
V000011392	MILTON CENTER/CHILDRENS SER	328868	02/24/12	694342	12/01 TAPP	3,294.00	
V000011392						3,294.00	1
V000011581	VISION CARE INC	328932	02/29/12		PYRL 06981 021012 01	789.36	
V000011581	VISION CARE INC	328932	02/29/12		PYRL 06981 021512 01	2,419.41	
V000011581	VISION CARE INC	328932	02/29/12		PYRL 06981 021512 02	44.35	
V000011581	VISION CARE INC	328932	02/29/12		PYRL 06981 022912 01	472.42	
V000011581	VISION CARE INC	328932	02/29/12		PYRL 06982 021012 01	729.12	
V000011581	VISION CARE INC	328932	02/29/12		PYRL 06982 021512 01	3,245.76	
V000011581	VISION CARE INC	328932	02/29/12		PYRL 06982 022912 01	893.76	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000011581	VISION CARE INC	328932	02/29/12		PYRL 06983 021012 01	238.56	
V000011581	VISION CARE INC	328932	02/29/12		PYRL 06983 021512 01	1,351.84	
V000011581	VISION CARE INC	328932	02/29/12		PYRL 06983 022912 01	124.96	
V000011581	VISION CARE INC	328932	02/29/12		PYRL 06984 021012 01	586.04	
V000011581	VISION CARE INC	328932	02/29/12		PYRL 06984 021512 01	1,498.68	
V000011581	VISION CARE INC	328932	02/29/12		PYRL 06984 021512 02	80.04	
V000011581	VISION CARE INC	328932	02/29/12		PYRL 06984 022212 01	.00	
V000011581	VISION CARE INC	328932	02/29/12		PYRL 06984 022912 01	454.48	
V000011581						12,928.78	15
V000011873	USA WOOD DOORS INC	328425	02/03/12	695100	1860	23,000.00	
V000011873						23,000.00	1
V000011893	FL DEPT OF EDUCATION	328569	02/10/12		20121483	1,050.00	
V000011893						1,050.00	1
V000011903	V.E.P. ENTERPRISES, INC.	328869	02/24/12	696480	WC3000032 REEMPLOY	117.60	
V000011903						117.60	1
V000012067	SCHOLASTIC CLASSROOM MAGAZINES	328570	02/10/12	695850	4458948	450.00	
V000012067	SCHOLASTIC CLASSROOM MAGAZINES	328870	02/24/12	696357	M4570166	2,124.22	
V000012067						2,574.22	2
V000012301	ROBERT L SAMPLE	328571	02/10/12	694412	12/01/02-12/01/31	1,025.00	
V000012301						1,025.00	1
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693550	11536069 A	328.07	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693549	11536069 CORRECTION	328.07-	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693549	11536071 A	79.86	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693550	11536071 CORRECTION	79.86-	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693654	11763840	859.07	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693658	11763842	52.53	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693657	11763842 A	3.93	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693620	11763845	203.63	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693621	11763846	81.27	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693699	11763847	1,027.50	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693791	11763851	1,734.85	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693660	11763852	639.16	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693659	11763853	23.78	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693751	11763856	22.84	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693752	11763857	16.35	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693753	11763858	1,805.45	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693550	11763859	9.58	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693793	11763860	243.62	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693549	11763861	6.62	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693554	11763862	299.32	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693552	11763868	939.24	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693623	889511 07/01-09/30	1,636.86	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693530	889513 07/01-09/30	1,631.61	



VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693915	760475BKRRK 10-12	45.45	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693915	760475AKRRK 07-09	45.45	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693916	760474 BKRRK	74.58	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693916	760474 AKRRK	74.58	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693916	760471 BKRRK	74.58	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693916	760471 AKRRK	74.58	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693529	889641	15.69	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693529	889514 07/01-09/30	67.26	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	694204	889515 07/01-09/30	568.44	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693807	907755 10/01-12/31	1,575.66	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	694204	889642	205.63	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693530	889643	535.68	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	694044	907776 10/01-12/31	2,222.25	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693855	907778 10/01-12/31	139.38	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693859	907779 10/01-12/31	211.68	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693861	907783 10/01-12/31	347.82	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693858	907780 10/01-12/31	139.38	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693862	907781 10/01-12/31	139.38	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693623	907758 10/01-12/31	1,636.86	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693551	907759 10/01-12/31	970.98	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693663	907760 10/01-12/31	103.05	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693796	907765 10/01-12/31	67.26	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693795	907766 10/01-12/31	74.58	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693798	907767 10/01-12/31	67.26	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693797	907768 10/01-12/31	2,243.48	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693807	909211	1,961.25	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693551	909213	751.63	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693796	909409	4.86	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693623	909971	1,003.05	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	694072	910914	9.02	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693916	910915	20.03	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693553	910916	21.93	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693792	911021	4.19	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693691	907858	1,018.29	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693858	908889	84.02	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693862	908890	52.95	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693855	908891	24.37	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693861	908893	98.34	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693859	908894	141.30	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693856	908895	1,876.18	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693795	908899	64.71	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693798	908900	11.24	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693797	908902	1,257.00	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	694044	908904	477.77	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693856	907784 10/01-12/31	2,185.95	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693553	907785 10/01-12/31	140.19	
V000012471	COPY PRODUCTS LEASING INC	328426	02/03/12	693691	907792 10/01-12/31	1,555.74	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	694043	908905	397.72	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	693808	909210	25.60	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	694930	909210 A	11.94	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	693804	909210 B	24.50	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	693806	909210 C	14.78	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	694931	909210 D	29.32	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	693803	909210 E	12.71	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	693755	909210 F	14.67	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	693805	909210 G	23.55	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	693808	907756 10/01-12/31	67.26	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	694930	907756 10/01-12/31 A	67.26	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	693804	907756 10/01-12/31 B	67.26	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	693806	907756 10/01-12/31 C	67.26	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	694931	907756 10/01-12/31 D	67.26	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	693803	907756 10/01-12/31 E	67.26	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	693755	907756 10/01-12/31 F	67.26	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	693805	907756 10/01-12/31 G	85.56	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	693860	907782 10/01-12/31	211.68	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	694043	907777 10/01-12/31	1,721.46	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	694246	760444 BKRK	74.58	
V000012471	COPY PRODUCTS LEASING INC	328572	02/10/12	694246	760444 AKRK	74.58	
V000012471	COPY PRODUCTS LEASING INC	328772	02/17/12	693260	11876741	2,073.05	
V000012471	COPY PRODUCTS LEASING INC	328772	02/17/12	693789	889646	908.04	
V000012471	COPY PRODUCTS LEASING INC	328772	02/17/12	693789	889520 07/01-9/30	1,682.61	
V000012471	COPY PRODUCTS LEASING INC	328772	02/17/12	693748	11868797	23.63	
V000012471	COPY PRODUCTS LEASING INC	328772	02/17/12	692625	11876730	18.46	
V000012471	COPY PRODUCTS LEASING INC	328772	02/17/12	693336	11763844	999.81	
V000012471	COPY PRODUCTS LEASING INC	328772	02/17/12	693789	907769 10/01-12/31	1,682.61	
V000012471	COPY PRODUCTS LEASING INC	328772	02/17/12	693789	907853	1,112.61	
V000012471	COPY PRODUCTS LEASING INC	328772	02/17/12	695845	913236	24.78	
V000012471	COPY PRODUCTS LEASING INC	328772	02/17/12	695845	914485 02/01-02/29	5.25	
V000012471	COPY PRODUCTS LEASING INC	328772	02/17/12	694011	914486 02/01-02/29	43.75	
V000012471	COPY PRODUCTS LEASING INC	328772	02/17/12	694012	914487 02/01-02/29	141.75	
V000012471	COPY PRODUCTS LEASING INC	328871	02/24/12	695473	916622	23.75	
V000012471	COPY PRODUCTS LEASING INC	328871	02/24/12	693791	11876731	779.89	
V000012471	COPY PRODUCTS LEASING INC	328871	02/24/12	693793	11876738	19.73	
V000012471	COPY PRODUCTS LEASING INC	328871	02/24/12	693792	11845100	149.16	
V000012471	COPY PRODUCTS LEASING INC	328871	02/24/12	693792	764321 AKRK	74.58	
V000012471	COPY PRODUCTS LEASING INC	328871	02/24/12	693792	764321 BKRK	74.58	
V000012471						48,753.67	109
V000012494	SOUTHEAST COURIER INC	328573	02/10/12	693517	5973	6,190.00	
V000012494						6,190.00	1
V000012560	STACIE B WHINNERY	328574	02/10/12	695306	MOVE/LEAP BCRE	1,000.00	
V000012560						1,000.00	1
V000012602	SOCIAL SECURITY WIRE TRANSFER	801198	02/01/12		PYRL 02001 013112 01	81,053.02	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801198	02/01/12		PYRL 02001 013112 02	2,679.89	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801198	02/01/12		PYRL 02002 013112 01	54,906.79	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801198	02/01/12		PYRL 02002 013112 02	1,815.42	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000012602	SOCIAL SECURITY WIRE TRANSFER	801201	02/13/12		PYRL 02002 021012 01	33,987.66	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801201	02/13/12		PYRL 02002 021012 02	60.80	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801201	02/13/12		PYRL 02001 021012 01	50,172.24	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801201	02/13/12		PYRL 02001 021012 02	89.76	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801204	02/16/12		PYRL 02001 021512 01	371,527.46	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801204	02/16/12		PYRL 02001 021512 02	15,441.26	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801204	02/16/12		PYRL 02001 021512 03	6,018.59	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801204	02/16/12		PYRL 02002 021512 01	251,679.68	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801204	02/16/12		PYRL 02002 021512 02	10,460.16	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801204	02/16/12		PYRL 02002 021512 03	4,077.12	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801207	02/23/12		PYRL 02002 022212 01	2,784.21	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801207	02/23/12		PYRL 02002 022212 02	921.15	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801207	02/23/12		PYRL 02001 022212 01	4,109.99	
V000012602	SOCIAL SECURITY WIRE TRANSFER	801207	02/23/12		PYRL 02001 022212 02	1,359.75	
V000012602						893,144.95	18
V000012603	WITHHOLDING WIRE TRANSFER	801199	02/01/12		PYRL 01000 013112 01	157,924.36	
V000012603	WITHHOLDING WIRE TRANSFER	801199	02/01/12		PYRL 01000 013112 02	5,361.69	
V000012603	WITHHOLDING WIRE TRANSFER	801202	02/13/12		PYRL 01000 021012 01	54,147.03	
V000012603	WITHHOLDING WIRE TRANSFER	801202	02/13/12		PYRL 01000 021012 02	1,581.19	
V000012603	WITHHOLDING WIRE TRANSFER	801205	02/16/12		PYRL 01000 021512 01	218,041.49	
V000012603	WITHHOLDING WIRE TRANSFER	801205	02/16/12		PYRL 01000 021512 02	410,132.32	
V000012603	WITHHOLDING WIRE TRANSFER	801205	02/16/12		PYRL 01000 021512 03	26,833.27	
V000012603	WITHHOLDING WIRE TRANSFER	801205	02/16/12		PYRL 01000 021512 04	10,912.48	
V000012603	WITHHOLDING WIRE TRANSFER	801208	02/23/12		PYRL 01000 022212 01	3,610.45	
V000012603						888,544.28	9
V000012604	MEDICARE WIRE TRANSFER	801200	02/01/12		PYRL 02101 013112 01	19,955.47	
V000012604	MEDICARE WIRE TRANSFER	801200	02/01/12		PYRL 02101 013112 02	1,132.37	
V000012604	MEDICARE WIRE TRANSFER	801200	02/01/12		PYRL 02102 013112 01	19,955.47	
V000012604	MEDICARE WIRE TRANSFER	801200	02/01/12		PYRL 02102 013112 02	1,132.37	
V000012604	MEDICARE WIRE TRANSFER	801203	02/13/12		PYRL 02102 021012 01	10,803.63	
V000012604	MEDICARE WIRE TRANSFER	801203	02/13/12		PYRL 02102 021012 02	1,254.62	
V000012604	MEDICARE WIRE TRANSFER	801203	02/13/12		PYRL 02101 021012 01	10,803.63	
V000012604	MEDICARE WIRE TRANSFER	801203	02/13/12		PYRL 02101 021012 02	1,254.62	
V000012604	MEDICARE WIRE TRANSFER	801206	02/16/12		PYRL 02101 021512 01	31,921.50	
V000012604	MEDICARE WIRE TRANSFER	801206	02/16/12		PYRL 02101 021512 02	57,608.34	
V000012604	MEDICARE WIRE TRANSFER	801206	02/16/12		PYRL 02101 021512 03	3,742.20	
V000012604	MEDICARE WIRE TRANSFER	801206	02/16/12		PYRL 02101 021512 04	1,581.48	
V000012604	MEDICARE WIRE TRANSFER	801206	02/16/12		PYRL 02102 021512 01	31,921.50	
V000012604	MEDICARE WIRE TRANSFER	801206	02/16/12		PYRL 02102 021512 02	57,608.34	
V000012604	MEDICARE WIRE TRANSFER	801206	02/16/12		PYRL 02102 021512 03	3,742.20	
V000012604	MEDICARE WIRE TRANSFER	801206	02/16/12		PYRL 02102 021512 04	1,581.48	
V000012604	MEDICARE WIRE TRANSFER	801209	02/23/12		PYRL 02102 022212 01	1,002.04	
V000012604	MEDICARE WIRE TRANSFER	801209	02/23/12		PYRL 02102 022212 02	374.10	
V000012604	MEDICARE WIRE TRANSFER	801209	02/23/12		PYRL 02101 022212 01	1,002.04	
V000012604	MEDICARE WIRE TRANSFER	801209	02/23/12		PYRL 02101 022212 02	374.10	
V000012604						258,751.50	20

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06113 011012 01	89,446.37	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06113 011312 01	235,202.82	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06113 011312 02	4,386.78	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06113 012012 01	.00	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06113 013112 01	53,021.98	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06115 011012 01	29,626.17	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06115 011312 01	287,841.39	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06115 012012 01	672.98-	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06115 013112 01	50,621.47	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06119 011012 01	9,294.57	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06119 011312 01	60,365.76	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06119 013112 01	5,635.10	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06121 011012 01	24,629.29	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06121 011312 01	56,664.01	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06121 011312 02	697.09	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06121 013112 01	24,470.72	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06912 011012 01	10,651.50	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06912 011312 01	26,695.47	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06912 011312 02	851.98	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06912 013112 01	5,806.92	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06914 011012 01	15,620.28	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06914 011312 01	126,212.95	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06914 011312 02	891.60	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06914 012012 01	415.04-	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06914 013112 01	17,942.16	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06918 011012 01	5,221.55	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06918 011312 01	34,010.40	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06918 013112 01	3,074.50	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06920 011012 01	14,247.24	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06920 011312 01	32,896.92	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06920 011312 02	481.50	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		PYRL 06920 013112 01	14,343.92	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		RISK C P 013112 01	515.80	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		RISK D E 013112 01	737.89	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		RISK D F 013112 01	11,105.83	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		RISK D G 013112 01	3,441.62	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		RISK D H 013112 01	31,980.27	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		RISK D M 013112 01	36,578.48	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		RISK D P 013112 01	50,209.82	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		RISK D Q 013112 01	2,872.65	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		RISK D R 013112 01	9,667.20	
V000012688	BLUE CROSS & BLUE SHIELD OF FL	328621	02/09/12		11-12/PD08 BC/BS PYT	7,244.82-	
V000012688						1,379,629.13	42
V000012696	GULF COAST OFFICE PRODUCTS	328575	02/10/12	696167	1319621-0	4,347.00	
V000012696						4,347.00	1
V000012961	PEDIATRIC SERVICES OF AMERICA	328427	02/03/12	694591	11/12 TR JACKSON RN	2,785.20	
V000012961						2,785.20	1

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000013081	SODEXO SCHOOL SERVICES	328872	02/24/12		11/12-07 1000568712	471,562.87	
V000013081	SODEXO SCHOOL SERVICES	328872	02/24/12		11/12-07 1000568712A	544,444.41	
V000013081	SODEXO SCHOOL SERVICES	328872	02/24/12		11/12-07 1000568712B	117,659.49	
V000013081	SODEXO SCHOOL SERVICES	328872	02/24/12		11/12-07 1000568712C	11,648.12-	
V000013081	SODEXO SCHOOL SERVICES	328872	02/24/12		11/12-07 1000568712D	13,448.38-	
V000013081	SODEXO SCHOOL SERVICES	328872	02/24/12		11/12-07 1000568712E	2,906.32-	
V000013081	SODEXO SCHOOL SERVICES	328872	02/24/12		11/12-07 1000568712F	3,019.69-	
V000013081	SODEXO SCHOOL SERVICES	328872	02/24/12		11/12-07 1000568712G	3,683.01-	
V000013081	SODEXO SCHOOL SERVICES	328872	02/24/12		11/12-07 1000568712H	8,282.96-	
V000013081	SODEXO SCHOOL SERVICES	328872	02/24/12		11/12-07 1000568712I	8,190.02-	
V000013081	SODEXO SCHOOL SERVICES	328872	02/24/12		11/12-07 1000568712J	8,942.86-	
V000013081	SODEXO SCHOOL SERVICES	328872	02/24/12		11/12-07 1000568712K	9,470.96-	
V000013081	SODEXO SCHOOL SERVICES	328872	02/24/12		11/12-07 1000568712L	8,324.62-	
V000013081	SODEXO SCHOOL SERVICES	328872	02/24/12		11/12-07 1000568712M	4,376.27-	
V000013081	SODEXO SCHOOL SERVICES	328872	02/24/12		11/12-07 1000568712N	8,769.16-	
V000013081						1,042,604.40	15
V000013298	IVANCO, INC.	328428	02/03/12	694314	AP#1 WNP FIRE RENO	20,575.81	
V000013298	IVANCO, INC.	328576	02/10/12	693571	C-11141	3,946.00	
V000013298	IVANCO, INC.	328773	02/17/12	693571	C-11146	6,909.00	
V000013298	IVANCO, INC.	328873	02/24/12	693572	S-15842	1,826.61	
V000013298	IVANCO, INC.	328873	02/24/12	693572	S-15858	2,041.11	
V000013298	IVANCO, INC.	328873	02/24/12	694026	AP#1 CHS FIRE/ADD 1	29,012.25	
V000013298						64,310.78	6
V000013328	ERIC JOHNSON PLUMBING	328874	02/24/12	696022	29070	434.00	
V000013328						434.00	1
V000013453	U S DEPARTMENT OF EDUCATION	328635	02/10/12		PYRL 05010 021012 01	708.15	
V000013453	U S DEPARTMENT OF EDUCATION	328647	02/15/12		PYRL 05010 021512 01	1,062.17	
V000013453						1,770.32	2
V000013476	VT MILCOM	328429	02/03/12	694305	23821053701	132.52	
V000013476	VT MILCOM	328875	02/24/12	695678	23821053901	132.52	
V000013476						265.04	2
V000013595	LEARNING ACADEMY OF SANTA ROSA	328577	02/10/12	694209	12/01 CAPITAL OUTLAY	2,895.00	
V000013595	LEARNING ACADEMY OF SANTA ROSA	328577	02/10/12	693833	12/02 FTE	63,704.00	
V000013595						66,599.00	2
V000013913	US FOOD SERVICE	328430	02/03/12	693676	355304	318.40	
V000013913	US FOOD SERVICE	328578	02/10/12	693676	319343	439.86	
V000013913	US FOOD SERVICE	328578	02/10/12	693676	319344	201.67	
V000013913	US FOOD SERVICE	328774	02/17/12	693676	522517	205.00	
V000013913	US FOOD SERVICE	328774	02/17/12	693676	522518	320.95	
V000013913	US FOOD SERVICE	328774	02/17/12	693676	522519	44.48	
V000013913	US FOOD SERVICE	328774	02/17/12	693676	522617	556.59	
V000013913	US FOOD SERVICE	328774	02/17/12	693676	522624	166.75	
V000013913	US FOOD SERVICE	328774	02/17/12	693676	524003	246.04	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000013913	US FOOD SERVICE	328876	02/24/12	693676	824385	83.56	
V000013913	US FOOD SERVICE	328876	02/24/12	693676	932734	168.52	
V000013913						2,751.82	11
V000014150	CDWG INC	328579	02/10/12	695491	C419718	375.00	
V000014150	CDWG INC	328579	02/10/12	695491	C421214	1,911.48	
V000014150	CDWG INC	328579	02/10/12	695491	C436197	1,875.00	
V000014150	CDWG INC	328579	02/10/12	695491	C501063	156.00	
V000014150						4,317.48	4
V000014281	PROFESSIONAL EDUCATORS NETWORK	328933	02/29/12		PYRL 12002 021512 01	120.00	
V000014281						120.00	1
V000014293	SEAN P REILLY	328580	02/10/12	694410	12/01/02-12/01/31	350.00	
V000014293						350.00	1
V000014454	COMMUNITY PRODUCTS LLC	328775	02/17/12	695867	427MD-1	1,449.00	
V000014454						1,449.00	1
V000014519	FLSDU	804106	02/15/12		PYRL 03008 021512 01	5,447.78	
V000014519	FLSDU	804107	02/29/12		PYRL 03008 022912 01	181.50	
V000014519						5,629.28	2
V000014739	MIDWAY WATER SYSTEM	328581	02/10/12		0361 120202	1,706.00	
V000014739						1,706.00	1
V000014744	ABDO PUBLISHING/GULF BREEZE FL	328431	02/03/12	695898	160058	1,556.60	
V000014744						1,556.60	1
V000014794	SHI INTERNATIONAL CORP	328432	02/03/12	693593	B00512158	1,432.30	
V000014794	SHI INTERNATIONAL CORP	328877	02/24/12	693593	B00530646	74.60	
V000014794						1,506.90	2
V000014801	HOWARD COMPUTERS	328582	02/10/12	696230	12-00065934	4,893.00	
V000014801						4,893.00	1
V000014860	DOUGLAS M. BRINGMANS	328583	02/10/12	694407	12/01/02-12/01/31	325.00	
V000014860						325.00	1
V000014989	CHARLES S RHEIN	328584	02/10/12	694623	12/01/02-12/01/31	50.00	
V000014989						50.00	1
V000015007	TIMOTHY E. LYNCH	328585	02/10/12	696381	12/01/02-12/01/31	25.00	
V000015007						25.00	1
V000015120	COMPANION LIFE INSURANCE CO	328934	02/29/12		PYRL 07002 021012 01	150.85	
V000015120	COMPANION LIFE INSURANCE CO	328934	02/29/12		PYRL 07002 021512 01	628.34	
V000015120	COMPANION LIFE INSURANCE CO	328934	02/29/12		PYRL 07002 022912 01	148.74	
V000015120	COMPANION LIFE INSURANCE CO	328934	02/29/12		PYRL 07902 021012 01	602.81	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000015120	COMPANION LIFE INSURANCE CO	328934	02/29/12		PYRL 07902 021512 01	2,928.84	
V000015120	COMPANION LIFE INSURANCE CO	328934	02/29/12		PYRL 07902 022912 01	489.71	
V000015120						4,949.29	6
V000015134	JEFFERSON PILOT FINANCIAL INS	328935	02/29/12		DANIELLE HAYWOOD2072	6.22	
V000015134	JEFFERSON PILOT FINANCIAL INS	328935	02/29/12		JENNIFER BROWN 781	3.86	
V000015134	JEFFERSON PILOT FINANCIAL INS	328935	02/29/12		LANA CASH 1571	21.93	
V000015134	JEFFERSON PILOT FINANCIAL INS	328935	02/29/12		PYRL 06012 021012 01	3,416.81	
V000015134	JEFFERSON PILOT FINANCIAL INS	328935	02/29/12		PYRL 06012 021512 01	15,095.43	
V000015134	JEFFERSON PILOT FINANCIAL INS	328935	02/29/12		PYRL 06012 021512 02	1,375.60	
V000015134	JEFFERSON PILOT FINANCIAL INS	328935	02/29/12		PYRL 06012 022212 01	.00	
V000015134	JEFFERSON PILOT FINANCIAL INS	328935	02/29/12		PYRL 06012 022912 01	5,265.89	
V000015134	JEFFERSON PILOT FINANCIAL INS	328935	02/29/12		PYRL 06012 022912 02	122.16	
V000015134						25,307.90	9
V000015249	CRUCIAL TECHNOLOGY	328878	02/24/12	696214	247535217	1,119.65	
V000015249						1,119.65	1
V000015304	CONSTANGY BROOKS & SMITH LLC	328776	02/17/12	694133	338199	526.05	
V000015304	CONSTANGY BROOKS & SMITH LLC	328776	02/17/12	696404	338199A	533.95	
V000015304						1,060.00	2
V000015412	SEE V# 19078	328586	02/10/12	693129	3	2,946.92	
V000015412						2,946.92	1
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06761 011012 01	1,905.50	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06761 011312 01	5,328.00	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06761 013112 01	1,038.56	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06962 011012 01	2,989.94	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06962 011312 01	9,772.78	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06962 011312 02	501.94	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06962 013112 01	2,055.00	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06962 013112 02	48.44	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06964 011012 01	3,711.24	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06964 011312 01	22,679.77	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06964 011312 02	88.27	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06964 012012 01	88.84-	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06964 013112 01	3,599.82	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06966 011012 01	1,434.18	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06966 011312 01	9,267.74	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06966 013112 01	1,126.68	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06968 011012 01	1,730.30	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06968 011312 01	6,340.39	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06968 011312 02	319.45	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		PYRL 06968 013112 01	1,991.16	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		RISK D I 013112 01	7,506.56	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		RISK D O 013112 01	837.08	
V000015653	FLORIDA COMBINED LIFE DENTAL	328622	02/09/12		11-12/PD08 FL/CD PYT	460.82	
V000015653						84,644.78	23

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 06501 011012 01	2,677.50	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 06501 011312 01	9,978.64	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 06501 011312 02	501.36	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 06501 012012 01	8.50-	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 06501 013112 01	2,187.38	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 06501 013112 02	39.62	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 06503 011012 01	2,788.00	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 06503 011312 01	8,535.00	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 06503 011312 02	119.00	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 06503 012012 01	17.00	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 06503 013112 01	1,241.00	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 07001 011012 01	1,346.00	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 07001 011312 01	7,724.86	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 07001 011312 02	104.44	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 07001 013112 01	3,105.09	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		PYRL 07001 013112 02	61.56	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		RISK C L 013112 01	9.00	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		RISK D L 013112 01	7,709.80	
V000015654	FLORIDA COMBINED LIFE INS CO	328623	02/09/12		11-12/PD08 FL/CL A	534.00	
V000015654						48,670.75	19
V000015787	PCI EDUCATIONAL PUB CO	328777	02/17/12	695619	INV835486	724.44	
V000015787						724.44	1
V000015799	KOORSEN FIRE & SECURITY	328778	02/17/12	693477	2581645	141.40	
V000015799	KOORSEN FIRE & SECURITY	328778	02/17/12	693477	2581646	116.65	
V000015799	KOORSEN FIRE & SECURITY	328778	02/17/12	693477	2581647	101.80	
V000015799	KOORSEN FIRE & SECURITY	328778	02/17/12	693477	2585071	10.00	
V000015799	KOORSEN FIRE & SECURITY	328879	02/24/12	693477	2582081	84.63	
V000015799						454.48	5
V000015855	SUTTON STEEL FAB & CRANE	328880	02/24/12	693121	672486 MHS	210.00	
V000015855						210.00	1
V000015859	TSA CONSULTING GROUP INC	328587	02/10/12	693510	2107	1,162.04	
V000015859						1,162.04	1
V000015945	CHEM TECHNOLOGIES INC	328881	02/24/12	693111	12007	440.20	
V000015945						440.20	1
V000016027	INTERNAL REVENUE SERVICE	328636	02/10/12		PYRL 05012 021012 01	159.41	
V000016027	INTERNAL REVENUE SERVICE	328648	02/15/12		PYRL 05012 021512 01	185.00	
V000016027						344.41	2
V000016053	JERRY W OAKS	328588	02/10/12	694622	12/01/02-12/01/31	425.00	
V000016053						425.00	1
V000016057	RELIASTAR LIFE INSURANCE CO	806632	02/01/12		PYRL 11009 013112 01	3,958.88	
V000016057	RELIASTAR LIFE INSURANCE CO	806639	02/13/12		PYRL 11009 021012 01	3,444.71	



VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000016057	RELIASTAR LIFE INSURANCE CO	806648	02/16/12		PYRL 11009 021512 01	20,413.00	
V000016057						27,816.59	3
V000016058	RELIASTAR LIFE INSURANCE CO457	806633	02/01/12		PYRL 11027 013112 01	1,500.00	
V000016058	RELIASTAR LIFE INSURANCE CO457	806640	02/13/12		PYRL 11027 021012 01	62.00	
V000016058	RELIASTAR LIFE INSURANCE CO457	806649	02/16/12		PYRL 11027 021512 01	1,420.00	
V000016058						2,982.00	3
V000016077	WEST NAVARRE INTERMEDIATE CAFE	328882	02/24/12	694070	12/01 HEAD START	123.00	
V000016077	WEST NAVARRE INTERMEDIATE CAFE	328882	02/24/12	696434	12/01 VOL PRE-K	462.35	
V000016077						585.35	2
V000016093	BALLARD & TIGHE PUBLISHERS	328779	02/17/12	696256	139159-IN	478.50	
V000016093						478.50	1
V000016113	MIDLAND NATIONAL LIFE	806634	02/01/12		PYRL 11030 013112 01	19,225.91	
V000016113	MIDLAND NATIONAL LIFE	806641	02/13/12		PYRL 11030 021012 01	5,825.00	
V000016113	MIDLAND NATIONAL LIFE	806650	02/16/12		PYRL 11030 021512 01	48,580.08	
V000016113						73,630.99	3
V000016125	UNIVERSITY OF WEST FLORIDA	328433	02/03/12	695313	220375-3-2	94,569.10	
V000016125						94,569.10	1
V000016165	METLIFE INC	806651	02/16/12		PYRL 11026 021512 01	291.00	
V000016165						291.00	1
V000016298	SOUTHERN MANAGEMENT	328434	02/03/12		111231 GB 3450526	2,331.02	
V000016298	SOUTHERN MANAGEMENT	328780	02/17/12		3488901 12/01	132,178.24	
V000016298	SOUTHERN MANAGEMENT	328780	02/17/12		3488901 12/01 A	188,501.04	
V000016298	SOUTHERN MANAGEMENT	328780	02/17/12		3488901 12/01 B	83,523.28	
V000016298	SOUTHERN MANAGEMENT	328780	02/17/12		3488901 12/02	132,178.24	
V000016298	SOUTHERN MANAGEMENT	328780	02/17/12		3488901 12/02 A	188,501.04	
V000016298	SOUTHERN MANAGEMENT	328780	02/17/12		3488901 12/02 B	83,523.28	
V000016298	SOUTHERN MANAGEMENT	328780	02/17/12		3513165 12/01REPLACE	619.92	
V000016298	SOUTHERN MANAGEMENT	328780	02/17/12		3513166 12/01SURPLUS	464.94	
V000016298	SOUTHERN MANAGEMENT	328780	02/17/12		3513167 12/01 TRASH	2,594.26	
V000016298						814,415.26	10
V000016394	PETER BRISTOL	328589	02/10/12	695979	12/01/02-12/01/31	550.00	
V000016394						550.00	1
V000016413	UTILIVISION INC	328435	02/03/12	693125	1545	610.00	
V000016413						610.00	1
V000016467	DOLLAMUR SPORT SURFACES	328590	02/10/12	696071	42490	5,480.50	
V000016467						5,480.50	1
V000016583	TAMMY BUZBEE	328591	02/10/12	695726	12/01/02-12/01/31	50.00	
V000016583						50.00	1

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000016617	CARR RIGGS & INGRAM LLC	328436	02/03/12	694213	628172	10,000.00	
V000016617						10,000.00	1
V000016689	FLORIDA AERIAL SERVICES INC	328592	02/10/12	696107	37871	102.25	
V000016689	FLORIDA AERIAL SERVICES INC	328592	02/10/12	694241	37872	95.00	
V000016689	FLORIDA AERIAL SERVICES INC	328592	02/10/12	696107	37876	95.00	
V000016689						292.25	3
V000016701	REHAB CARE	328781	02/17/12	694937	11666106	90,528.48	
V000016701						90,528.48	1
V000016723	DELL MARKETING LP	328593	02/10/12	696089	XFMXNR3X7	988.00	
V000016723	DELL MARKETING LP	328782	02/17/12	696215	XFN5C1M32	105.00	
V000016723	DELL MARKETING LP	328883	02/24/12	696332	XFN8WX3X5	65.69	
V000016723	DELL MARKETING LP	328883	02/24/12	696332	XFN8WX862	86.69	
V000016723	DELL MARKETING LP	328883	02/24/12	696332	XFN847567	87.00	
V000016723	DELL MARKETING LP	328883	02/24/12	696332	XFN9268X1	714.86	
V000016723	DELL MARKETING LP	328883	02/24/12	696332	XFN9284C2	648.03	
V000016723	DELL MARKETING LP	328883	02/24/12	696348	XFND97W66	1,050.00	
V000016723						3,745.27	8
V000016778	CDI COMPUTERS	328437	02/03/12	695781	312607	10,950.00	
V000016778	CDI COMPUTERS	328884	02/24/12	696179	317508	102,000.00	
V000016778	CDI COMPUTERS	328884	02/24/12	696180	317736	3,367.52	
V000016778						116,317.52	3
V000016851	KIDS TALK PL	328885	02/24/12	694936	12/01 SPEECH THERAPY	27,169.50	
V000016851						27,169.50	1
V000016905	GOVDEALS INC	328783	02/17/12	694908	397012012	117.16	
V000016905						117.16	1
V000016919	UNIVERSITY OF WEST FLORIDA	328438	02/03/12	695172	11/11 A READING	424.35	
V000016919	UNIVERSITY OF WEST FLORIDA	328438	02/03/12	695172	11/12 MATH	5,278.97	
V000016919	UNIVERSITY OF WEST FLORIDA	328438	02/03/12	695172	11/12 READING	17,916.21	
V000016919						23,619.53	3
V000016968	THE HON COMPANY	328439	02/03/12	692021	911731	4,664.56	
V000016968						4,664.56	1
V000016986	SEMINOLE COUNTY PUBLIC SCHOOL	328886	02/24/12	694713	9203-MED-1357	550.27	
V000016986						550.27	1
V000016991	ASSOCIATION & SOCIETY INSURANC	328936	02/29/12		PYRL 08908 021012 01	777.00	
V000016991	ASSOCIATION & SOCIETY INSURANC	328936	02/29/12		PYRL 08908 021512 01	1,600.00	
V000016991	ASSOCIATION & SOCIETY INSURANC	328936	02/29/12		PYRL 08908 022912 01	266.00	
V000016991						2,643.00	3
V000016993	WENDY MCINTOSH	328649	02/15/12		PYRL 05019 021512 01	765.00	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000016993						765.00	1
V000016996	DOWDLE GAS CO	328440	02/03/12		0021 12755-12756	325.29	
V000016996	DOWDLE GAS CO	328440	02/03/12		0061 12757-12758	946.02	
V000016996	DOWDLE GAS CO	328594	02/10/12		9020 10003	633.94	
V000016996	DOWDLE GAS CO	328887	02/24/12		9020 12877	817.63	
V000016996	DOWDLE GAS CO	328887	02/24/12		0061 12856-12857	674.97	
V000016996	DOWDLE GAS CO	328887	02/24/12		0021 12855	113.45	
V000016996						3,511.30	6
V000017033	CELLCO PARTNERSHIP	328784	02/17/12		12/01 720307780 MAIN	128.72	
V000017033	CELLCO PARTNERSHIP	328784	02/17/12		12/01 720307780-1	11.58	
V000017033	CELLCO PARTNERSHIP	328784	02/17/12		1201 421946826 5375	40.01	
V000017033	CELLCO PARTNERSHIP	328784	02/17/12		1201 421946826 5884	40.01	
V000017033	CELLCO PARTNERSHIP	328784	02/17/12		1201 421946826 5917	40.03	
V000017033						260.35	5
V000017117	EMERALD COAST VISION AIDS INC	328441	02/03/12	695536	3684	2,265.00	
V000017117						2,265.00	1
V000017131	WOODMEN OF THE WORLD	328937	02/29/12		PYRL 08006 021012 01	1,323.20	
V000017131	WOODMEN OF THE WORLD	328937	02/29/12		PYRL 08006 021512 01	11,418.79	
V000017131	WOODMEN OF THE WORLD	328937	02/29/12		PYRL 08006 022912 01	2,162.90	
V000017131						14,904.89	3
V000017218	SANTA ROSA CO BOARD OF	328595	02/10/12		120207 MARINE LAB	59.48	
V000017218						59.48	1
V000017219	DELANEY EDUC ENTERPRISES INC	328596	02/10/12	695771	436225	1,710.62	
V000017219	DELANEY EDUC ENTERPRISES INC	328888	02/24/12	693195	42217	2,000.00	
V000017219						3,710.62	2
V000017252	SMITH IRONWORKS	328597	02/10/12	695502	45469	14,615.00	
V000017252						14,615.00	1
V000017280	AIR TECH OF PENSACOLA INC	328889	02/24/12	693640	2113347	5,575.00	
V000017280						5,575.00	1
V000017294	BES INDUSTRIES INC	328598	02/10/12	695486	BES24241	1,734.95	
V000017294	BES INDUSTRIES INC	328598	02/10/12	695486	BES24348	1,040.97	
V000017294						2,775.92	2
V000017336	HOLLEY NAVARRE PRIMARY CAFETER	328785	02/17/12	696399	SIP GOAL #6	150.00	
V000017336						150.00	1
V000017360	CENTER FOR TEACHER EFFECTIVENE	328786	02/17/12	695557	80512	6,113.40	
V000017360						6,113.40	1
V000017375	INVO HEALTHCARE ASSOCIATES	328442	02/03/12	694837	29129	19,809.25	

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VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000017666	ROOFERS MART SOUTHEAST INC	328892	02/24/12	696135	0206177-IN	1,117.00	
V000017666	ROOFERS MART SOUTHEAST INC	328892	02/24/12	696135	0206181-IN	403.92	
V000017666	ROOFERS MART SOUTHEAST INC	328892	02/24/12	694178	0206519-IN	10,084.15	
V000017666						38,230.54	7
V000017673	TRANSPARENT TECH SERVICE INC	328893	02/24/12	696371	TR13112	19,793.10	
V000017673						19,793.10	1
V000017690	OCE NORTH AMERICA	328602	02/10/12	693645	156383	7.23	
V000017690	OCE NORTH AMERICA	328790	02/17/12	693722	165613	7.19	
V000017690	OCE NORTH AMERICA	328790	02/17/12	693727	165902	5.01	
V000017690	OCE NORTH AMERICA	328790	02/17/12	693723	166038	5.94	
V000017690	OCE NORTH AMERICA	328790	02/17/12	693723	166039 11/01-02/01	45.45	
V000017690	OCE NORTH AMERICA	328790	02/17/12	693724	166040	8.45	
V000017690	OCE NORTH AMERICA	328790	02/17/12	693724	166041 11/01-02/10	45.45	
V000017690	OCE NORTH AMERICA	328790	02/17/12	693728	166043	2.73	
V000017690	OCE NORTH AMERICA	328790	02/17/12	693728	166044 11/01-02/01	45.45	
V000017690	OCE NORTH AMERICA	328790	02/17/12	691707	166591 02/01-03/01	235.83	
V000017690	OCE NORTH AMERICA	328790	02/17/12	693603	143830 01/01-04/01	67.65	
V000017690	OCE NORTH AMERICA	328790	02/17/12	693602	143830 01/01-04/01 A	763.70	
V000017690	OCE NORTH AMERICA	328894	02/24/12	694002	173232 02/01-03/01	15.15	
V000017690						1,255.23	13
V000017707	GLAZE COMMUNICATION SERVICES	328446	02/03/12	693597	11-633	679.00	
V000017707	GLAZE COMMUNICATION SERVICES	328895	02/24/12	695054	12-050	680.06	
V000017707						1,359.06	2
V000017724	PROFESSIONAL INTERPRETING SERV	328447	02/03/12	694838	890	6,652.50	
V000017724	PROFESSIONAL INTERPRETING SERV	328791	02/17/12	694838	897	7,712.50	
V000017724						14,365.00	2
V000017730	BRYAN LONDON	328603	02/10/12	694621	12/01/02-12/01/31	275.00	
V000017730						275.00	1
V000017732	ERIC ROSENSWEIG	328604	02/10/12	694411	12/01/02-12/01/31	175.00	
V000017732						175.00	1
V000017765	STEEL SUPPLY OF ALA INC	328448	02/03/12	695430	01562	9,566.64	
V000017765	STEEL SUPPLY OF ALA INC	328896	02/24/12	695475	01556	15,661.74	
V000017765						25,228.38	2
V000017863	BLUE CROSS BLUE SHIELD OF FL	328624	02/09/12		11-12/PD08 BC/BS PYT	42,748.22	
V000017863						42,748.22	1
V000017877	CUSTOMGUIDE INC	328449	02/03/12	696208	18567	2,495.00	
V000017877						2,495.00	1
V000017892	RIGHT RESPONSE, LLC	328897	02/24/12	696392	SS120204	1,390.00	
V000017892						1,390.00	1

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000017918	DAG ARCHITECTS INC	328898	02/24/12	690715	10054-0212	2,878.20	
V000017918	DAG ARCHITECTS INC	328898	02/24/12	690714	10055-0212	3,080.00	
V000017918	DAG ARCHITECTS INC	328898	02/24/12	693988	11030-0212	1,959.30	
V000017918	DAG ARCHITECTS INC	328898	02/24/12	693989	11031-0212	2,804.40	
V000017918	DAG ARCHITECTS INC	328898	02/24/12	695391	11032-0212	910.80	
V000017918	DAG ARCHITECTS INC	328898	02/24/12	696510	11033-0212	15,470.00	
V000017918						27,102.70	6
V000017983	AVALON BOWLING CTR BOESEN ENT	328605	02/10/12	696204	696204	460.00	
V000017983						460.00	1
V000018004	LITERACY LINKS	328450	02/03/12	696202	12/01/20 EME	2,000.00	
V000018004						2,000.00	1
V000018024	FIRST ALARM & SYSTEMS TECHNOLO	328451	02/03/12	693573	2601	445.50	
V000018024						445.50	1
V000018037	RAYMOND WAINWRIGHT	328899	02/24/12	693059	02022012	337.50	
V000018037						337.50	1
V000018048	BIG BEND REBAR INC	328606	02/10/12	696087	BBR-3618	13,950.00	
V000018048						13,950.00	1
V000018049	PINDER MARTIN ASSOCIATES INC	328452	02/03/12	695282	A&E BAGDAD TOILET 3	3,000.00	
V000018049	PINDER MARTIN ASSOCIATES INC	328452	02/03/12	696293	A&E GBH SB/BB FHS 1	12,103.60	
V000018049	PINDER MARTIN ASSOCIATES INC	328792	02/17/12	691128	FISH COMPILATION 1	1,365.00	
V000018049						16,468.60	3
V000018059	GAIL G PATTERSON	328453	02/03/12	694063	011202	875.00	
V000018059	GAIL G PATTERSON	328793	02/17/12	694063	021201	875.00	
V000018059						1,750.00	2
V000018069	ACHIEVE 3000 INC	328794	02/17/12	696131	12416	400.00	
V000018069						400.00	1
V000018092	A++ AT JFK TUTORING	328795	02/17/12	695170	12/01 HM BH WHR R/M	1,811.43	
V000018092						1,811.43	1
V000018106	LEARNING CENTERS OF CENTRAL FL	328607	02/10/12	695162	11/12	305.83	
V000018106	LEARNING CENTERS OF CENTRAL FL	328607	02/10/12	695162	11/12 A	25,528.11	
V000018106						25,833.94	2
V000018131	NUFAB REBAR LLC	328796	02/17/12	696083	3001672	1,963.00	
V000018131	NUFAB REBAR LLC	328796	02/17/12	696083	3001673	4,956.00	
V000018131	NUFAB REBAR LLC	328796	02/17/12	696083	3001674	1,006.00	
V000018131						7,925.00	3
V000018140	BANKRUPTCY COURT	328650	02/15/12		PYRL 05023 021512 01	853.00	
V000018140						853.00	1

SANTA ROSA COUNTY SCHOOL BOARD  
INVOICES PAID THROUGH ACCOUNTS PAYABLE FROM 02/01/2012 THROUGH 02/29/2012  
PROGRAM ZFINBD - REPORT #1

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000018141	PLAN MEMBER SERVICES CORPORATI	806652	02/16/12		PYRL 11003 021512 01	3,118.00	
V000018141						3,118.00	1
V000018186	WELLS FARGO BANK N A	328939	02/29/12		PYRL 02501 021012 01	1,569.62	
V000018186	WELLS FARGO BANK N A	328939	02/29/12		PYRL 02501 021512 01	5,393.70	
V000018186	WELLS FARGO BANK N A	328939	02/29/12		PYRL 02501 021512 02	8,618.63	
V000018186	WELLS FARGO BANK N A	328939	02/29/12		PYRL 02501 021512 03	1,221.02	
V000018186	WELLS FARGO BANK N A	328939	02/29/12		PYRL 02501 022212 01	498.38	
V000018186	WELLS FARGO BANK N A	328939	02/29/12		PYRL 02501 022912 01	5,782.49	
V000018186	WELLS FARGO BANK N A	328939	02/29/12		PYRL 10001 022212 01	.00	
V000018186	WELLS FARGO BANK N A	328939	02/29/12		PYRL 10001 022912 01	1,204.22	
V000018186						24,288.06	8
V000018189	403B ASP	806635	02/01/12		PYRL 11005 013112 01	2,000.00	
V000018189	403B ASP	806653	02/16/12		PYRL 11005 021512 01	11,066.00	
V000018189						13,066.00	2
V000018210	STECK VAUGHN/RIGBY	328454	02/03/12	696100	948030178	8,652.92	
V000018210						8,652.92	1
V000018226	LOWES	328608	02/10/12	694087	117814011/PO694087	2,301.65	
V000018226	LOWES	328608	02/10/12	693871	174441	35.00	
V000018226	LOWES	328608	02/10/12	695094	861130	223.50	
V000018226						2,560.15	3
V000018349	BENEFITHELP INC	328455	02/03/12	693513	0326	9,149.50	
V000018349						9,149.50	1
V000018360	XEROX AUDIO VISUAL SOLUTIONS	328609	02/10/12	696093	90648A	568.70	
V000018360						568.70	1
V000018361	XTREME GRAPHIX LLC	328456	02/03/12	696220	593	405.00	
V000018361	XTREME GRAPHIX LLC	328456	02/03/12	696220	594	45.00	
V000018361						450.00	2
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7511309-000-002	1,684.00	
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7511393-000-002	142.40	
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7511394-000-002	152.77	
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7511771-000-002	18.00	
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7511772-000-002	380.58	
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7511948-000-000	7,647.00	
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7512003-000-000	35.00	
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7519078-000-002	1,705.20	
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7519083-000-002	659.20	
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7519101-001-000	1,148.02	
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7520001-000-000	89.84	
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7520012-000-000	478.90	
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7520060-000-000	133.50	
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7520123-000-000	48.78	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7520145-000-000	51.00	
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7520158-000-000	744.94	
V000018386	CONSOLIDATED PIPE & SUPPLY	328900	02/24/12	695530	7520161-000-000	70.32	
V000018386						15,189.45	17
V000018424	FLEX MEMBRANE INTERNATIONAL	328457	02/03/12	694179	13033	14,303.30	
V000018424						14,303.30	1
V000018429	CMC STEEL FABRICATORS INC	328458	02/03/12	695778	90681574	6,393.00	
V000018429	CMC STEEL FABRICATORS INC	328458	02/03/12	695346	90688216	5,522.32	
V000018429						11,915.32	2
V000018435	NEW MILLENNIUM BLDG SYSTEMS	328459	02/03/12	696086	18100	17,847.32	
V000018435						17,847.32	1
V000018450	VIRGIN HEALTHMILES INC	328797	02/17/12	695135	13849	17,600.00	
V000018450	VIRGIN HEALTHMILES INC	328797	02/17/12	696141	20304	10,835.25	
V000018450	VIRGIN HEALTHMILES INC	328797	02/17/12	696141	20305	33,612.44	
V000018450						62,047.69	3
V000018485	FL GRANT DEVELOPERS NETWORK	328798	02/17/12	696207	2012011	345.00	
V000018485						345.00	1
V000018642	A QUANTUM LEAP EDU SERVICES	328610	02/10/12	695164	11/11SDP RO BR EM BH	11,781.86	
V000018642	A QUANTUM LEAP EDU SERVICES	328799	02/17/12	695164	11/12WHR HM BR EM BH	8,018.30	
V000018642	A QUANTUM LEAP EDU SERVICES	328799	02/17/12	695164	11/11 SHR BCR BH	705.76	
V000018642						20,505.92	3
V000018697	ACHIEVE SUCCESS	328800	02/17/12	695161	12/01 HM EM RD/MAT	2,340.74	
V000018697	ACHIEVE SUCCESS	328800	02/17/12	695161	12/01 HM HATH	47.05	
V000018697						2,387.79	2
V000018700	A+ IN HOME TUTORING INC	328901	02/24/12	695165	12/01 HM READ/MATH	567.25	
V000018700						567.25	1
V000018707	JOHN HANCOCK LIFE INSURANCE CO	328940	02/29/12		PYRL 08023 021012 01	200.17	
V000018707	JOHN HANCOCK LIFE INSURANCE CO	328940	02/29/12		PYRL 08023 021512 01	802.78	
V000018707	JOHN HANCOCK LIFE INSURANCE CO	328940	02/29/12		PYRL 08023 022912 01	632.69	
V000018707						1,635.64	3
V000018709	LEARNING A-Z	328611	02/10/12	696097	RI 887024	2,532.45	
V000018709						2,532.45	1
V000018729	UPROMISE INVESTMENTS INC	328941	02/29/12		PYRL 08022 021512 01	150.00	
V000018729	UPROMISE INVESTMENTS INC	328941	02/29/12		PYRL 08022 022912 01	150.00	
V000018729						300.00	2
V000018739	HEWES AND COMPANY LLC	328801	02/17/12	691010	AP#10 HNP 4 CLS	5,495.56	
V000018739	HEWES AND COMPANY LLC	328902	02/24/12	695217	AP#3 WNI 5 CLS	48,070.80	



VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000018739						53,566.36	2
V000018753	COMMUNITY REHAB ASSOCIATES INC	328460	02/03/12	694856	3097	7,568.93	
V000018753	COMMUNITY REHAB ASSOCIATES INC	328612	02/10/12	694856	3166	7,481.26	
V000018753	COMMUNITY REHAB ASSOCIATES INC	328802	02/17/12	694856	3202	7,087.50	
V000018753						22,137.69	3
V000018756	SANTA ROSA CTY BLG INSPECTION	328461	02/03/12	695106	1/24/12 BHE NEW	383.50	
V000018756	SANTA ROSA CTY BLG INSPECTION	328461	02/03/12	695106	1/24/12 GBE NEW	427.00	
V000018756	SANTA ROSA CTY BLG INSPECTION	328461	02/03/12	692478	2010-4314	400.11	
V000018756	SANTA ROSA CTY BLG INSPECTION	328461	02/03/12	692478	2010-4316	421.65	
V000018756	SANTA ROSA CTY BLG INSPECTION	328461	02/03/12	692478	2010-4762	212.43	
V000018756	SANTA ROSA CTY BLG INSPECTION	328461	02/03/12	695106	2010-4764	401.46	
V000018756	SANTA ROSA CTY BLG INSPECTION	328461	02/03/12	692478	2010-4767	393.84	
V000018756	SANTA ROSA CTY BLG INSPECTION	328461	02/03/12	692478	2011-1556	367.01	
V000018756	SANTA ROSA CTY BLG INSPECTION	328461	02/03/12	692478	2011-1558	525.77	
V000018756	SANTA ROSA CTY BLG INSPECTION	328461	02/03/12	695106	2011-4212	294.40	
V000018756	SANTA ROSA CTY BLG INSPECTION	328461	02/03/12	695106	2011-4299	624.49	
V000018756	SANTA ROSA CTY BLG INSPECTION	328461	02/03/12	695106	2011-4300	441.31	
V000018756	SANTA ROSA CTY BLG INSPECTION	328461	02/03/12	695106	2011-4766	680.22	
V000018756	SANTA ROSA CTY BLG INSPECTION	328461	02/03/12	695106	2011-5232	431.81	
V000018756						6,005.00	14
V000018764	AFTER HOURS NETWORKING	328462	02/03/12	696069	12/01 NHS SEC. SURVE	1,625.00	
V000018764						1,625.00	1
V000018793	SANTA ROSA HMA PHYS MGMT LLC	328803	02/17/12	694236	3731	1,308.50	
V000018793						1,308.50	1
V000018802	SOUTHERN TRUCK & EQUIPMENT CO	328613	02/10/12	691876	113205	100.00	
V000018802	SOUTHERN TRUCK & EQUIPMENT CO	328613	02/10/12	691876	113281	100.00	
V000018802	SOUTHERN TRUCK & EQUIPMENT CO	328903	02/24/12	691875	113113	200.00	
V000018802						400.00	3
V000018804	COMPASSLEARNING INC	328614	02/10/12	696098	3926	3,950.00	
V000018804						3,950.00	1
V000018818	ANNA LEWIS	328615	02/10/12	695069	12/01/02-12/01/31	100.00	
V000018818						100.00	1
V000018914	SILVER SHEET ENTERPRISES INC	328463	02/03/12	695283	64915	5,578.97	
V000018914	SILVER SHEET ENTERPRISES INC	328463	02/03/12	695283	64965	902.68	
V000018914	SILVER SHEET ENTERPRISES INC	328463	02/03/12	695283	65026	60.84	
V000018914	SILVER SHEET ENTERPRISES INC	328463	02/03/12	695283	65034	2,459.95	
V000018914						9,002.44	4
V000018933	STACEY M BURT	328904	02/24/12	696429	12/2/03 HI ACHIEVING	925.00	
V000018933						925.00	1

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000018937	EMTECH LABORATORIES INC	328464	02/03/12	696124	597330	52.96	
V000018937	EMTECH LABORATORIES INC	328616	02/10/12	696124	598026	17.97	
V000018937						70.93	2
V000018956	EPPS CHRISTIAN CENTER INC	328804	02/17/12	695169	1201 HM/BR MATH/READ	152.91	
V000018956	EPPS CHRISTIAN CENTER INC	328905	02/24/12	695169	11/12 BH WHR READING	235.25	
V000018956	EPPS CHRISTIAN CENTER INC	328905	02/24/12	695169	12/01 HM SDP WHR	1,129.19	
V000018956						1,517.35	3
V000018958	5 STAR LEARNING INC	328465	02/03/12	695163	11/12 READ/MATH	1,152.74	
V000018958	5 STAR LEARNING INC	328906	02/24/12	695163	12/01 READING	423.45	
V000018958						1,576.19	2
V000018963	DAVID HOWARD WALLS	328617	02/10/12	695051	12/01/02-12/01/31	325.00	
V000018963						325.00	1
V000018968	UNIV OF CAMBRIDGE INTERN'L EX	328618	02/10/12	696331	C723792	800.00	
V000018968						800.00	1
V000018985	SWAGIT PRODUCTIONS LLC	328805	02/17/12	695138	2626	895.00	
V000018985						895.00	1
V000018993	AMY & COMPANY INC	328907	02/24/12	695286	1217	90.00	
V000018993	AMY & COMPANY INC	328907	02/24/12	695285	1218	90.00	
V000018993	AMY & COMPANY INC	328907	02/24/12	696106	1219	90.00	
V000018993	AMY & COMPANY INC	328907	02/24/12	696105	1220	90.00	
V000018993	AMY & COMPANY INC	328907	02/24/12	695287	1221	90.00	
V000018993						450.00	5
V000019002	TAYLOR MUSIC INC	328806	02/17/12	695831	2055883-IN	3,494.00	
V000019002	TAYLOR MUSIC INC	328806	02/17/12	695831	2055939-IN	1,467.00	
V000019002	TAYLOR MUSIC INC	328806	02/17/12	695831	2056131-IN	23,118.00	
V000019002	TAYLOR MUSIC INC	328806	02/17/12	695831	2056163-IN	2,863.00	
V000019002						30,942.00	4
V000019010	EDGE PAINTING INC	328466	02/03/12	695670	1 A	1,675.38	
V000019010	EDGE PAINTING INC	328807	02/17/12	695670	1 B HOBBS BAND ROOM	3,406.64	
V000019010						5,082.02	2
V000019019	JUDY L MANNING	328808	02/17/12	695901	202	500.00	
V000019019						500.00	1
V000019020	BATFISH BOOKS	328467	02/03/12	696242	20122	561.51	
V000019020						561.51	1
V000019025	WEC MANUFACTURING LLC	328619	02/10/12	696065	INV000033	17,474.32	
V000019025	WEC MANUFACTURING LLC	328619	02/10/12	696065	INV000034	9,496.24	
V000019025						26,970.56	2

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000019030 V000019030	BRIGHT HOUSE NETWORKS LLC	328809	02/17/12	695993	1651	4,062.37 4,062.37	1
V000019039 V000019039	VICTOR PINCKARD	328620	02/10/12	696116	1345	1,150.00 1,150.00	1
V000019042 V000019042	RACHEL GRIMES	328908	02/24/12	696284	201	72.49 72.49	1
V000019047 V000019047	LEARNING ALLY INC	328468	02/03/12	696126	12122011	1,200.00 1,200.00	1
V000019052 V000019052	IMAGINE LEARNING INC	328810	02/17/12	696281	INV8339	21,150.00 21,150.00	1
V000019062 V000019062	JANIE WALKER	328909	02/24/12	696421	2012 ALL CTY BAND	500.00 500.00	1
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693441	12/02 0251	907.63	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	696419	12/02 0300	636.53	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693456	12/02 0301	92.01	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	696426	12/02 0533	8,781.96	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693473	12/02 0599	1,790.66	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693469	12/02 0714	974.28	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693457	12/02 0862	524.10	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693465	12/02 1050	2,929.35	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693631	12/02 1126	1,343.72	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693463	12/02 1134	833.11	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	695523	12/02 1167	30,188.66	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693461	12/02 1258	2,340.82	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	694212	12/02 1266	776.00	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	694245	12/02 1266 A	40,476.91	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693471	12/02 1324	19.97	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693459	12/02 1365	2,369.99	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693458	12/02 1431	2,339.45	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693455	12/02 1589	991.13	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693454	12/02 1613	562.25	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693452	12/02 1670	5,332.84	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693450	12/02 1795	1,190.27	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693472	12/02 1902	1,424.49	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693448	12/02 2223	133.75	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693447	12/02 2231	46.21	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693446	12/02 2249	1,844.92	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693445	12/02 2256	755.96	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693444	12/02 2272	657.33	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693443	12/02 2397	679.16	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693442	12/02 2470	29.99	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693440	12/02 2520	1,682.89	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693476	12/02 2777	6,553.05	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693439	12/02 2801	1,359.47	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693438	12/02 2827	390.47	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693437	12/02 2843	84.88	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693632	12/02 2975	8.99	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693435	12/02 3023	50.65	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693433	12/02 3122	1,016.64	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693475	12/02 3346	53,023.30	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693451	12/02 3601	1,094.85	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693466	12/02 3619	642.20	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693467	12/02 3627	1,274.51	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693474	12/02 3635	576.98	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693470	12/02 3643	853.62	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693434	12/02 3650	2,060.07	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693449	12/02 3676	576.26	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	695800	12/02 4088	46,918.29	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	695799	12/02 4096	18,777.56	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	695057	12/02 4104	9,200.00	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	694032	12/02 4195	47,010.39	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	694965	12/02 4229	1,102.00	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	694964	12/02 4245	4,000.00	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	696285	12/02 4328	20,292.36	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693453	12/02 4575	1,187.24	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693460	12/02 4583	39.69	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693436	12/02 4666	165.49	
V000020001	SUNTRUST BANKS INC	328910	02/24/12	693468	12/02 4674	33.69	
V000020001						330,948.99	56
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696248	12/01 0094	552.57	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696234	12/01 0110	27.84	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696218	12/01 0285	387.66	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696252	12/01 0350	265.89	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696268	12/01 0475	1,258.94	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696224	12/01 0680	384.35	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696244	12/01 0938	688.44	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696225	12/01 1084	408.77	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696263	12/01 1605	756.46	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696016	12/01 1605CR	57.42-	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696016	12/01 1605CR A	168.96-	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696251	12/01 1654	32.46	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696264	12/01 1753	40.80	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696232	12/01 1761	6,683.74	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696233	12/01 1761A	6,062.73	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696241	12/01 2058	191.85	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696240	12/01 2074	45.50	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696239	12/01 2082	187.61	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696238	12/01 2090	1,626.76	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696235	12/01 2124	19.76	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696236	12/01 2140	1,172.81	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696259	12/01 2454	9.00	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696253	12/01 2769	135.00	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696258	12/01 2793	548.61	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696260	12/01 2835	69.90	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696219	12/01 3064	1,568.58	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696254	12/01 3106	89.27	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696255	12/01 3189	45.00	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696245	12/01 3262	767.86	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696246	12/01 3270	177.18	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696237	12/01 3395	26.35	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696270	12/01 3932	5.00	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696265	12/01 4567	169.95	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696019	12/01 4567CR	10.36-	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696261	12/01 4625	282.92	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696278	12/01 4757	726.14	
V000020003	SUNTRUST BANKS INC	328469	02/03/12	696266	12/01 4815	6.00	
V000020003						25,184.96	37
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696389	12/01 0052	661.67	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696315	12/01 0103	162.39	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696287	12/01 0400	940.09	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696395	12/01 0441	190.80	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696312	12/01 0525	5,339.11	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696402	12/01 0532	125.00	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696349	12/01 0558	3,615.85	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696350	12/01 0558 A	585.02	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696286	12/01 0607	1,011.29	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696333	12/01 0623	254.97	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696305	12/01 0631	11.08	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696301	12/01 0649	16.49	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696394	12/01 0797	801.42	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696352	12/01 0805	2,427.06	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696302	12/01 0847	204.50	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696386	12/01 0961	695.27	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696368	12/01 0961 A	94.03	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696342	12/01 1142	59.48	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696310	12/01 1175	1,274.48	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696311	12/01 1183	2,187.53	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696309	12/01 1191	13.40	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696322	12/01 1282	1,325.44	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696323	12/01 1290	1,270.11	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696324	12/01 1308	166.56	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696378	12/01 1357	2,071.12	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696366	12/01 1415	98.91	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696393	12/01 1449	215.79	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696343	12/01 1514	195.00	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696344	12/01 1548	26.50	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696303	12/01 1555	1,328.65	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696316	12/01 1563	953.14	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696317	12/01 1571	2,205.85	

VENDOR	VENDOR NAME	CHECK NUMBER	CHECK DATE	PURCHASE ORDER	INVOICE NUMBER	INVOICE AMOUNT	TALLY
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696318	12/01 1712	159.14	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696307	12/01 1746	1,526.79	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696390	12/01 1803	1,219.82	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696299	12/01 1811	1,180.67	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696308	12/01 1829	741.39	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696319	12/01 1852	632.71	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696351	12/01 2330	3,232.45	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696045	12/01 2330 CR	139.80-	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696377	12/01 2348	1,432.61	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696337	12/01 2462	164.77	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696358	12/01 2603	1,160.74	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696375	12/01 2603 A	189.82	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696359	12/01 2611	4,203.50	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696328	12/01 2637	3,864.59	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696329	12/01 2652	663.38	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696297	12/01 2686	729.79	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696341	12/01 2736	354.41	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696304	12/01 2934	1,441.47	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696325	12/01 2967	2,433.86	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696313	12/01 2983	200.00	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696345	12/01 3353	154.10	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696365	12/01 3460	1,064.85	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696380	12/01 3478	23.01	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	695986	12/01 3494 CR	2.43-	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696296	12/01 3569	3,114.41	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696334	12/01 3700	1,389.00	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696288	12/01 3734	615.69	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696336	12/01 3809	622.57	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696347	12/01 3833	2,121.83	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696326	12/01 3858	1,207.66	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696320	12/01 3973	720.68	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696338	12/01 4005	1,727.91	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696362	12/01 4013	79.21	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696364	12/01 4443	821.75	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696396	12/01 4609	3,975.86	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696367	12/01 4617	501.80	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696327	12/01 4641	1,268.14	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696346	12/01 4682	105.03	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696382	12/01 4690	293.60	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696321	12/01 4724	2,717.89	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696374	12/01 4732	379.00	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696300	12/01 4740	109.39	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696355	12/01 4799	99.96	
V000020004	SUNTRUST BANKS INC	328811	02/17/12	696335	12/01 4856	1,007.79	
V000020004						80,038.81	76
						10,965,674.53	1601

# District Budget Santa Rosa County School Board

## **Budget Amendment # 12/06** Fiscal Year - 2011-12

Prepared by Susan McCole  
Assistant Superintendent for Finance  
School Board Meeting: Apr. 24, 2012  
5086 Canal Street, Milton, FL 32570

# SANTA ROSA COUNTY SCHOOL DISTRICT

## BUDGET AMENDMENT #12/06 For Month Ending February 29, 2012

### FISCAL YEAR 2011 - 2012

Board Meeting Date: 24-Apr-12

FUND #	FUND NAME	UNASSIGNED FUND BAL. 6/30/2011	RESTRICTED FUND BAL. 6/30/2011	ASSIGNED AND COMMITTED FUND BAL. 6/30/2011	NON-SPENDABLE FUND BAL. 6/30/2011	BALANCE FORWARD 6/30/2011	FEBRUARY 2011-12 EST. REVENUE	FEBRUARY 2011-12 APPROPRIATIONS	EST. UNRESERVED UNDESIGNATED FUND BAL. 06/30/12
100	GENERAL OPERATING	\$ 20,966,202.04	\$ 2,805,502.56	\$ 3,616,411.85	\$ 137,457.79	\$ 27,525,574.24	\$ 160,375,630.08	\$ 179,371,873.57	\$ 8,529,330.75
<b>TOTAL PART 1-OPERATING</b>		\$ 20,966,202.04	\$ 2,805,502.56	\$ 3,616,411.85	\$ 137,457.79	\$ 27,525,574.24	\$ 160,375,630.08	\$ 179,371,873.57	\$ 8,529,330.75
210	SBE & COBI BONDS	\$ -	\$ 165,244.45	\$ (15,610.98)	\$ -	\$ 149,633.47	\$ 805,132.50	\$ 805,132.50	\$ 149,633.47
220	SPECIAL ACT BONDS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
221	RACETRACK ISSUE - DEBT SERVICE	\$ -	\$ 678,690.70	\$ 63,290.00	\$ -	\$ 741,980.70	\$ 195,860.00	\$ 193,860.00	\$ 743,980.70
290	OTHER DEBT SERVICE	\$ -	\$ 1,216,211.92	\$ 259,412.43	\$ -	\$ 1,475,624.35	\$ 3,649,951.84	\$ 3,679,883.38	\$ 1,445,692.81
<b>TOTAL PART 2-DEBT SERVICE</b>		\$ -	\$ 2,060,147.07	\$ 307,091.45	\$ -	\$ 2,367,238.52	\$ 4,650,944.34	\$ 4,678,875.88	\$ 2,339,306.98
310	COBI 2010 - A BOND PROCEEDS	\$ -	\$ 306,675.02	\$ 113,677.79	\$ -	\$ 420,352.81	\$ 869.24	\$ 418,426.64	\$ 2,795.41
313	COBI 2004-A BOND PROCEEDS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
320	RACETRACK BOND ISSUE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
340	PUBLIC ED. CAPITAL OUTLAY-09-10	\$ -	\$ 98,329.28	\$ 100,556.41	\$ -	\$ 198,885.69	\$ -	\$ 198,885.69	\$ -
341	PUBLIC ED. CAPITAL OUTLAY-10-11	\$ -	\$ 40,622.76	\$ 593,489.35	\$ -	\$ 634,112.11	\$ 1,120.02	\$ 340,979.39	\$ 294,252.74
342	PUBLIC ED. CAPITAL OUTLAY-11-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
347	PUBLIC ED. CAPITAL OUTLAY-06-07	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
348	PUBLIC ED. CAPITAL OUTLAY -07-08	\$ -	\$ 0.01	\$ -	\$ -	\$ 0.01	\$ -	\$ 0.01	\$ -
349	PUBLIC ED. CAPITAL OUTLAY -08-09	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
360	CAPITAL OUTLAY & DEBT SERVICE	\$ -	\$ 13,105.44	\$ 205,365.38	\$ -	\$ 218,470.82	\$ 125,675.76	\$ 279,574.68	\$ 64,571.90
370	LOCAL CAPITAL OUTLAY TAX-09-10	\$ -	\$ 519,618.06	\$ 2,332,213.76	\$ -	\$ 2,851,831.82	\$ -	\$ 2,851,831.82	\$ -
371	LOCAL CAPITAL OUTLAY TAX-10-11	\$ -	\$ 3,662,699.03	\$ 2,868,751.52	\$ -	\$ 6,531,450.55	\$ -	\$ 6,531,450.55	\$ -
372	LOCAL CAPITAL OUTLAY TAX-11-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,218,871.74	\$ 11,125,338.92	\$ 93,532.82
377	LOCAL CAPITAL OUTLAY TAX-06-07	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
378	LOCAL CAPITAL OUTLAY TAX-07-08	\$ -	\$ 51,063.61	\$ 306,086.53	\$ -	\$ 357,150.14	\$ -	\$ 357,150.14	\$ -
379	LOCAL CAPITAL OUTLAY TAX-08-09	\$ -	\$ 209,652.24	\$ 327,664.00	\$ -	\$ 537,316.24	\$ -	\$ 537,316.24	\$ -
390	LOCAL CAPITAL IMPROVE.FUND	\$ -	\$ 49,512.00	\$ 617,072.82	\$ -	\$ 666,584.82	\$ 302,342.34	\$ 230,374.38	\$ 738,552.78
391	OTHER CAPITAL PROJECTS-STATE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
392	1/2 CENT SALES TAX	\$ -	\$ 4,323,176.10	\$ 8,804,555.59	\$ -	\$ 13,127,731.69	\$ 6,035,000.00	\$ 13,894,691.34	\$ 5,268,040.35
393	SCHOOL INFRASTRUCTURE TRUST FUND	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
396	CAPITAL OUTLAY - GENERAL REVENUE	\$ -	\$ -	\$ 6,812.80	\$ -	\$ 6,812.80	\$ 58,170.00	\$ 58,170.00	\$ 6,812.80
397	CLASS SIZE REDUCTION FUNDS	\$ -	\$ -	\$ 139.15	\$ -	\$ 139.15	\$ 0.50	\$ -	\$ 139.65
398	CERTIFICATES OF PARTICIPATION - 2009	\$ -	\$ 1,320,312.28	\$ 3,150,802.03	\$ -	\$ 4,471,114.31	\$ 16,882.52	\$ 4,424,534.02	\$ 63,462.81
399	ARRA ECONOMIC STIMULUS CAPITAL PROJ.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL PART 3-CAPITAL OUTLAY</b>		\$ -	\$ 10,594,765.83	\$ 19,427,187.13	\$ -	\$ 30,021,952.96	\$ 17,758,932.12	\$ 41,248,723.82	\$ 6,532,161.26
400	OTHER SPECIAL REVENUE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,116,870.30	\$ 14,116,870.30	\$ -
410	FOOD SERVICE	\$ -	\$ -	\$ 1,583,470.79	\$ 139,260.96	\$ 1,722,731.75	\$ 11,487,418.73	\$ 12,649,090.46	\$ 561,060.02
431	STATE FISCAL STABILIZATION FUNDS-ARRA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
432	TARGETED ARRA STIMULUS FUNDS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 563,819.19	\$ 563,819.19	\$ -
433	OTHER ARRA STIMULUS GRANTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 77,346.61	\$ 77,346.61	\$ -
434	ARRA, RACE TO THE TOP	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 748,263.18	\$ 748,263.18	\$ -
435	ARRA, EDUCATION JOBS FUND	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 194,609.89	\$ 194,609.89	\$ -
499	FEDERAL DIRECT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,686,558.12	\$ 4,686,558.12	\$ -
<b>TOTAL PART 4-SPECIAL REVENUE</b>		\$ -	\$ -	\$ 1,583,470.79	\$ 139,260.96	\$ 1,722,731.75	\$ 31,874,886.02	\$ 33,036,557.75	\$ 561,060.02
810	SCHOOL INTERNAL FUNDS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000.00	\$ 40,000.00	\$ -
891	EMPLOYEE FLEXIBLE BENEFITS PLAN	\$ -	\$ -	\$ 135,796.81	\$ -	\$ 135,796.81	\$ 200,000.00	\$ 251,859.18	\$ 83,937.63
<b>TOTAL PART 8-TRUST &amp; AGENCY FUNDS</b>		\$ -	\$ -	\$ 135,796.81	\$ -	\$ 135,796.81	\$ 240,000.00	\$ 291,859.18	\$ 83,937.63
<b>TOTAL ALL PARTS</b>		\$ 20,966,202.04	\$ 15,460,415.46	\$ 25,069,958.03	\$ 276,718.75	\$ 61,773,294.28	\$ 214,900,392.56	\$ 258,627,890.20	\$ 18,045,796.64

\*\* % of Estimated Unassigned Fund Balance to Estimated Revenue:

5.32%



# SANTA ROSA COUNTY SCHOOL DISTRICT

## Budget Changes for Month of February 2012

### FISCAL YEAR 2011 - 2012

Board Meeting Date: 24-Apr-12

		Difference	Difference	Difference	Difference	Difference	Difference	Difference
		UNASSIGNED	RESTRICTED	ASSIGNED AND	NON-SPENDABLE	BALANCE	FEBRUARY	FEBRUARY
FUND #	FUND NAME	FUND BAL.	FUND BAL.	COMMITTED	FUND BAL.	FORWARD	2011-12	2011-12
		6/30/2011	6/30/2011	FUND BAL.	6/30/2011	6/30/2011	EST. REVENUE	APPROPRIATIONS
100	GENERAL OPERATING	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (99,881.76)	\$ 20,410.00
<b>TOTAL PART 1-OPERATING</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ (99,881.76)	\$ 20,410.00
210	SBE & COBI BONDS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
220	SPECIAL ACT BONDS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
221	RACETRACK ISSUE - DEBT SERVICE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
290	OTHER DEBT SERVICE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL PART 2-DEBT SERVICE</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
310	COBI 2010 - A BOND PROCEEDS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
313	COBI 2004-A BOND PROCEEDS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
320	RACETRACK BOND ISSUE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
340	PUBLIC ED. CAPITAL OUTLAY-09-10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
341	PUBLIC ED. CAPITAL OUTLAY-10-11	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 155.66
342	PUBLIC ED. CAPITAL OUTLAY-11-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
347	PUBLIC ED. CAPITAL OUTLAY-06-07	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
348	PUBLIC ED. CAPITAL OUTLAY -07-08	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
349	PUBLIC ED. CAPITAL OUTLAY -08-09	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
360	CAPITAL OUTLAY & DEBT SERVICE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
370	LOCAL CAPITAL OUTLAY TAX-09-10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
371	LOCAL CAPITAL OUTLAY TAX-10-11	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
372	LOCAL CAPITAL OUTLAY TAX-11-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
377	LOCAL CAPITAL OUTLAY TAX-06-07	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
378	LOCAL CAPITAL OUTLAY TAX-07-08	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
379	LOCAL CAPITAL OUTLAY TAX-08-09	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
390	LOCAL CAPITAL IMPROVE.FUND	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
391	OTHER CAPITAL PROJECTS-STATE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
392	1/2 CENT SALES TAX	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
393	SCHOOL INFRASTRUCTURE TRUST FUND	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
396	CAPITAL OUTLAY - GENERAL REVENUE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
397	CLASS SIZE REDUCTION FUNDS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
399	CERTIFICATES OF PARTICIPATION	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
399	ARRA ECONOMIC STIMULUS CAPITAL PROJ	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL PART 3-CAPITAL OUTLAY</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 155.66
400	OTHER SPECIAL REVENUE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (2,062.00)	\$ (2,062.00)
410	FOOD SERVICE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,186.84	\$ 4,186.84
431	STATE FISCAL STABILIZATION FUNDS-ARRA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
432	TARGETED ARRA STIMULUS FUNDS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
433	OTHER ARRA STIMULUS GRANTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
434	ARRA, RACE TO THE TOP	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,204.61	\$ 45,204.61
435	ARRA, EDUCATION JOBS FUND	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 72,070.00	\$ 72,070.00
499	FEDERAL DIRECT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,246,033.00	\$ 2,246,033.00
<b>TOTAL PART 4-SPECIAL REVENUE</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,365,432.45	\$ 2,365,432.45
810	SCHOOL INTERNAL FUNDS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
891	EMPLOYEE FLEXIBLE BENEFITS PLAN	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL PART 8-TRUST &amp; AGENCY FUNDS</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL ALL PARTS</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,265,550.69	\$ 2,385,998.11

# SANTA ROSA COUNTY DISTRICT SCHOOLS

## Monthly Financial Statement

Fiscal Year  
2011–2012

Month Ending  
February 29, 2012



School Board Meeting  
April 24, 2012

**Enclosed is the Monthly Financial Statement for the Santa Rosa County School District. Included is data that is helpful in evaluating the financial condition at a given point in time.**

**As always, please feel free to question the data or make suggestions that would improve the usefulness of this document.**

**Below are explanations that you may find helpful.**

All revenue and expenditures listed are on a "cash basis" only. We recognize that generally accepted accounting principles require the use of the modified accrual basis of accounting for governmental funds. This means that revenues are recognized when they become both measurable and available to finance expenditures of the fiscal period. Expenditures are generally recognized when the related liability is incurred and the transaction or event is expected to draw upon current spendable resources. We feel the best way to measure and compare from month to month and to make it easier to understand, we have opted to show literally on a cash basis the figures showing revenue and expenditures. We hope it helps the casual user in comparing the operation of the school system year to year and generally give an idea of where the district is financially at any given point in time.

**Jul-11**

No significant comments

**Aug-11**

No significant comments

**Sep-11**

No significant comments

**Oct-11**

No significant comments

**Nov-11**

No significant comments

**Dec-11**

No significant comments

**Jan-12**

No significant comments

**Feb-12**

No significant comments

**Mar-12**

**Apr-12**

**Mav-12**

**Jun-12**

**Budget Balances for Revenue as of February 2012 by Major Revenue**  
**General Fund (Operating) Only**

Revenue #	Revenue Name	Budget	Collected To Date	Balance	% of Budget Collected
100	Federal Direct	\$ 650,000	\$ 736,208	\$ (86,208)	113%
200	Federal thru State	\$ 700,000	\$ 296,846	\$ 403,154	42%
300	State	\$ 99,309,850	\$ 66,337,188	\$ 32,972,662	67%
400	Local	\$ 55,677,348	\$ 46,255,469	\$ 9,421,879	83%
600	Transfers	\$ 4,038,432	\$ -	\$ 4,038,432	0%
700	Debt Proceeds/Sales of Capital Assets (Insurance Loss Recoveries)	\$ -	\$ 20,733	\$ -	0%
	<b>Total</b>	\$ 160,375,630	\$ 113,646,443	\$ 46,729,187	71%

**Budget Balances for Revenue as of February 2012 by Major Revenue**  
**All Funds**

Revenue #	Revenue Name	Budget	Collected To Date	Balance	% of Budget Collected
100	Federal Direct	\$ 4,690,323	\$ 2,268,074	\$ 2,422,249	48%
200	Federal thru State	\$ 22,546,233	\$ 10,629,324	\$ 11,916,910	47%
300	State	\$ 100,575,797	\$ 66,724,330	\$ 33,851,468	66%
400	Local	\$ 79,078,387	\$ 63,724,846	\$ 15,353,541	81%
600	Transfers	\$ 8,009,652	\$ 2,763,220	\$ 5,246,432	34%
700	Debt Proceeds/Sales of Capital Assets (Insurance Loss Recoveries)	\$ -	\$ 1,052,606	\$ -	0%
	<b>Total</b>	\$ 214,900,393	\$ 147,162,398	\$ 67,737,994	68%

**Budget Balances for Expenditures as of February 2012 by Major Function & Object**  
**General Fund (Operating) Only**

Function #	Function Name	Budget	Object #100 Salaries	Object #200 Employee Benefits	Object #300 Purchased Services	Object #400 Energy Services	Object #500 Materials & Supplies	Object #600 Capital Outlay	Object #700 Other Expenses	Object #900 Transfers	Total Expended As Of 2/29/12	Encumbered/ Committed	Balance	% of Budget Exp/Enc
5000	Instruction	\$ 107,623,189	\$ 6,311,355	\$ 1,452,022	\$ 138,812	\$ -	\$ 106,522	\$ 36,272	\$ 149,246	\$ -	\$ 8,194,230	\$ 836,590	\$ 98,592,370	8%
6000	Instructional Support	\$ 17,488,708	\$ 731,709	\$ 159,657	\$ 121,596	\$ 1,045	\$ 4,732	\$ 154,056	\$ 10,831	\$ -	\$ 1,183,625	\$ 1,756,186	\$ 14,548,897	17%
7000	General Support	\$ 45,451,691	\$ 1,172,625	\$ 322,117	\$ 967,782	\$ 432,493	\$ 8,653	\$ 29,804	\$ 3,567	\$ -	\$ 2,937,041	\$ 1,593,436	\$ 40,921,213	10%
8000	Maintenance of Plant	\$ 6,775,695	\$ 232,059	\$ 63,761	\$ 64,205	\$ 9,069	\$ 50,630	\$ 16,212	\$ 728	\$ -	\$ 436,664	\$ 545,369	\$ 5,793,663	14%
9000	Community Services/ Debt Service/Transfers	\$ 2,032,590	\$ 94,066	\$ 8,209	\$ 2,843	\$ -	\$ 4,942	\$ 378	\$ 7,709	\$ -	\$ 118,147	\$ 43,974	\$ 1,870,469	8%
	<b>Total</b>	\$ 179,371,874	\$ 8,541,815	\$ 2,005,765	\$ 1,295,239	\$ 442,607	\$ 175,479	\$ 236,722	\$ 172,081	\$ -	\$ 12,869,708	\$ 4,775,554	\$ 161,726,612	10%

**Budget Balances for Expenditures as of February 2012 by Major Function & Object**  
**All Funds**

Function #	Function Name	Budget	Object #100 Salaries	Object #200 Employee Benefits	Object #300 Purchased Services	Object #400 Energy Services	Object #500 Materials & Supplies	Object #600 Capital Outlay	Object #700 Other Expenses	Object #900 Transfers	Total Expended As Of 2/29/12	Encumbered/ Committed	Balance	% of Budget Exp/Enc
5000	Instruction	\$ 118,383,911	\$ 6,662,199	\$ 1,543,828	\$ 355,833	\$ -	\$ 127,023	\$ 67,925	\$ 157,959	\$ -	\$ 8,914,768	\$ 1,360,999	\$ 108,108,145	9%
6000	Instructional Support	\$ 25,497,897	\$ 994,479	\$ 218,655	\$ 264,903	\$ 1,045	\$ 14,048	\$ 154,080	\$ 33,901	\$ -	\$ 1,681,111	\$ 2,542,475	\$ 21,274,310	17%
7000	General Support	\$ 91,525,862	\$ 1,186,120	\$ 324,976	\$ 2,115,825	\$ 525,917	\$ (19,310)	\$ 1,974,132	\$ 56,282	\$ -	\$ 6,163,941	\$ 9,902,782	\$ 75,459,139	18%
8000	Maintenance of Plant	\$ 8,328,345	\$ 232,059	\$ 63,761	\$ 64,205	\$ 9,069	\$ 50,630	\$ 117,927	\$ 728	\$ -	\$ 538,379	\$ 628,450	\$ 7,161,516	14%
9000	Community Services/ Debt Service/Transfers	\$ 14,891,876	\$ 97,041	\$ 8,796	\$ 3,112	\$ -	\$ 4,942	\$ 378	\$ 67,221	\$ -	\$ 181,491	\$ 44,041	\$ 14,666,344	2%
	<b>Total</b>	\$ 258,627,890	\$ 9,171,898	\$ 2,160,016	\$ 2,803,879	\$ 536,031	\$ 177,333	\$ 2,314,442	\$ 316,091	\$ -	\$ 17,479,690	\$ 14,478,747	\$ 226,669,454	12%

## General School Fund (Fund 100) Budget and Expenditures By Type

(Does Not Include Payroll & Benefit Expenditures)

Obj #	Expenditure Type	Annual Budget	Monthly Budget*	July Expend	August Expend	September Expend	October Expend	November Expend	December Expend	January Expend	February Expend	Year-to-Date Expend. Total	Average Monthly Expenditures for Year-to-Date
310	Profess/Tech Services Instruc	\$ 3,446,049.37	\$ 287,170.78	\$ 61,176.94	\$ 135,551.72	\$ 229,059.85	\$ 244,312.67	\$ 110,919.44	\$ 368,293.66	\$ 308,678.03	\$ 167,845.79	\$ 1,625,838.10	\$ 203,229.76
311	Prof Serv Subagree 1st \$25K	\$ 20,000.00	\$ 1,666.67	\$ -	\$ -	\$ 20,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000.00	\$ 2,500.00
312	Prof Serv Subagree Bal > \$25K	\$ 29,000.00	\$ -	\$ 5,000.00	\$ -	\$ 10,000.00	\$ -	\$ -	\$ -	\$ 14,000.00	\$ -	\$ 29,000.00	\$ 3,625.00
320	Insurance/Bond Premiums	\$ 2,045,217.29	\$ 170,434.77	\$ 621,702.89	\$ 107,889.38	\$ (178.00)	\$ 202,116.76	\$ 5,738.00	\$ 101,058.38	\$ -	\$ 842.00	\$ 1,039,169.41	\$ 129,896.18
331	In County Travel	\$ 186,807.26	\$ 15,567.27	\$ 3,158.80	\$ 2,405.74	\$ 5,854.24	\$ 10,206.09	\$ 9,075.11	\$ 9,045.03	\$ 5,440.41	\$ 11,989.74	\$ 57,175.16	\$ 7,146.90
332	Out of County Travel	\$ 290,628.96	\$ 24,219.08	\$ 18,374.23	\$ 15,555.78	\$ 12,274.80	\$ 13,209.76	\$ 24,563.39	\$ 27,459.09	\$ 10,261.82	\$ 6,116.90	\$ 127,815.77	\$ 15,976.97
350	Repairs/Maintenance	\$ 466,215.45	\$ 38,851.29	\$ 27,113.76	\$ 37,329.99	\$ 30,590.33	\$ 11,013.57	\$ 13,627.20	\$ 24,901.31	\$ 32,395.60	\$ 16,984.05	\$ 193,955.81	\$ 24,244.48
360	Rentals	\$ 1,550,250.59	\$ 129,187.55	\$ 345,831.32	\$ 274,419.18	\$ 123,659.73	\$ 40,168.72	\$ 25,475.77	\$ 49,302.18	\$ 88,128.29	\$ 61,112.93	\$ 1,008,098.12	\$ 126,012.27
371	Local Phone	\$ 452,639.40	\$ 37,719.95	\$ 38,001.14	\$ 61,999.83	\$ 51,474.82	\$ 50,769.03	\$ 14,687.06	\$ 6,132.82	\$ 20,594.70	\$ 6,885.29	\$ 250,544.69	\$ 31,318.09
372	Long Distance Phone	\$ 46,433.00	\$ 3,869.42	\$ 3,645.37	\$ 6,728.23	\$ 6,686.95	\$ 7,111.96	\$ 6,880.53	\$ 237.60	\$ 7,208.00	\$ 6,877.60	\$ 45,376.24	\$ 5,672.03
373	Phone Install/Repair	\$ 1,924.75	\$ 160.40	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
374	Postage	\$ 97,297.03	\$ 8,108.09	\$ 11,720.48	\$ 4,079.55	\$ 14,798.99	\$ 1,377.44	\$ 1,496.76	\$ 1,424.92	\$ 9,922.20	\$ 1,275.39	\$ 46,095.73	\$ 5,761.97
375	Cell Phones	\$ 26,875.75	\$ 2,239.65	\$ 120.03	\$ 120.05	\$ 164.47	\$ 287.64	\$ 135.70	\$ 259.08	\$ 902.04	\$ 220.34	\$ 2,209.35	\$ 276.17
383	Water	\$ 203,277.95	\$ 16,939.83	\$ 18,683.70	\$ 9,032.13	\$ 8,982.65	\$ 21,125.31	\$ 20,836.54	\$ 20,249.58	\$ 16,874.55	\$ 10,746.99	\$ 126,531.45	\$ 15,816.43
384	Sewage	\$ 250,009.36	\$ 20,834.11	\$ 19,852.10	\$ 12,245.67	\$ 11,142.61	\$ 23,749.73	\$ 24,103.40	\$ 23,103.21	\$ 20,514.93	\$ 12,471.91	\$ 147,183.56	\$ 18,397.95
385	Garbage Removal	\$ 278,027.49	\$ 23,168.96	\$ 17,539.96	\$ 21,068.06	\$ 15,405.24	\$ 21,123.48	\$ 19,880.65	\$ 21,197.94	\$ 18,674.69	\$ 15,571.57	\$ 150,461.59	\$ 18,807.70
390	Other Services	\$ 17,052,014.17	\$ 1,421,001.18	\$ 1,208,879.89	\$ 1,390,684.05	\$ 1,394,746.57	\$ 1,268,840.67	\$ 651,204.43	\$ 1,833,937.39	\$ 930,972.65	\$ 976,298.13	\$ 9,655,563.78	\$ 1,206,945.47
410	Natural Gas	\$ 215,635.00	\$ 17,969.58	\$ 3,913.87	\$ 3,236.53	\$ 1,904.99	\$ 6,150.79	\$ 6,563.53	\$ 15,120.81	\$ 23,686.88	\$ 23,200.83	\$ 83,778.23	\$ 10,472.28
420	Propane	\$ 16,041.00	\$ 1,336.75	\$ -	\$ -	\$ (7.21)	\$ 1,188.55	\$ -	\$ 2,510.51	\$ 3,351.41	\$ 2,786.82	\$ 9,830.08	\$ 1,228.76
430	Electricity	\$ 6,529,146.16	\$ 544,095.51	\$ 555,541.66	\$ 426,405.32	\$ 475,285.40	\$ 591,913.85	\$ 392,447.23	\$ 309,533.94	\$ 676,632.64	\$ 237,849.39	\$ 3,665,609.43	\$ 458,201.18
450	Gas	\$ 352,362.12	\$ 29,363.51	\$ 22,927.90	\$ 11,461.44	\$ 20,942.92	\$ 13,620.39	\$ 11,156.70	\$ 14,875.09	\$ 14,616.31	\$ 8,757.53	\$ 118,358.28	\$ 14,794.79
460	Diesel	\$ 1,972,354.21	\$ 164,362.85	\$ 171,372.11	\$ 16,853.51	\$ 210,884.09	\$ 195,642.30	\$ 127,020.50	\$ 153,800.31	\$ 228,862.67	\$ 170,012.15	\$ 1,274,447.64	\$ 159,305.96
510	Supplies	\$ 2,916,154.96	\$ 243,012.91	\$ 130,233.91	\$ 146,984.95	\$ 552,182.41	\$ 165,929.28	\$ 106,276.22	\$ 90,517.94	\$ 145,117.87	\$ 109,698.95	\$ 1,446,941.53	\$ 180,867.69
515	Supplies-Meals/Headstart	\$ 7,918.86	\$ 659.91	\$ 2,088.33	\$ 34.27	\$ 138.32	\$ 1,036.73	\$ 587.00	\$ 107.34	\$ 1,164.49	\$ 594.55	\$ 5,751.03	\$ 718.88
520	Textbooks	\$ 3,757,331.43	\$ 313,110.95	\$ 13,179.02	\$ 419,930.82	\$ 1,367,213.32	\$ 311,996.90	\$ 98,591.86	\$ 134,312.94	\$ 240,167.14	\$ 65,137.09	\$ 2,650,529.09	\$ 331,316.14
530	Periodicals	\$ 19,350.86	\$ 1,612.57	\$ 1,220.81	\$ 350.00	\$ 691.80	\$ 554.51	\$ 818.50	\$ (28.85)	\$ 1,455.60	\$ 48.00	\$ 5,110.37	\$ 638.80
550	Repair Parts	\$ 8,630.39	\$ 719.20	\$ -	\$ -	\$ 303.67	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 303.67	\$ 37.96
570	Food	\$ 3,826.50	\$ 318.88	\$ -	\$ -	\$ 2,752.34	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,752.34	\$ 344.04
612	Library Bks/Existing Library	\$ 219,727.35	\$ 18,310.61	\$ 15,277.80	\$ 5,878.34	\$ 9,571.63	\$ 18,276.15	\$ 15,472.86	\$ 18,038.30	\$ 26,678.70	\$ 9,253.90	\$ 118,447.68	\$ 14,805.96
622	A.V.Material < \$1000	\$ 23,263.33	\$ 1,938.61	\$ 891.80	\$ 306.22	\$ 1,698.32	\$ 1,523.84	\$ 615.53	\$ 1,133.36	\$ 1,733.75	\$ 2,256.70	\$ 10,159.52	\$ 1,269.94
641	FF&E > = \$1000	\$ 256,828.77	\$ 21,402.40	\$ 5,243.52	\$ 3,145.39	\$ 6,187.64	\$ 2,170.00	\$ 31,859.19	\$ 13,895.53	\$ 5,863.03	\$ 47,075.00	\$ 115,439.27	\$ 14,429.91
642	FF&E < \$1000	\$ 341,424.51	\$ 28,452.04	\$ 13,167.47	\$ 39,819.61	\$ 36,710.16	\$ 16,516.78	\$ 12,132.68	\$ 10,036.78	\$ 9,045.36	\$ 9,202.11	\$ 146,630.95	\$ 18,328.87
643	Computer Equip > = \$1000	\$ 1,246,788.67	\$ 103,899.06	\$ 259,291.84	\$ 80,795.47	\$ 28,448.92	\$ 23,737.75	\$ -	\$ 13,205.13	\$ 14,908.50	\$ -	\$ 420,387.61	\$ 52,548.45
644	Computer Equip < \$1000	\$ 1,103,781.56	\$ 91,981.80	\$ 35,893.75	\$ 169,953.10	\$ 254,234.81	\$ 58,852.22	\$ 118,814.57	\$ 20,437.84	\$ 70,183.71	\$ 141,047.60	\$ 869,417.60	\$ 108,677.20
652	Motor Vehicles	\$ 177,154.00	\$ 14,762.83	\$ -	\$ -	\$ -	\$ -	\$ 45,380.00	\$ 22,580.00	\$ 48,930.00	\$ -	\$ 116,890.00	\$ 14,611.25
670	Land Improvements	\$ 8,644.41	\$ 720.37	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
671	Architect/Engineering	\$ 140,351.61	\$ 11,695.97	\$ -	\$ 42,811.28	\$ 57,986.11	\$ -	\$ 39,554.05	\$ -	\$ -	\$ -	\$ 140,351.44	\$ 17,543.93
672	Noncapitalized Improvements	\$ 39,448.68	\$ 3,287.39	\$ 3,032.00	\$ 3,682.70	\$ 6,179.96	\$ -	\$ -	\$ -	\$ 9,195.10	\$ -	\$ 22,089.76	\$ 2,761.22
681	Cap. Remod/Renovations	\$ 22,013.70	\$ 1,834.48	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,265.15	\$ 5,067.71	\$ 9,292.86	\$ 18,625.72	\$ 2,328.22
682	Noncap Remod/Renovations	\$ 374,571.58	\$ 31,214.30	\$ 29,889.10	\$ 14,088.94	\$ 39,523.84	\$ 26,675.44	\$ 19,059.54	\$ 25,287.17	\$ 28,704.70	\$ 15,969.86	\$ 199,198.59	\$ 24,899.82
691	Software > = \$1000	\$ 69,557.54	\$ 5,796.46	\$ 11,793.50	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000.00	\$ -	\$ 13,793.50	\$ 1,724.19
692	Software < \$1000	\$ 98,761.73	\$ 8,230.14	\$ 4,583.67	\$ 2,026.01	\$ 7,945.53	\$ 1,520.35	\$ 2,005.47	\$ 33,557.00	\$ 1,310.70	\$ 2,624.20	\$ 55,572.93	\$ 6,946.62
730	Dues/Fees	\$ 151,092.25	\$ 12,591.02	\$ 3,534.84	\$ 18,816.16	\$ 8,369.55	\$ 3,955.59	\$ 9,124.75	\$ 2,958.12	\$ 2,948.08	\$ 7,189.50	\$ 56,896.59	\$ 7,112.07
	<b>Totals</b>	\$ 46,514,829.00	\$ 3,873,819.08	\$ 3,683,877.51	\$ 3,485,689.42	\$ 5,023,811.77	\$ 3,356,674.25	\$ 1,966,104.16	\$ 3,372,746.60	\$ 3,046,192.23	\$ 2,157,235.67	\$ 26,092,331.61	\$ 13,046,165.81

\*Monthly budget is simply the most recent annual budget amount divided by 12 since there are no monthly budget amounts for the School District

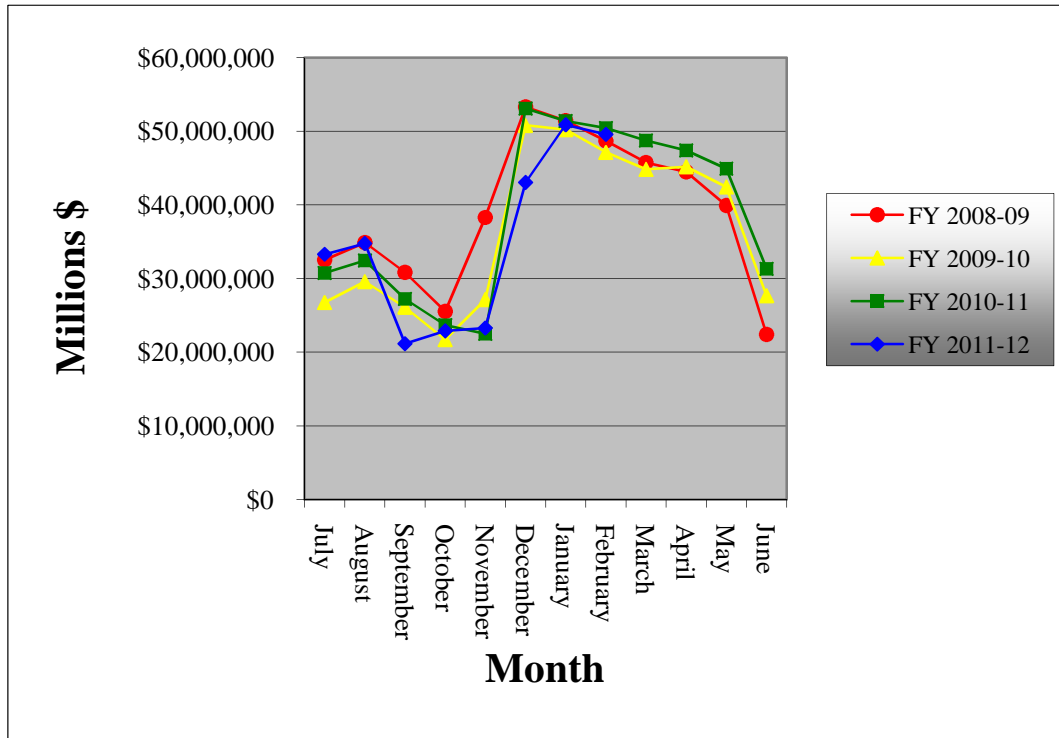
**Cash Balances (Including Investments) by Month**  
**General Fund (Operating) Only**

Month	Prior FY 2008-09	Prior FY 2009-10	Prior FY 2010-11	Current FY 2011-12
July	\$ 32,531,982	\$ 26,734,459	\$ 30,742,184	\$ 33,283,201
August	\$ 34,867,787	\$ 29,568,255	\$ 32,445,127	\$ 34,725,330
September	\$ 30,834,880	\$ 26,103,074	\$ 27,224,463	\$ 21,130,459
October	\$ 25,520,814	\$ 21,702,514	\$ 23,683,568	\$ 22,885,243
November	\$ 38,289,412	\$ 27,148,309	\$ 22,480,939	\$ 23,283,426
December	\$ 53,283,377	\$ 50,794,097	\$ 53,080,096	\$ 43,050,145
January	\$ 51,425,970	\$ 50,223,762	\$ 51,387,678	\$ 50,870,633
February	\$ 48,667,914	\$ 47,110,603	\$ 50,426,916	\$ 49,544,011
March	\$ 45,741,899	\$ 44,823,890	\$ 48,733,781	
April	\$ 44,469,091	\$ 45,176,549	\$ 47,397,090	
May	\$ 39,910,238	\$ 42,434,035	\$ 44,920,599	
June	\$ 22,408,321	\$ 27,663,823	\$ 31,306,361	

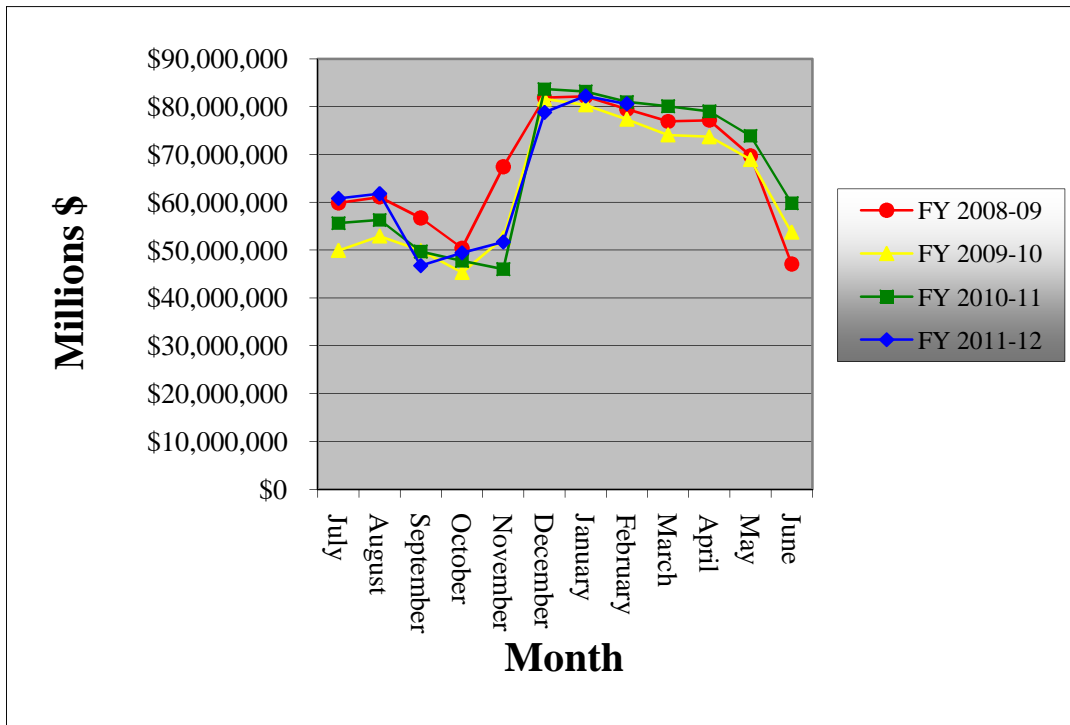
**Cash Balances (Including Investments) by Month**  
**All Funds**

Month	Prior FY 2008-09	Prior FY 2009-10	Prior FY 2010-11	Current FY 2011-12
July	\$ 59,841,143	\$ 49,903,283	\$ 55,624,185	\$ 60,806,072
August	\$ 61,100,147	\$ 52,917,782	\$ 56,292,289	\$ 61,782,889
September	\$ 56,704,610	\$ 49,876,946	\$ 49,695,616	\$ 46,736,610
October	\$ 50,397,883	\$ 45,310,019	\$ 47,743,663	\$ 49,444,785
November	\$ 67,412,599	\$ 52,519,495	\$ 46,018,243	\$ 51,703,005
December	\$ 81,893,482	\$ 81,594,115	\$ 83,659,903	\$ 78,787,125
January	\$ 82,144,681	\$ 80,360,909	\$ 83,157,170	\$ 82,206,286
February	\$ 79,441,570	\$ 77,342,058	\$ 80,981,339	\$ 80,564,342
March	\$ 76,900,298	\$ 74,046,936	\$ 80,069,474	
April	\$ 77,157,589	\$ 73,682,044	\$ 79,021,515	
May	\$ 69,701,786	\$ 68,904,559	\$ 73,880,339	
June	\$ 47,086,484	\$ 53,727,448	\$ 59,814,724	

**Cash Balances (Including Investments) by Month**  
**General Fund (Operating) Only**



**Cash Balances (Including Investments) by Month**  
**All Funds**





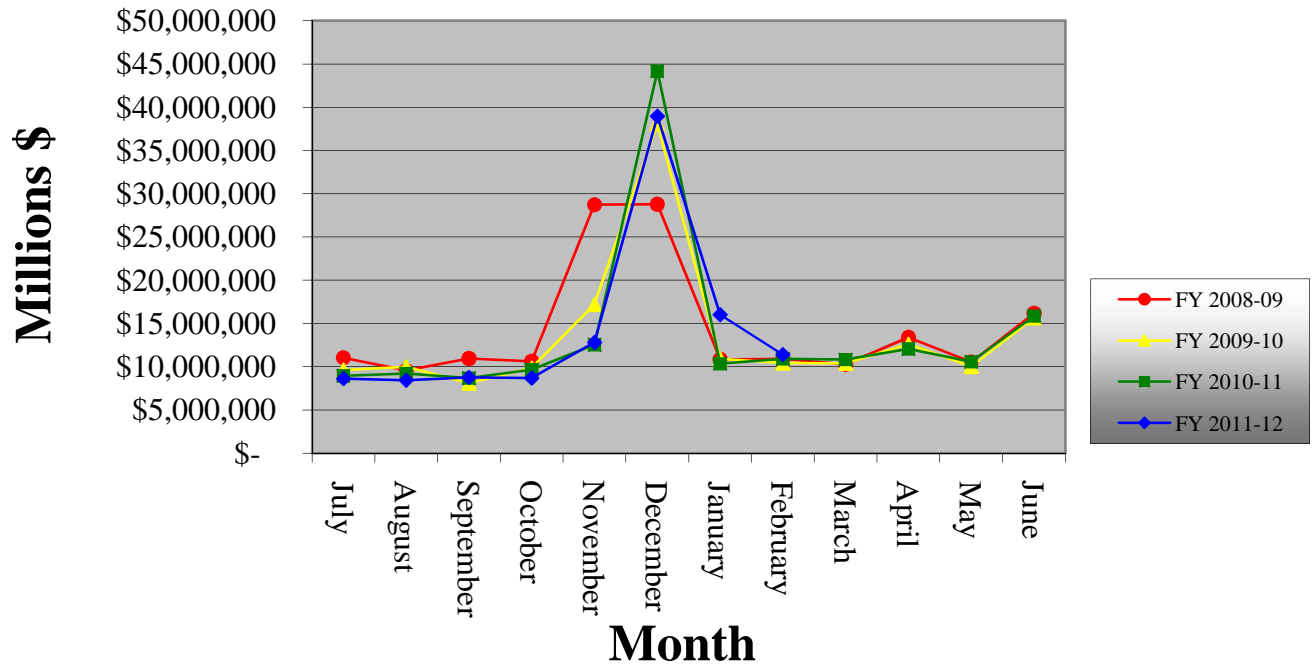
**Revenue by Month (Collections)**  
**General Fund (Operating) Only**

Month	Prior FY 2008-09	% of Year	Prior FY 2009-10	% of Year	Prior FY 2010-11	% of Year	Current FY 2011-12	% of Year
July	\$ 11,033,244	6%	\$ 9,619,644	6%	\$ 8,939,646	5%	\$ 8,617,683	8%
August	\$ 9,559,863	12%	\$ 9,997,578	12%	\$ 9,193,275	11%	\$ 8,430,229	15%
September	\$ 10,936,762	18%	\$ 8,097,963	17%	\$ 8,670,822	16%	\$ 8,761,604	23%
October	\$ 10,603,433	25%	\$ 9,859,423	23%	\$ 9,648,052	22%	\$ 8,680,056	30%
November	\$ 28,727,396	41%	\$ 17,192,846	34%	\$ 12,529,159	30%	\$ 12,786,162	42%
December	\$ 28,787,742	58%	\$ 38,105,243	57%	\$ 44,174,990	57%	\$ 38,943,861	76%
January	\$ 10,849,527	64%	\$ 10,895,850	64%	\$ 10,335,982	63%	\$ 16,023,861	90%
February	\$ 10,915,742	71%	\$ 10,425,917	70%	\$ 10,905,053	70%	\$ 11,402,986	100%
March	\$ 10,270,886	77%	\$ 10,391,347	76%	\$ 10,813,119	77%		100%
April	\$ 13,394,878	84%	\$ 12,600,226	84%	\$ 12,061,319	84%		100%
May	\$ 10,529,679	91%	\$ 10,029,097	90%	\$ 10,554,721	90%		100%
June	\$ 16,179,144	100%	\$ 15,648,061	100%	\$ 15,839,343	100%		100%
Total	\$ 171,788,295		\$ 162,863,195		\$ 163,665,481		\$ 113,646,443	

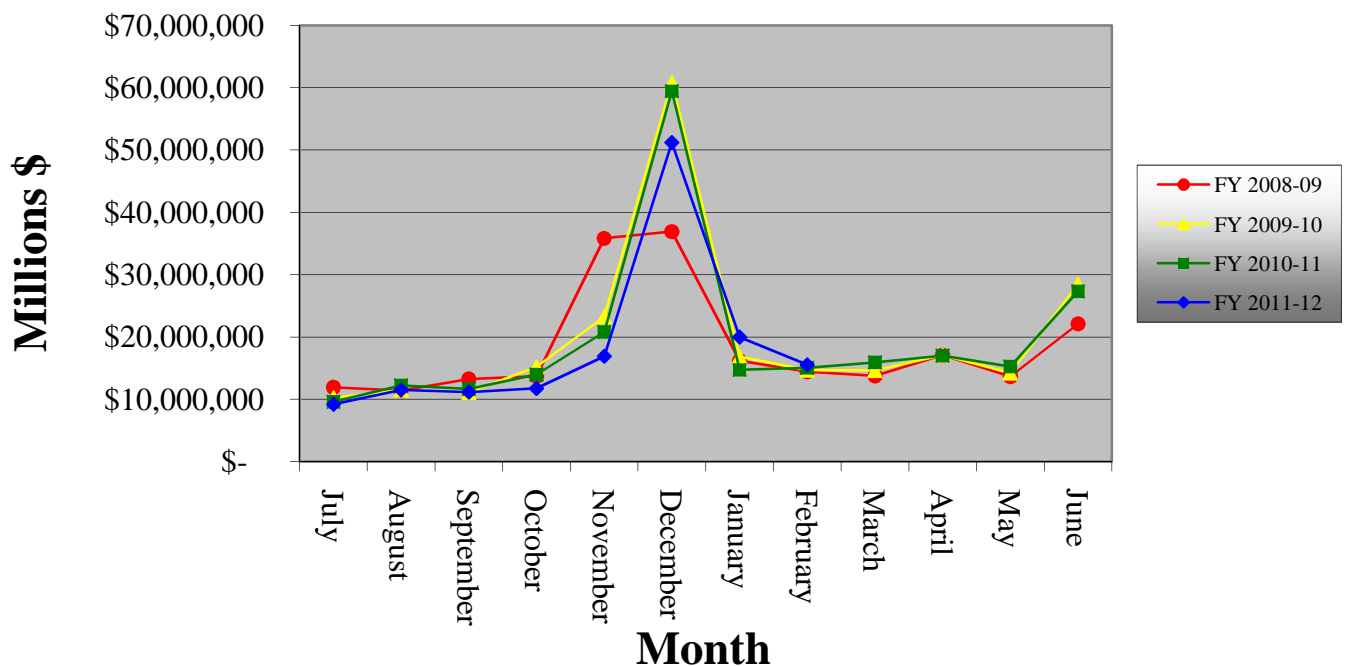
**Revenue by Month (Collections)**  
**All Funds**

Month	Prior FY 2008-09	% of Year	Prior FY 2009-10	% of Year	Prior FY 2010-11	% of Year	Current FY 2011-12	% of Year
July	\$ 11,898,835	5%	\$ 10,218,591	4%	\$ 9,619,752	4%	\$ 9,191,048	6%
August	\$ 11,403,903	11%	\$ 11,507,012	9%	\$ 12,205,953	9%	\$ 11,493,579	14%
September	\$ 13,265,161	17%	\$ 11,098,473	14%	\$ 11,652,742	14%	\$ 11,159,413	22%
October	\$ 13,696,097	23%	\$ 15,209,139	20%	\$ 13,980,547	20%	\$ 11,737,105	30%
November	\$ 35,819,120	39%	\$ 23,286,823	30%	\$ 20,790,569	29%	\$ 16,881,180	41%
December	\$ 36,895,895	56%	\$ 60,828,673	56%	\$ 59,435,996	55%	\$ 51,196,233	76%
January	\$ 16,181,389	63%	\$ 16,840,531	63%	\$ 14,717,948	61%	\$ 19,965,347	89%
February	\$ 14,422,866	70%	\$ 14,707,474	69%	\$ 15,051,644	68%	\$ 15,538,493	100%
March	\$ 13,772,253	76%	\$ 14,623,113	75%	\$ 15,909,209	74%		100%
April	\$ 17,082,186	84%	\$ 17,104,520	82%	\$ 16,990,805	82%		100%
May	\$ 13,648,306	90%	\$ 14,247,837	88%	\$ 15,236,979	88%		100%
June	\$ 22,103,977	100%	\$ 28,425,168	100%	\$ 27,311,654	100%		100%
Total	\$ 220,189,988		\$ 238,097,353		\$ 232,903,798		\$ 147,162,398	

**Revenue by Month (Collections)**  
**General Fund (Operating) Only**



**Revenue by Month (Collections)**  
**All Funds**



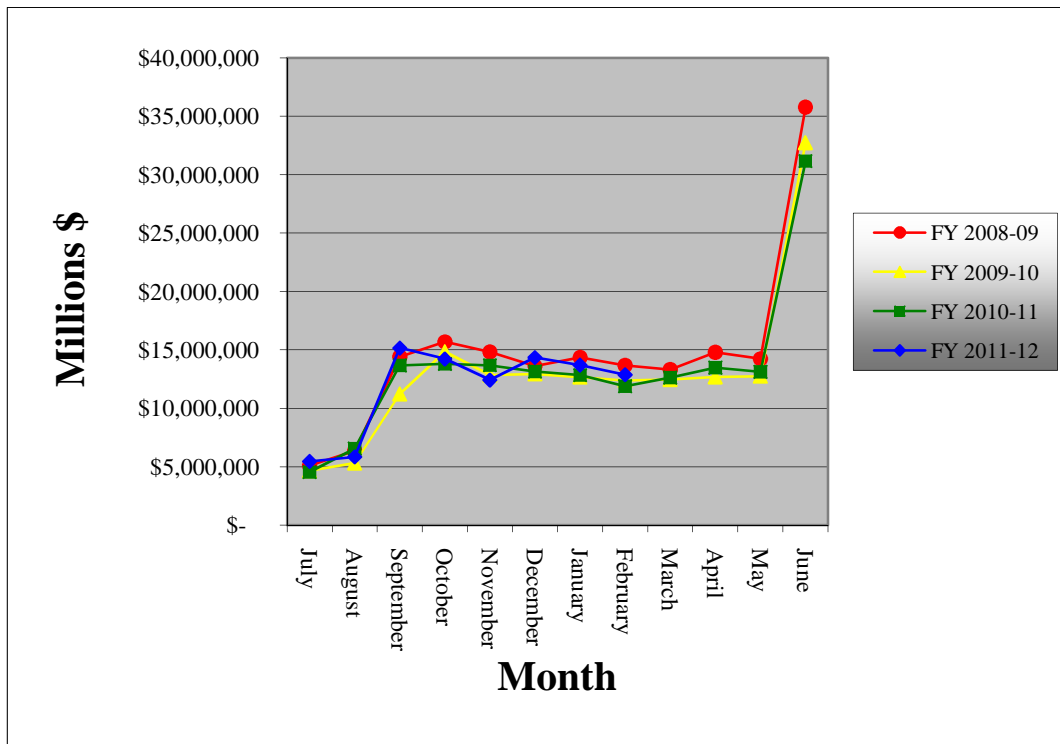
**Expenditures by Month (No Encumbrances)**  
**General Fund (Operating) Only**

Month	Prior FY 2008-09	% of Year	Prior FY 2009-10	% of Year	Prior FY 2010-11	% of Year	Current FY 2011-12	% of Year
July	\$ 5,089,497	3%	\$ 4,644,423	3%	\$ 4,538,117	3%	\$ 5,440,929	6%
August	\$ 6,347,423	6%	\$ 5,315,121	6%	\$ 6,546,038	7%	\$ 5,833,444	12%
September	\$ 14,403,588	15%	\$ 11,220,854	13%	\$ 13,662,251	15%	\$ 15,163,233	28%
October	\$ 15,685,959	24%	\$ 14,843,755	23%	\$ 13,793,821	24%	\$ 14,234,592	43%
November	\$ 14,822,596	32%	\$ 12,838,555	31%	\$ 13,678,027	33%	\$ 12,424,830	56%
December	\$ 13,600,175	40%	\$ 12,938,110	39%	\$ 13,146,049	41%	\$ 14,349,923	72%
January	\$ 14,352,459	48%	\$ 12,664,151	47%	\$ 12,837,516	49%	\$ 13,696,285	86%
February	\$ 13,666,140	56%	\$ 12,389,036	55%	\$ 11,886,481	56%	\$ 12,869,708	100%
March	\$ 13,319,233	63%	\$ 12,461,822	63%	\$ 12,619,163	64%		100%
April	\$ 14,786,931	72%	\$ 12,679,002	71%	\$ 13,484,894	72%		100%
May	\$ 14,230,946	80%	\$ 12,749,077	79%	\$ 13,114,438	81%		100%
June	\$ 35,762,724	100%	\$ 32,733,361	100%	\$ 31,155,124	100%		100%
Total	\$ 176,067,671		\$ 157,477,269		\$ 160,461,921		\$ 94,012,943	

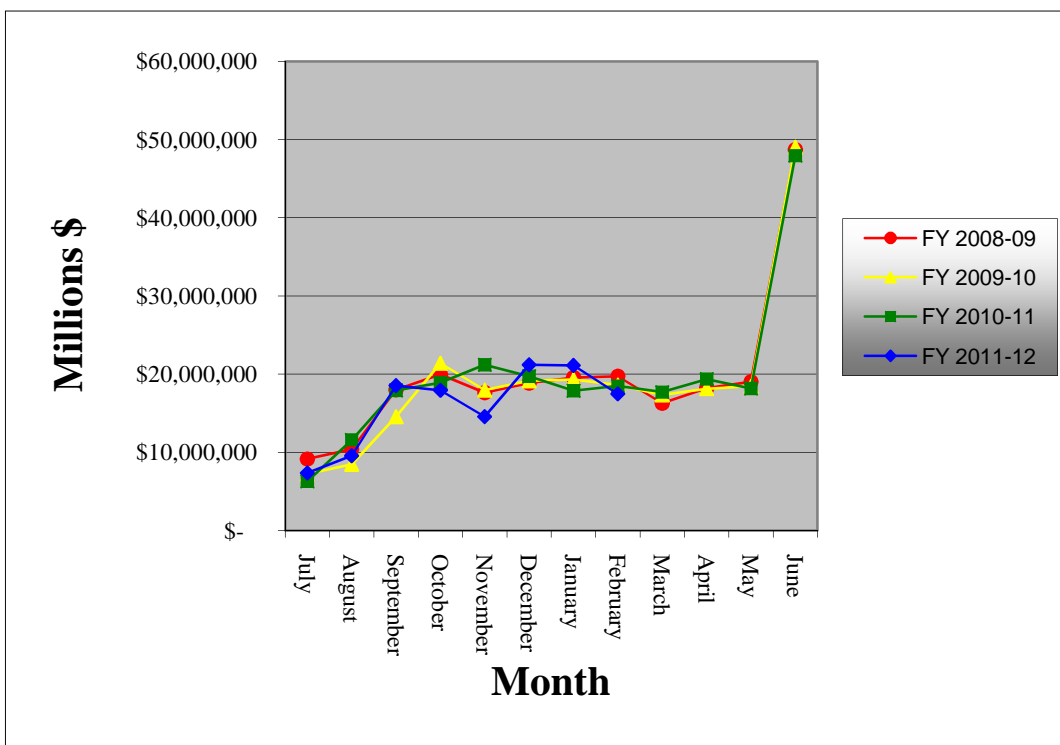
**Expenditures by Month (No Encumbrances)**  
**All Funds**

Month	Prior FY 2008-09	% of Year	Prior FY 2009-10	% of Year	Prior FY 2010-11	% of Year	Current FY 2011-12	% of Year
July	\$ 9,152,136	4%	\$ 7,225,670	3%	\$ 6,300,845	3%	\$ 7,364,622	6%
August	\$ 10,407,055	8%	\$ 8,472,741	7%	\$ 11,599,250	8%	\$ 9,561,362	13%
September	\$ 18,011,237	16%	\$ 14,573,905	13%	\$ 17,933,024	15%	\$ 18,525,250	28%
October	\$ 19,950,458	24%	\$ 21,409,422	22%	\$ 18,911,053	23%	\$ 17,930,998	42%
November	\$ 17,624,700	32%	\$ 17,951,840	30%	\$ 21,197,283	32%	\$ 14,576,704	53%
December	\$ 18,872,829	40%	\$ 19,145,413	39%	\$ 19,725,087	41%	\$ 21,189,411	70%
January	\$ 19,577,366	48%	\$ 19,304,998	47%	\$ 17,881,095	48%	\$ 21,102,600	86%
February	\$ 19,740,332	57%	\$ 18,625,248	55%	\$ 18,482,032	56%	\$ 17,479,690	100%
March	\$ 16,272,565	64%	\$ 17,350,402	63%	\$ 17,701,339	64%		100%
April	\$ 18,208,860	71%	\$ 18,144,608	71%	\$ 19,370,444	72%		100%
May	\$ 19,039,142	79%	\$ 18,451,199	79%	\$ 18,156,697	80%		100%
June	\$ 48,680,745	100%	\$ 49,042,647	100%	\$ 47,935,038	100%		100%
Total	\$ 235,537,425		\$ 229,698,094		\$ 235,193,187		\$ 127,730,637	

**Expenditures by Month (No Encumbrances)**  
**General Fund (Operating) Only**



**Expenditures by Month (No Encumbrances)**  
**All Funds**



**Revenue by Month by Type (Collections)**  
**General Fund (Operating) Only**

Month	Prior FY 2008-09			Prior FY 2009-10			Prior FY 2010-11			Current FY 2011-12		
	Federal	State	Local,Transfers	Federal	State	Local,Transfers	Federal	State	Local,Transfers	Federal	State	Local,Transfers
July	\$ 46,563.00	\$ 10,663,745	\$ 322,936	\$ 14,267.04	\$ 9,278,264	\$ 327,113	\$ -	\$ 8,697,824	\$ 241,822	\$ -	\$ 8,430,141	\$ 187,542
August	\$ 201,695.00	\$ 8,842,767	\$ 515,400	\$ 19,580.93	\$ 9,085,334	\$ 892,663	\$ 286,644.70	\$ 8,373,096	\$ 533,535	\$ 40,532.64	\$ 8,032,059	\$ 357,638
September	\$ 1,800.02	\$ 10,666,129	\$ 268,832	\$ 54,725.00	\$ 7,664,958	\$ 378,280	\$ -	\$ 8,364,558	\$ 306,263	\$ 378,025.84	\$ 8,040,792	\$ 342,786
October	\$ 23,370.00	\$ 9,874,067	\$ 705,997	\$ 174,897.29	\$ 8,731,385	\$ 953,141	\$ 89,314.77	\$ 9,284,846	\$ 273,891	\$ 1,926.37	\$ 8,080,425	\$ 597,705
November	\$ 4,727.19	\$ 8,888,801	\$ 19,833,868	\$ 503,821.06	\$ 7,967,477	\$ 8,721,548	\$ -	\$ 8,340,472	\$ 4,188,687	\$ 42,966.26	\$ 8,036,358	\$ 4,706,838
December	\$ 3,222	\$ 8,471,650	\$ 20,312,870	\$ -	\$ 7,991,830	\$ 30,113,412	\$ 39,020	\$ 8,386,942	\$ 35,749,028	\$ 6,076	\$ 8,031,129	\$ 30,906,656
January	\$ 165,687	\$ 8,419,920	\$ 2,263,920	\$ -	\$ 8,541,176	\$ 2,354,674	\$ 48,835	\$ 8,304,202	\$ 1,982,945	\$ 446,265	\$ 8,299,432	\$ 7,278,164
February	\$ 13,035	\$ 8,369,244	\$ 2,533,464	\$ 12,676	\$ 8,548,825	\$ 1,864,416	\$ 1,367	\$ 8,884,866	\$ 2,018,820	\$ 117,262	\$ 9,386,851	\$ 1,898,874
March	\$ 108,529.16	\$ 8,274,508	\$ 1,887,849	\$ 20.94	\$ 8,681,174	\$ 1,710,152	\$ 750,318.94	\$ 8,485,281	\$ 1,577,519			
April	\$ 384,555	\$ 9,055,597	\$ 3,954,726	\$ 247,271	\$ 8,515,463	\$ 3,837,492	\$ 141,066	\$ 8,545,303	\$ 3,374,950			
May	\$ 130,489	\$ 8,397,366	\$ 2,001,824	\$ 31,250	\$ 8,413,022	\$ 1,584,824	\$ 22,793	\$ 8,783,204	\$ 1,748,724			
June	\$ 19,348	\$ 8,819,021	\$ 7,340,776	\$ -	\$ 8,585,266	\$ 7,062,794	\$ -	\$ 8,576,165	\$ 7,263,178			
Total	\$ 1,103,020	\$ 108,742,813	\$ 61,942,461	\$ 1,058,510	\$ 102,004,175	\$ 59,800,510	\$ 1,379,359	\$ 103,026,760	\$ 59,259,362	\$ 1,033,054	\$ 66,337,188	\$ 46,276,202

**Revenue by Month by Type (Collections)**  
**All Funds**

Month	Prior FY 2008-09			Prior FY 2009-10			Prior FY 2010-11			Current FY 2011-12		
	Federal	State	Local,Transfers	Federal	State	Local,Transfers	Federal	State	Local,Transfers	Federal	State	Local,Transfers
July	\$ 296,230	\$ 10,669,895	\$ 932,710	\$ 331,338	\$ 9,283,475	\$ 603,779	\$ 467,396	\$ 8,703,276	\$ 449,079	\$ 380,249	\$ 8,434,988	\$ 375,810
August	\$ 655,539	\$ 8,848,906	\$ 1,899,458	\$ 375,087	\$ 9,092,981	\$ 2,038,944	\$ 919,101	\$ 8,378,528	\$ 2,908,324	\$ 910,592	\$ 8,036,914	\$ 2,546,073
September	\$ 1,100,284	\$ 10,679,033	\$ 1,485,844	\$ 1,863,781	\$ 7,675,105	\$ 1,559,586	\$ 1,841,184	\$ 8,375,150	\$ 1,436,408	\$ 1,657,123	\$ 8,049,902	\$ 1,452,388
October	\$ 1,759,350	\$ 9,888,943	\$ 2,047,804	\$ 2,219,801	\$ 8,744,115	\$ 4,245,223	\$ 2,981,176	\$ 9,605,048	\$ 1,394,322	\$ 2,010,467	\$ 8,085,249	\$ 1,641,389
November	\$ 1,104,174	\$ 8,895,055	\$ 25,819,891	\$ 3,553,887	\$ 8,003,841	\$ 11,729,095	\$ 4,823,311	\$ 8,345,914	\$ 7,621,344	\$ 1,888,905	\$ 8,099,910	\$ 6,892,365
December	\$ 2,193,808	\$ 8,542,559	\$ 26,159,527	\$ 2,517,438	\$ 8,031,299	\$ 50,279,935	\$ 3,247,012	\$ 8,391,670	\$ 47,797,314	\$ 1,977,935	\$ 8,042,438	\$ 41,175,860
January	\$ 1,713,905	\$ 8,596,442	\$ 5,871,041	\$ 2,387,881	\$ 8,731,532	\$ 5,721,117	\$ 2,825,555	\$ 8,377,584	\$ 3,514,809	\$ 1,691,942	\$ 8,367,022	\$ 9,906,383
February	\$ 1,636,137	\$ 8,440,823	\$ 4,345,906	\$ 2,652,969	\$ 8,632,590	\$ 3,421,914	\$ 2,323,644	\$ 9,027,423	\$ 3,700,576	\$ 2,380,184	\$ 9,607,906	\$ 3,550,403
March	\$ 1,522,122	\$ 8,717,820	\$ 3,532,311	\$ 2,586,791	\$ 8,791,230	\$ 3,245,093	\$ 4,530,145	\$ 8,550,612	\$ 2,828,452			
April	\$ 1,980,622	\$ 9,141,956	\$ 5,959,608	\$ 2,820,030	\$ 8,615,733	\$ 5,668,756	\$ 3,246,481	\$ 8,662,655	\$ 5,081,669			
May	\$ 1,712,030	\$ 8,371,255	\$ 3,565,021	\$ 2,721,581	\$ 8,430,262	\$ 3,095,995	\$ 3,105,613	\$ 8,794,125	\$ 3,337,241			
June	\$ 3,352,743	\$ 10,034,153	\$ 8,717,081	\$ 7,145,811	\$ 9,769,835	\$ 11,509,522	\$ 7,762,221	\$ 9,757,542	\$ 9,791,891			
Total	\$ 19,026,946	\$ 110,826,840	\$ 90,336,202	\$ 31,176,396	\$ 103,801,997	\$ 103,118,959	\$ 38,072,840	\$ 104,969,530	\$ 89,861,429	\$ 12,897,397	\$ 66,724,330	\$ 67,540,671

**Expenditures by Month by Type (No Encumbrances)**  
**General Fund (Operating) Only**

Month	2008-09			2009-10			2010-11			2011-12		
	Instruction	Instr.Support	Oth Support	Instruction	Instr.Support	Oth Support	Instruction	Instr.Support	Oth Support	Instruction	Instr.Support	Oth Support
July	\$ 1,530,534	\$ 497,723	\$ 3,061,240	\$ 684,726	\$ 511,166	\$ 3,448,531	\$ 636,203	\$ 535,992	\$ 3,365,922	\$ 907,178	\$ 737,558	\$ 3,796,192
August	\$ 1,490,417	\$ 686,648	\$ 4,170,358	\$ 1,266,993	\$ 480,764	\$ 3,567,364	\$ 1,855,436	\$ 606,063	\$ 4,084,539	\$ 1,305,528	\$ 788,139	\$ 3,739,777
September	\$ 9,398,858	\$ 1,170,657	\$ 3,834,072	\$ 7,595,793	\$ 916,882	\$ 2,708,178	\$ 8,382,686	\$ 1,034,069	\$ 4,245,496	\$ 9,521,897	\$ 1,417,834	\$ 4,223,502
October	\$ 9,515,527	\$ 1,269,049	\$ 4,901,382	\$ 7,845,832	\$ 1,374,858	\$ 5,623,065	\$ 7,934,181	\$ 1,496,096	\$ 4,363,544	\$ 8,581,821	\$ 1,218,623	\$ 4,434,148
November	\$ 9,464,094	\$ 1,258,339	\$ 4,100,163	\$ 8,098,972	\$ 1,145,286	\$ 3,594,296	\$ 8,323,440	\$ 1,297,064	\$ 4,057,522	\$ 8,064,911	\$ 1,160,041	\$ 3,199,878
December	\$ 9,020,394	\$ 1,194,770	\$ 3,385,011	\$ 7,800,361	\$ 1,101,044	\$ 4,036,705	\$ 8,079,416	\$ 1,143,400	\$ 3,923,233	\$ 8,463,232	\$ 1,313,794	\$ 4,572,897
January	\$ 8,566,060	\$ 1,073,380	\$ 4,713,019	\$ 7,462,835	\$ 1,201,411	\$ 3,999,905	\$ 7,511,573	\$ 1,191,718	\$ 4,134,225	\$ 8,239,585	\$ 1,328,754	\$ 4,127,946
February	\$ 8,632,870	\$ 1,189,999	\$ 3,843,272	\$ 7,390,997	\$ 1,093,759	\$ 3,904,279	\$ 7,474,945	\$ 1,016,873	\$ 3,394,663	\$ 8,194,230	\$ 1,183,625	\$ 3,491,853
March	\$ 8,651,908	\$ 1,240,725	\$ 3,426,601	\$ 7,311,399	\$ 1,192,688	\$ 3,957,735	\$ 7,546,546	\$ 1,128,849	\$ 3,943,768			
April	\$ 8,954,697	\$ 1,311,930	\$ 4,520,304	\$ 7,427,994	\$ 1,193,897	\$ 4,057,111	\$ 7,334,506	\$ 1,433,974	\$ 4,716,414			
May	\$ 8,695,078	\$ 1,497,660	\$ 4,038,208	\$ 7,652,231	\$ 1,294,126	\$ 3,802,719	\$ 7,778,018	\$ 1,461,960	\$ 3,874,460			
June	\$ 26,775,301	\$ 3,030,996	\$ 5,956,427	\$ 22,610,177	\$ 2,887,675	\$ 7,235,509	\$ 22,452,235	\$ 2,824,479	\$ 5,878,410			
Total	\$ 110,695,737	\$ 15,421,878	\$ 49,950,056	\$ 93,148,311	\$ 14,393,559	\$ 49,935,399	\$ 95,309,185	\$ 15,170,538	\$ 49,982,198	\$ 53,278,382	\$ 9,148,369	\$ 31,586,192

**Expenditures by Month by Type (No Encumbrances)**  
**All Funds**

Month	2008-09			2009-10			2010-11			2011-12		
	Instruction	Instr.Support	Oth Support	Instruction	Instr.Support	Oth Support	Instruction	Instr.Support	Oth Support	Instruction	Instr.Support	Oth Support
July	\$ 1,625,805	\$ 665,625	\$ 6,860,706	\$ 854,843	\$ 671,179	\$ 5,699,648	\$ 824,756	\$ 748,914	\$ 4,727,175	\$ 1,050,214	\$ 933,693	\$ 5,380,715
August	\$ 1,603,513	\$ 925,039	\$ 7,878,503	\$ 1,364,596	\$ 703,553	\$ 6,404,592	\$ 2,009,266	\$ 1,007,438	\$ 8,582,546	\$ 1,492,233	\$ 1,358,472	\$ 6,710,657
September	\$ 9,886,756	\$ 1,508,288	\$ 6,616,194	\$ 8,711,119	\$ 1,373,485	\$ 4,489,301	\$ 9,544,109	\$ 1,611,987	\$ 6,776,928	\$ 10,234,309	\$ 1,903,912	\$ 6,387,029
October	\$ 10,062,014	\$ 1,650,736	\$ 8,237,708	\$ 9,061,684	\$ 1,995,609	\$ 10,352,128	\$ 9,252,176	\$ 2,187,014	\$ 7,471,863	\$ 9,072,327	\$ 1,749,979	\$ 7,108,692
November	\$ 10,014,575	\$ 1,677,606	\$ 5,932,518	\$ 9,342,630	\$ 1,645,509	\$ 6,963,701	\$ 11,565,192	\$ 2,375,350	\$ 7,256,741	\$ 8,601,522	\$ 1,668,244	\$ 4,306,938
December	\$ 9,769,587	\$ 1,626,448	\$ 7,476,794	\$ 9,240,114	\$ 1,669,385	\$ 8,235,914	\$ 9,515,250	\$ 1,740,364	\$ 8,469,473	\$ 9,276,613	\$ 1,890,944	\$ 10,021,854
January	\$ 9,250,880	\$ 1,449,232	\$ 8,877,254	\$ 8,850,822	\$ 1,849,832	\$ 8,604,344	\$ 9,227,019	\$ 1,827,329	\$ 6,826,746	\$ 8,976,446	\$ 1,856,339	\$ 10,269,815
February	\$ 9,234,811	\$ 1,622,118	\$ 8,883,404	\$ 8,839,331	\$ 1,652,817	\$ 8,133,100	\$ 9,076,340	\$ 1,624,063	\$ 7,781,629	\$ 8,914,768	\$ 1,681,111	\$ 6,883,811
March	\$ 9,205,674	\$ 1,615,322	\$ 5,451,568	\$ 8,635,826	\$ 1,837,177	\$ 6,877,400	\$ 9,303,284	\$ 1,929,130	\$ 6,468,926			
April	\$ 9,542,763	\$ 1,682,807	\$ 6,983,290	\$ 8,713,272	\$ 1,743,527	\$ 7,687,810	\$ 8,973,907	\$ 2,223,481	\$ 8,173,056			
May	\$ 9,298,305	\$ 1,939,979	\$ 7,800,859	\$ 9,373,634	\$ 2,107,558	\$ 6,970,008	\$ 9,530,724	\$ 2,046,896	\$ 6,579,078			
June	\$ 28,322,956	\$ 4,139,140	\$ 16,218,649	\$ 26,259,800	\$ 4,415,254	\$ 18,367,593	\$ 27,123,598	\$ 4,527,118	\$ 16,284,322			
Total	\$ 117,817,638	\$ 20,502,339	\$ 97,217,447	\$ 109,247,671	\$ 21,664,886	\$ 98,785,538	\$ 115,945,620	\$ 23,849,083	\$ 95,398,485	\$ 57,618,431	\$ 13,042,695	\$ 57,069,511

**Expenditures by Month by Type-Salaries, Employee Benefits, and Other Personal Services (No Encumbrances)**  
**General Fund (Operating) Only**

Month	2008-09				2009-10				2010-11				2011-12			
	Salaries	Emp. Benefits	PartTime/Sub	Total	Salaries	Emp. Benefits	PartTime/Sub	Total	Salaries	Emp. Benefits	Other Services	Total	Salaries	Emp. Benefits	Other Services	Total
July	\$ 2,409,903	\$ 549,870	\$ 5,297	\$ 2,965,070	\$ 2,001,698	\$ 483,282	\$ 947	\$ 2,485,926	\$ 1,909,616	\$ 487,144	\$ 3,221	\$ 2,399,981	\$ 1,996,329	\$ (238,446)	\$ 832	\$ 1,758,716
August	\$ 2,334,448	\$ 487,014	\$ 3,376	\$ 2,824,839	\$ 1,800,787	\$ 455,379	\$ 1,490	\$ 2,257,656	\$ 2,029,705	\$ 462,365	\$ 546	\$ 2,492,617	\$ 1,978,685	\$ 368,046	\$ 1,023	\$ 2,347,754
September	\$ 8,655,962	\$ 2,485,984	\$ 26,004	\$ 11,167,951	\$ 7,503,842	\$ 2,083,264	\$ 13,329	\$ 9,600,435	\$ 7,610,167	\$ 2,172,023	\$ 17,397	\$ 9,799,588	\$ 8,298,410	\$ 1,820,206	\$ 20,806	\$ 10,139,422
October	\$ 9,352,452	\$ 2,569,646	\$ 83,978	\$ 12,006,075	\$ 7,966,205	\$ 2,186,634	\$ 119,703	\$ 10,272,541	\$ 7,794,444	\$ 2,217,509	\$ 139,114	\$ 10,151,067	\$ 8,850,576	\$ 1,921,455	\$ 105,887	\$ 10,877,917
November	\$ 9,515,105	\$ 2,615,303	\$ 105,837	\$ 12,236,245	\$ 8,495,112	\$ 2,186,569	\$ 128,878	\$ 10,810,559	\$ 8,348,723	\$ 2,333,759	\$ 126,690	\$ 10,809,172	\$ 8,465,459	\$ 1,851,077	\$ 142,189	\$ 10,458,726
December	\$ 8,826,087	\$ 2,915,019	\$ 72,178	\$ 11,813,284	\$ 7,567,434	\$ 2,916,006	\$ 76,057	\$ 10,559,498	\$ 7,920,160	\$ 2,540,962	\$ 102,251	\$ 10,563,374	\$ 8,454,525	\$ 2,415,436	\$ 106,801	\$ 10,976,763
January	\$ 8,715,319	\$ 2,453,837	\$ 54,683	\$ 11,223,838	\$ 7,628,239	\$ 2,190,898	\$ 65,487	\$ 9,884,623	\$ 7,774,526	\$ 2,170,744	\$ 80,342	\$ 10,025,613	\$ 8,462,495	\$ 2,009,382	\$ 51,109	\$ 10,522,986
February	\$ 8,702,727	\$ 2,482,328	\$ 81,444	\$ 11,266,499	\$ 7,602,543	\$ 2,102,582	\$ 117,265	\$ 9,822,391	\$ 7,646,073	\$ 2,176,369	\$ 129,432	\$ 9,951,874	\$ 8,541,815	\$ 2,005,765	\$ 157,183	\$ 10,704,763
March	\$ 8,699,102	\$ 2,466,361	\$ 86,722	\$ 11,252,185	\$ 7,610,140	\$ 2,104,672	\$ 91,556	\$ 9,806,367	\$ 7,768,989	\$ 2,270,176	\$ 123,002	\$ 10,162,166				\$ -
April	\$ 9,157,684	\$ 2,463,465	\$ 56,915	\$ 11,678,063	\$ 7,683,013	\$ 2,129,465	\$ 89,529	\$ 9,902,007	\$ 7,493,372	\$ 2,141,430	\$ 72,124	\$ 9,706,926				\$ -
May	\$ 9,006,703	\$ 2,486,527	\$ 71,589	\$ 11,564,819	\$ 8,011,587	\$ 2,083,124	\$ 143,912	\$ 10,238,623	\$ 7,997,070	\$ 2,161,966	\$ 181,369	\$ 10,340,406				\$ -
June	\$ 24,818,360	\$ 6,934,540	\$ 75,524	\$ 31,828,424	\$ 20,889,593	\$ 5,983,164	\$ 211,193	\$ 27,083,950	\$ 20,512,562	\$ 6,580,757	\$ 157,301	\$ 27,250,620				\$ -
Total	\$ 110,193,852	\$ 30,909,895	\$ 723,546	\$ 141,827,293	\$ 94,760,193	\$ 26,905,040	\$ 1,059,345	\$ 122,724,578	\$ 94,805,408	\$ 27,715,204	\$ 1,132,791	\$ 123,653,403	\$ 55,048,293	\$ 12,152,923	\$ 585,830	\$ 67,787,046

**Expenditures by Month by Type-Salaries, Employee Benefits, and Other Personal Services (No Encumbrances)**  
**All Funds**

Month	2008-09				2009-10				2010-11				2011-12			
	Salaries	Emp. Benefits	PartTime/Sub	Total	Salaries	Emp. Benefits	PartTime/Sub	Total	Salaries	Emp. Benefits	Other Services	Total	Salaries	Emp. Benefits	Other Services	Total
July	\$ 2,699,049	\$ 588,156	\$ 6,432	\$ 3,293,637	\$ 2,258,588	\$ 549,600	\$ 2,103	\$ 2,810,291	\$ 2,177,800	\$ 537,871	\$ 4,579	\$ 2,720,250	\$ 2,216,277	\$ (208,415)	\$ 16,837	\$ 2,024,699
August	\$ 2,617,189	\$ 563,514	\$ 6,061	\$ 3,186,764	\$ 2,041,040	\$ 504,678	\$ 10,844	\$ 2,556,562	\$ 2,364,054	\$ 524,438	\$ 1,595	\$ 2,890,088	\$ 2,332,948	\$ 413,851	\$ 7,789	\$ 2,754,588
September	\$ 9,457,622	\$ 2,726,237	\$ 30,354	\$ 12,214,213	\$ 8,758,687	\$ 2,446,197	\$ 32,163	\$ 11,237,047	\$ 8,870,130	\$ 2,526,636	\$ 22,384	\$ 11,419,150	\$ 8,967,192	\$ 1,977,587	\$ 28,924	\$ 10,973,703
October	\$ 10,226,364	\$ 2,819,579	\$ 99,718	\$ 13,145,660	\$ 9,131,999	\$ 2,524,395	\$ 152,970	\$ 11,809,364	\$ 8,958,564	\$ 2,556,005	\$ 173,088	\$ 11,687,656	\$ 9,505,214	\$ 2,070,373	\$ 130,569	\$ 11,706,155
November	\$ 10,133,360	\$ 2,815,672	\$ 122,974	\$ 13,072,006	\$ 9,657,007	\$ 2,524,909	\$ 172,953	\$ 12,354,869	\$ 11,825,765	\$ 2,851,996	\$ 181,498	\$ 14,859,259	\$ 9,143,286	\$ 2,012,229	\$ 202,195	\$ 11,357,710
December	\$ 9,882,412	\$ 3,234,995	\$ 85,356	\$ 13,202,763	\$ 8,750,679	\$ 3,316,398	\$ 113,745	\$ 12,180,822	\$ 9,091,906	\$ 2,939,285	\$ 127,685	\$ 12,158,875	\$ 9,064,676	\$ 2,598,426	\$ 141,056	\$ 11,804,158
January	\$ 9,495,560	\$ 2,680,171	\$ 62,160	\$ 12,237,891	\$ 8,761,031	\$ 2,514,194	\$ 100,738	\$ 11,375,963	\$ 8,924,101	\$ 2,507,022	\$ 101,052	\$ 11,532,175	\$ 9,022,826	\$ 2,143,309	\$ 73,045	\$ 11,239,180
February	\$ 9,594,080	\$ 2,749,367	\$ 99,191	\$ 12,442,638	\$ 8,765,343	\$ 2,438,146	\$ 159,811	\$ 11,363,300	\$ 9,121,632	\$ 2,605,555	\$ 176,190	\$ 11,903,377	\$ 9,171,898	\$ 2,160,016	\$ 199,078	\$ 11,530,991
March	\$ 9,341,561	\$ 2,664,993	\$ 101,069	\$ 12,107,623	\$ 8,794,356	\$ 2,439,166	\$ 128,344	\$ 11,361,867	\$ 9,197,135	\$ 2,678,495	\$ 187,981	\$ 12,063,611				\$ -
April	\$ 9,986,549	\$ 2,709,144	\$ 70,559	\$ 12,766,252	\$ 8,863,223	\$ 2,462,434	\$ 112,410	\$ 11,438,067	\$ 8,913,287	\$ 2,531,944	\$ 110,678	\$ 11,555,909				\$ -
May	\$ 10,071,416	\$ 2,791,569	\$ 89,049	\$ 12,952,034	\$ 9,603,243	\$ 2,447,515	\$ 180,948	\$ 12,231,706	\$ 9,425,933	\$ 2,570,130	\$ 258,460	\$ 12,254,523				\$ -
June	\$ 26,941,940	\$ 7,568,480	\$ 100,013	\$ 34,610,433	\$ 24,286,805	\$ 6,982,747	\$ 216,623	\$ 31,486,175	\$ 24,594,783	\$ 7,796,574	\$ 237,550	\$ 32,628,907				\$ -
Total	\$ 120,447,103	\$ 33,911,876	\$ 872,936	\$ 155,231,915	\$ 109,671,999	\$ 31,150,380	\$ 1,383,652	\$ 142,206,031	\$ 113,465,089	\$ 32,625,951	\$ 1,582,739	\$ 147,673,780	\$ 59,424,316	\$ 13,167,376	\$ 799,492	\$ 73,391,185

**Expenditures by Month by Type-Purchased Services, Energy Services (Utilities), and Materials & Supplies (No Encumbrances)**  
**General Fund (Operating) Only**

Month	2008-09			2009-10			2010-11			2011-12		
	Purch. Ser	Energy Ser.	Mat.& Supplies	Purch. Ser	Energy Ser.	Mat.& Supplies	Purch. Ser	Energy Ser.	Mat.& Supplies	Purch. Ser	Energy Ser.	Mat.& Supplies
July	\$ 913,328	\$ 463,451	\$ 574,958	\$ 1,005,222	\$ 555,941	\$ 303,316	\$ 1,092,487	\$ 741,789	\$ 134,137	\$ 2,400,801	\$ 753,756	\$ 146,722
August	\$ 1,939,798	\$ 584,969	\$ 753,189	\$ 1,610,556	\$ 581,110	\$ 702,703	\$ 1,967,038	\$ 576,077	\$ 1,249,309	\$ 2,079,109	\$ 457,957	\$ 567,300
September	\$ 1,235,431	\$ 737,681	\$ 1,032,470	\$ 392,527	\$ 429,062	\$ 699,959	\$ 1,850,185	\$ 544,797	\$ 1,218,446	\$ 1,934,663	\$ 709,010	\$ 1,923,282
October	\$ 2,419,384	\$ 718,738	\$ 408,619	\$ 3,079,758	\$ 870,871	\$ 375,419	\$ 1,757,624	\$ 825,943	\$ 540,990	\$ 1,915,413	\$ 808,516	\$ 479,517
November	\$ 1,672,351	\$ 594,241	\$ 196,949	\$ 1,481,493	\$ 337,819	\$ 128,634	\$ 1,859,160	\$ 550,008	\$ 279,694	\$ 928,624	\$ 537,188	\$ 206,274
December	\$ 1,198,866	\$ 337,130	\$ 138,097	\$ 1,548,581	\$ 590,786	\$ 130,748	\$ 1,563,925	\$ 657,223	\$ 173,843	\$ 2,486,602	\$ 495,841	\$ 225,323
January	\$ 1,962,843	\$ 838,905	\$ 205,589	\$ 1,809,582	\$ 576,413	\$ 155,910	\$ 1,724,938	\$ 700,298	\$ 126,346	\$ 1,484,568	\$ 947,150	\$ 387,905
February	\$ 1,624,998	\$ 561,212	\$ 116,898	\$ 1,606,356	\$ 636,075	\$ 194,889	\$ 896,357	\$ 776,091	\$ 160,178	\$ 1,295,239	\$ 442,607	\$ 175,479
March	\$ 1,257,362	\$ 336,577	\$ 220,070	\$ 1,541,912	\$ 616,370	\$ 157,210	\$ 1,619,023	\$ 509,876	\$ 220,016			
April	\$ 2,053,624	\$ 775,763	\$ 170,746	\$ 1,806,509	\$ 758,804	\$ 105,668	\$ 2,570,352	\$ 779,283	\$ 155,640			
May	\$ 1,710,247	\$ 623,730	\$ 171,232	\$ 1,882,135	\$ 351,699	\$ 200,466	\$ 1,809,459	\$ 608,614	\$ 118,025			
June	\$ 3,075,155	\$ 168,616	\$ 286,782	\$ 2,908,510	\$ 589,828	\$ 250,869	\$ 2,270,025	\$ 803,268	\$ 276,918			
<b>Total</b>	\$ 21,063,386	\$ 6,741,013	\$ 4,275,600	\$ 20,673,142	\$ 6,894,777	\$ 3,405,791	\$ 20,980,573	\$ 8,073,267	\$ 4,653,543	\$ 14,525,019	\$ 5,152,024	\$ 4,111,802

**Expenditures by Month by Type-Purchased Services, Energy Services (Utilities), and Materials & Supplies (No Encumbrances)**  
**All Funds**

Month	2008-09			2009-10			2010-11			2011-12		
	Purch. Ser	Energy Ser.	Mat.& Supplies	Purch. Ser	Energy Ser.	Mat.& Supplies	Purch. Ser	Energy Ser.	Mat.& Supplies	Purch. Ser	Energy Ser.	Mat.& Supplies
July	\$ 957,213	\$ 463,708	\$ 630,667	\$ 1,032,329	\$ 597,950	\$ 356,248	\$ 1,124,136	\$ 737,638	\$ 250,642	\$ 2,448,875	\$ 753,804	\$ 177,818
August	\$ 2,007,716	\$ 585,311	\$ 860,542	\$ 1,662,095	\$ 626,248	\$ 714,146	\$ 2,190,158	\$ 580,253	\$ 1,243,544	\$ 2,377,571	\$ 458,713	\$ 654,973
September	\$ 1,360,621	\$ 739,148	\$ 1,335,374	\$ 433,576	\$ 430,266	\$ 719,541	\$ 2,245,240	\$ 636,380	\$ 1,234,179	\$ 2,355,412	\$ 834,880	\$ 1,975,463
October	\$ 2,773,757	\$ 720,950	\$ 1,131,200	\$ 5,001,648	\$ 894,341	\$ 217,459	\$ 3,384,688	\$ 860,452	\$ 571,944	\$ 3,504,251	\$ 802,233	\$ 456,369
November	\$ 1,871,165	\$ 595,385	\$ 289,199	\$ 2,899,661	\$ 395,208	\$ 86,811	\$ 3,355,083	\$ 601,748	\$ 238,275	\$ 1,101,169	\$ 538,555	\$ 245,303
December	\$ 1,729,621	\$ 338,345	\$ 997,320	\$ 2,710,405	\$ 612,586	\$ 172,080	\$ 2,863,912	\$ 687,179	\$ 171,596	\$ 4,155,970	\$ 496,152	\$ 249,271
January	\$ 2,341,794	\$ 838,905	\$ 687,304	\$ 3,156,105	\$ 604,929	\$ 131,965	\$ 3,322,773	\$ 743,465	\$ 164,256	\$ 3,565,200	\$ 944,876	\$ 317,323
February	\$ 1,942,986	\$ 561,212	\$ 651,058	\$ 3,048,458	\$ 668,824	\$ 188,620	\$ 1,154,305	\$ 819,854	\$ 186,605	\$ 2,803,879	\$ 536,031	\$ 177,333
March	\$ 1,373,100	\$ 337,164	\$ 330,830	\$ 2,946,237	\$ 651,232	\$ 133,576	\$ 3,190,996	\$ 560,262	\$ 289,124			
April	\$ 2,257,588	\$ 776,905	\$ 763,166	\$ 3,224,890	\$ 797,393	\$ 92,967	\$ 5,183,265	\$ 800,760	\$ 155,239			
May	\$ 1,986,650	\$ 624,575	\$ 1,223,774	\$ 3,376,967	\$ 387,788	\$ 149,043	\$ 3,215,596	\$ 659,658	\$ 182,801			
June	\$ 3,673,998	\$ 591,254	\$ 936,692	\$ 4,882,371	\$ 646,529	\$ 1,078,793	\$ 4,531,548	\$ 878,761	\$ 944,337			
<b>Total</b>	\$ 24,276,208	\$ 7,172,863	\$ 9,837,126	\$ 34,374,743	\$ 7,313,293	\$ 4,041,250	\$ 35,761,700	\$ 8,566,409	\$ 5,632,542	\$ 22,312,327	\$ 5,365,242	\$ 4,253,853



**Expenditures by Month by Type - Capital Outlay (mostly equipment), Other Expenses, and Transfers Between Funds (No Encumbrances)**  
**General Fund (Operating) Only**

Month	2008-09				2009-10				2010-11				2011-12			
	Capital Outlay	Oth. Exp.	Disc. On COPS	Transfers	Capital Outlay	Oth. Exp.	Disc. On COPS	Transfers	Capital Outlay	Oth. Exp.	Disc. On COPS	Transfers	Capital Outlay	Oth. Exp.	Disc. On COPS	Transfers
July	\$ 118,825	\$ 53,865	\$ -	\$ -	\$ 239,736	\$ 54,283	\$ -	\$ -	\$ 107,687	\$ 62,035	\$ -	\$ -	\$ 379,064	\$ 1,870	\$ -	\$ -
August	\$ 237,651	\$ 6,978	\$ -	\$ -	\$ 156,301	\$ 6,795	\$ -	\$ -	\$ 253,678	\$ 7,319	\$ -	\$ -	\$ 362,507	\$ 18,816	\$ 18,816	\$ -
September	\$ 217,848	\$ 12,206	\$ -	\$ -	\$ 97,438	\$ 1,432	\$ -	\$ -	\$ 246,335	\$ 2,900	\$ -	\$ -	\$ 448,487	\$ 8,370	\$ -	\$ -
October	\$ 130,126	\$ 3,016	\$ -	\$ -	\$ 240,335	\$ 4,830	\$ -	\$ -	\$ 507,384	\$ 10,813	\$ -	\$ -	\$ 149,273	\$ 3,956	\$ -	\$ -
November	\$ 106,502	\$ 964	\$ -	\$ 15,344	\$ 61,827	\$ 1,896	\$ -	\$ 16,325	\$ 172,727	\$ 7,264	\$ -	\$ -	\$ 284,894	\$ 9,125	\$ -	\$ -
December	\$ 110,423	\$ 2,374	\$ -	\$ -	\$ 106,090	\$ 1,908	\$ -	\$ 500	\$ 184,562	\$ 3,123	\$ -	\$ -	\$ 162,436	\$ 2,958	\$ -	\$ -
January	\$ 118,854	\$ 2,431	\$ -	\$ -	\$ 99,977	\$ 2,232	\$ -	\$ 135,413	\$ 117,937	\$ 6,771	\$ -	\$ 135,612	\$ 223,621	\$ 2,948	\$ -	\$ 127,107
February	\$ 92,659	\$ 3,874	\$ -	\$ -	\$ 125,237	\$ 4,089	\$ -	\$ -	\$ 95,374	\$ 4,707	\$ -	\$ 1,901	\$ 236,722	\$ 14,899	\$ -	\$ -
March	\$ 94,714	\$ 2,558	\$ -	\$ 155,766	\$ 336,133	\$ 3,829	\$ -	\$ -	\$ 104,515	\$ 3,567	\$ -	\$ -				
April	\$ 102,201	\$ 6,534	\$ -	\$ -	\$ 97,877	\$ 8,136	\$ -	\$ -	\$ 244,563	\$ 28,131	\$ -	\$ -				
May	\$ 157,483	\$ 3,435	\$ -	\$ -	\$ 72,560	\$ 3,594	\$ -	\$ -	\$ 235,440	\$ 2,494	\$ -	\$ -				
June	\$ 248,850	\$ 1,642	\$ -	\$ 153,256	\$ 316,452	\$ 5,041	\$ -	\$ 1,578,710	\$ 342,004	\$ 21,909	\$ -	\$ 190,381				
Total	\$ 1,736,137	\$ 99,875	\$ -	\$ 324,367	\$ 1,949,965	\$ 98,067	\$ -	\$ 1,730,948	\$ 2,612,206	\$ 161,035	\$ -	\$ 327,894	\$ 2,247,005	\$ 62,941	\$ 18,816	\$ 127,107

**Expenditures by Month by Type - Capital Outlay (mostly equipment), Other Expenses, and Transfers Between Funds (No Encumbrances)**  
**All Funds**

Month	2008-09				2009-10				2010-11				2011-12			
	Capital Outlay	Oth. Exp.	Disc. On COPS	Transfers	Capital Outlay	Oth. Exp.	Disc. On COPS	Transfers	Capital Outlay	Oth. Exp.	Disc. On COPS	Transfers	Capital Outlay	Oth. Exp.	Disc. On COPS	Transfers
July	\$ 3,552,683	\$ 254,228	\$ -	\$ -	\$ 2,171,587	\$ 257,264	\$ -	\$ -	\$ 1,199,652	\$ 268,528	\$ -	\$ -	\$ 1,868,675	\$ 90,751	\$ -	\$ -
August	\$ 3,722,751	\$ 43,971	\$ -	\$ -	\$ 2,873,424	\$ 40,266	\$ -	\$ -	\$ 2,451,780	\$ 1,083,172	\$ -	\$ 1,160,255	\$ 2,249,839	\$ 1,065,678	\$ -	\$ -
September	\$ 2,287,692	\$ 74,190	\$ -	\$ -	\$ 1,713,113	\$ 40,362	\$ -		\$ 2,348,926	\$ 49,149	\$ -	\$ -	\$ 2,326,509	\$ 59,283	\$ -	\$ -
October	\$ 2,124,954	\$ 53,936	\$ -	\$ -	\$ 3,407,113	\$ 79,498	\$ -	\$ -	\$ 2,333,422	\$ 72,890	\$ -	\$ -	\$ 1,386,015	\$ 75,976	\$ -	\$ -
November	\$ 1,727,066	\$ 54,534	\$ -	\$ 15,344	\$ 2,063,207	\$ 135,759	\$ -	\$ 16,325	\$ 1,997,175	\$ 145,742	\$ -	\$ -	\$ 1,144,935	\$ 189,032	\$ -	\$ -
December	\$ 2,533,235	\$ 71,545	\$ -	\$ -	\$ 3,284,038	\$ 184,982	\$ -	\$ 500	\$ 1,573,759	\$ 141,183	\$ -	\$ 2,128,582	\$ 1,757,578	\$ 90,170	\$ -	\$ 2,636,113
January	\$ 1,320,178	\$ 99,324	\$ -	\$ 2,051,972	\$ 2,006,292	\$ 98,335	\$ -	\$ 1,931,409	\$ 1,858,645	\$ 124,170	\$ -	\$ 135,612	\$ 2,173,654	\$ 2,735,260	\$ -	\$ 127,107
February	\$ 1,963,795	\$ 2,178,643	\$ -	\$ -	\$ 1,463,747	\$ 1,892,299	\$ -	\$ -	\$ 1,702,425	\$ 2,713,565	\$ -	\$ 1,901	\$ 2,314,442	\$ 117,014	\$ -	\$ -
March	\$ 1,897,076	\$ 71,006	\$ -	\$ 155,766	\$ 2,177,938	\$ 79,553	\$ -		\$ 1,512,602	\$ 84,744	\$ -	\$ -				
April	\$ 1,571,856	\$ 73,093	\$ -	\$ -	\$ 2,487,748	\$ 103,543	\$ -	\$ -	\$ 1,531,737	\$ 143,535	\$ -	\$ -				
May	\$ 2,038,020	\$ 214,089	\$ -	\$ -	\$ 2,201,664	\$ 104,031	\$ -	\$ -	\$ 1,578,228	\$ 265,891	\$ -					
June	\$ 2,392,633	\$ 1,796,508	\$ -	\$ 4,679,226	\$ 3,404,306	\$ 1,874,103	\$ -	\$ 5,670,370	\$ 3,157,398	\$ 996,630	\$ -	\$ 4,797,457				
Total	\$ 27,131,939	\$ 4,985,066	\$ -	\$ 6,902,309	\$ 29,254,178	\$ 4,889,994	\$ -	\$ 7,618,604	\$ 23,245,750	\$ 6,089,198	\$ -	\$ 8,223,808	\$ 15,221,647	\$ 4,423,164	\$ -	\$ 2,763,220

**Revenue Minus Expenditures**  
**General Fund (Operating) Only**

Month	Prior FY 2008-09	Prior FY 2009-10	Prior FY 2010-11	Current FY 2011-12
July	\$ 5,943,746	\$ 4,975,220	\$ 4,401,529	\$ 3,176,754
August	\$ 3,212,440	\$ 4,682,457	\$ 2,647,237	\$ 2,596,785
September	\$ (3,466,826)	\$ (3,122,891)	\$ (4,991,429)	\$ (6,401,629)
October	\$ (5,082,525)	\$ (4,984,332)	\$ (4,145,769)	\$ (5,554,536)
November	\$ 13,904,799	\$ 4,354,291	\$ (1,148,868)	\$ 361,333
December	\$ 15,187,567	\$ 25,167,133	\$ 31,028,941	\$ 24,593,938
January	\$ (3,502,932)	\$ (1,768,301)	\$ (2,501,535)	\$ 2,327,576
February	\$ (2,750,398)	\$ (1,963,119)	\$ (981,429)	\$ (1,466,721)
March	\$ (3,048,347)	\$ (2,070,475)	\$ (1,806,045)	\$ -
April	\$ (1,392,054)	\$ (78,776)	\$ (1,423,575)	\$ -
May	\$ (3,701,267)	\$ (2,719,980)	\$ (2,559,718)	\$ -
June	\$ (19,583,580)	\$ (17,085,301)	\$ (15,315,782)	\$ -
<b>Total</b>	\$ (4,279,376)	\$ 5,385,926	\$ 3,203,560	\$ 19,633,500

**Revenue Minus Expenditures**  
**All Funds**

Month	Prior FY 2008-09	Prior FY 2009-10	Prior FY 2010-11	Current FY 2011-12
July	\$ 2,746,699	\$ 2,992,922	\$ 3,318,906	\$ 1,826,426
August	\$ 996,848	\$ 3,034,271	\$ 606,704	\$ 1,932,217
September	\$ (4,746,076)	\$ (3,475,433)	\$ (6,280,282)	\$ (7,365,837)
October	\$ (6,254,360)	\$ (6,200,283)	\$ (4,930,506)	\$ (6,193,893)
November	\$ 18,194,420	\$ 5,334,983	\$ (406,713)	\$ 2,304,477
December	\$ 18,023,066	\$ 41,683,260	\$ 39,710,909	\$ 30,006,822
January	\$ (3,395,978)	\$ (2,464,467)	\$ (3,163,146)	\$ (1,137,253)
February	\$ (5,317,466)	\$ (3,917,775)	\$ (3,430,388)	\$ (1,941,197)
March	\$ (2,500,312)	\$ (2,727,289)	\$ (1,792,130)	\$ -
April	\$ (1,126,674)	\$ (1,040,089)	\$ (2,379,639)	\$ -
May	\$ (5,390,836)	\$ (4,203,362)	\$ (2,919,718)	\$ -
June	\$ (26,576,768)	\$ (20,617,479)	\$ (20,623,384)	\$ -
<b>Total</b>	\$ (15,347,437)	\$ 8,399,259	\$ (2,289,389)	\$ 19,431,761

### Major Contract Services Expenditures

Month	2008-09			2009-10			2010-11			2011-12		
	Durham	Sodexho	Southern Mgmt	Durham	Sodexho	Southern Mgmt	Durham	Sodexho	Southern Mgmt	Durham	Sodexho	Southern Mgmt
July	\$ -	\$ 203,208	\$ -	\$ 607,999	\$ 160,071	\$ 379,334	\$ 602,755	\$ 57,897	\$ 4,003	\$ 645,458	\$ 10,682	\$ 400,669
August	\$ 597,976	\$ 104,530	\$ 738,600	\$ -	\$ -	\$ 374,117	\$ 632,012	\$ 25,232	\$ 795,645	\$ 639,434	\$ 31,979	\$ 397,362
September	\$ 591,229	\$ 480,011	\$ 2,200	\$ -	\$ -	\$ 1,436	\$ 625,427	\$ 237,597	\$ 404,718	\$ 629,401	\$ 273,814	\$ 416,260
October	\$ 593,698	\$ 1,006,586	\$ 740,435	\$ 1,231,658	\$ 1,252,748	\$ 747,294	\$ 629,197	\$ 1,164,168	\$ 399,472	\$ 631,784	\$ 1,269,520	\$ 414,948
November	\$ 591,229	\$ 700	\$ 376,871	\$ 607,362	\$ 1,039,775	\$ 377,631	\$ 628,324	\$ 1,024,357	\$ 398,428	\$ -	\$ -	\$ 407,962
December	\$ 618,424	\$ 1,466,056	\$ 4,957	\$ 628,661	\$ 712,659	\$ 374,740	\$ 637,714	\$ 834,657	\$ 402,655	\$ 1,263,501	\$ 1,067,051	\$ 406,963
January	\$ 595,496	\$ 622,606	\$ 738,800	\$ 609,057	\$ 654,345	\$ 371,677	\$ 644,080	\$ 645,431	\$ 402,423	\$ 646,759	\$ 1,368,436	\$ 7,320
February	\$ 592,655	\$ 811,597	\$ 367,000	\$ 612,417	\$ 906,189	\$ 374,824	\$ 883	\$ -	\$ 397,459	\$ -	\$ 1,042,604	\$ 814,415
March	\$ 610,035	\$ -	\$ -	\$ 613,824	\$ 914,755	\$ 375,738	\$ 631,626	\$ 985,973	\$ 397,723			
April	\$ 604,394	\$ 761,269	\$ 737,414	\$ 618,635	\$ 1,021,834	\$ 411,364	\$ 1,270,332	\$ 1,990,445	\$ 399,464			
May	\$ 617,055	\$ 1,601,761	\$ 373,943	\$ 615,315	\$ 896,845	\$ 380,822	\$ 636,522	\$ 1,015,172	\$ 393,244			
June	\$ 1,204,067	\$ 869,801	\$ 366,710	\$ 628,807	\$ 918,717	\$ 379,534	\$ 641,502	\$ 1,163,355	\$ 394,316			
Total	\$ 7,216,257	\$ 7,928,125	\$ 4,446,929	\$ 6,773,736	\$ 8,477,938	\$ 4,548,510	\$ 7,580,373	\$ 9,144,285	\$ 4,789,551	\$ 4,456,337	\$ 5,064,086	\$ 3,265,900

Total Expenditures to Date From July 1, 2008

Grand Total

Durham	Sodexho	Southern Mgmt
\$ 26,026,704	\$ 30,614,434	\$ 17,050,890
		\$ 73,692,027

**FTE Count by Count Period\***

Full Year Count	2008-09			2009-10			2010-11			2011-12		
	Memo Date	Unweighted	Weighted	Memo Date	Unweighted	Weighted	Memo Date	Unweighted	Weighted	Memo Date	Unweighted	Weighted
Projection (Est. July,Oct,Feb,& June)	7/16/2008	25,354.79	26,955.81	7/16/2009	24,538.48	26,019.02	7/16/2010	25,078.00	26,531.89	7/15/2011	25,213.52	26,685.81
Actual July, Oct. (Est. Feb.& June)	12/18/2008	24,814.53	26,386.67	12/24/2009	25,137.97	26,511.69	12/23/2010	25,046.48	26,516.19	12/21/2011	25,293.98	26,872.91
Actual July, Oct.,Feb. (Est. June)	4/28/2009	24,861.06	26,442.13	4/13/2010	25,079.81	26,446.58	4/21/2011	25,101.74	26,571.45			
Actual all counts, Final	12/9/2009	24,862.25	26,440.69	11/30/2010	25,064.48	26,421.95	10/25/2011	25,092.42	26,562.09			
Difference, Projected to Final	Final	(492.54)	(515.12)	Final	526.00	402.93	Final	14.42	30.20	Final	No Final Yet	No Final Yet
Difference, Projected to July/Oct		(540.26)	(569.14)		599.49	492.67		(31.52)	(15.70)		80.46	187.10
Difference, Projected to July/Oct/Feb		(493.73)	(513.68)		541.33	427.56		23.74	39.56		No Actual Yet	No Actual Yet
Difference-Final to Final from Prior Year		65.36	(34.17)		202.23	(18.74)		27.94	140.14			

Difference-Final to Final from Prior

**2007-08** Year Not shown on grid

Unweighted 24,796.89

Weighted 26,474.86

\*Full Time Equivalent Students (FTE) are projected and counts are done in July, October, February and June.

## Santa Rosa County District Schools

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**Submitted By:** Susan McCole

### Finance Administrative Agenda

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**Title of Item:** 2011 Audit of the Annual Financial Statement

**Description/Introduction:** 2011 Audit of the Annual Financial Statement

**Recommendation/Action Requested:**

---

#### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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#### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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#### ATTACHMENTS:

Name:

 [2011\\_santa\\_rosa\\_county\\_dsb.pdf](#)

Description:

2011 Audit of the Annual Financial Statement

# **Santa Rosa County District School Board**

**Financial Statements and  
Supplementary Information**

**June 30, 2011**

Santa Rosa County District School Board  
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June 30, 2011

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## **INDEPENDENT AUDITOR'S REPORT**

To the Santa Rosa County District School Board  
and Mr. Timothy Wyrosdick, Superintendent of Schools  
Milton, Florida

We have audited the accompanying financial statements of the governmental activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the Santa Rosa County District School Board (hereinafter referred to as the "District") as of and for the fiscal year ended June 30, 2011, which collectively comprise the District's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the District's management. Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the aggregate discretely presented component units. Those financial statements were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for the aggregate discretely presented component units, is based on the reports of the other auditors.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit and the reports of other auditors provide a reasonable basis for our opinions.

In our opinion, based on our audit and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the District as of June 30, 2011, and the respective changes in financial position, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated March 23, 2012 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, Budgetary Comparison Schedules, and Schedule of Funding Progress for Other Post-Employment Benefits on pages 3 through 10, 46 and 47, and 48, respectively, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's financial statements as a whole. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the financial statements of the Santa Rosa County District School Board. The Schedule of Expenditures of Federal Awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements taken as a whole.

*Carr, Riggs & Ingram, L.L.C.*

Miramar Beach, Florida  
March 23, 2012

## Management's Discussion and Analysis

## MANAGEMENT'S DISCUSSION AND ANALYSIS

The Management of the Santa Rosa County District School Board (the District) has prepared the following discussion and analysis of financial activities for the fiscal year ended June 30, 2011. The information contained in the Management's Discussion and Analysis (MD&A) is intended to highlight significant transactions, events and conditions and should be considered in conjunction with the District's financial statements and notes to the financial statements.

### FINANCIAL HIGHLIGHTS

Key financial highlights for the 2010-11 fiscal year are as follows:

- In total, net assets increased by \$7,890,077, or 3.32 percent.
- General revenues of the total governmental funds total \$209,547,538, or 93.16 percent of all revenues in the 2010-2011 fiscal year, compared to \$201,769,615 or 92.32 percent in the prior year. Program specific revenues in the form of charges for services, operating grants and contributions, and capital grants and contributions total \$15,389,648, or 6.84 percent of all revenue in the 2010-11 fiscal year, compared to \$16,788,124, or 7.68 percent in the prior fiscal year.
- The unassigned fund balance of the General Fund, representing the net current financial resources available for general appropriation by the Board, totals \$20,314,437 at June 30, 2011, or 12.64 percent of total General Fund expenditures. This is the first year the District reported fund balances under Governmental Accounting Standards Board (GASB) Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, which changes how fund balances are classified. In the 2009-10 fiscal year, the unreserved fund balance in the General Fund was \$18,983,993.
- During the 2010-2011 fiscal year, General Fund expenditures exceeded revenues by \$523,567. This may be compared to the prior fiscal year's results in which General Fund revenues exceeded expenditures by \$4,597,346.

### OVERVIEW OF THE FINANCIAL STATEMENTS

The basic financial statements consist of three components:

1. Government-wide financial statements.
2. Fund financial statements.
3. Notes to the financial statements.

#### Government-wide Financial Statements

The government-wide financial statements provide both short-term and long-term information about the District's overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net assets and a statement of activities that are designed to provide consolidated financial information about the governmental activities of the District presented on the accrual basis of accounting. The statement of net assets provides

information about the District's financial position, its assets and liabilities, using an economic resources measurement focus. The difference between the assets and liabilities, the net assets, is a measure of the financial health of the District. The statement of activities presents information about the change in the District's net assets, the results of operations, during the fiscal year. An increase or decrease in net assets is an indication of whether the District's financial health is improving or deteriorating. This information should be evaluated in conjunction with other non-financial factors, such as changes in the District's property tax base, student enrollment, and the condition of the District's capital assets, including its school buildings and administrative facilities.

The government-wide statements present the District's activities in the following two categories:

- **Governmental activities** – This represents most of the District's services, including its educational programs: basic, vocational, adult, and exceptional education. Support functions such as transportation and administration are also included. Local property taxes and the State's education finance program provide most of the resources that support these activities.
- **Component units** – The District presents three separate legal entities in this report that meet the criteria for inclusion provided by generally accepted accounting principles. The Santa Rosa School Board Leasing Corporation is reported as a blended component unit. Due to the substantive economic relationship between the District and the Leasing Corporation, the Leasing Corporation has been included as an integral part of the primary government. The Learning Academy, Inc. and the Santa Rosa Education Foundation, Inc. are reported as discretely presented component units. Financial information for these component units is reported separately from the financial information presented for the primary government.

### **Fund Financial Statements**

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements and prudent fiscal management. Certain funds are established by law while others are created by legal agreements, such as bond covenants. Fund financial statements provide more detailed information about the District's financial activities, focusing on its most significant or "major" funds rather than fund types. This is in contrast to the entity-wide perspective contained in the government-wide statements. All of the District's funds may be classified within one of two broad categories discussed below.

**Governmental Funds:** Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds use a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. This financial resources measurement focus allows the governmental fund statements to provide information on near-term inflows and outflows of spendable resources, as well as balances of spendable resources available at the end of the fiscal year.

The governmental fund statements provide a detailed short-term view that may be used to evaluate the District's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental funds to governmental activities.

The governmental funds balance sheet and statement of revenues, expenditures, and changes in fund balances provide detailed information about the District's most significant funds. The District's major funds are the General Fund, the Special Revenue – American Recovery and Reinvestment Act (ARRA) Economic Stimulus Fund, the Capital Projects – Local Capital Improvement Fund, and the Capital Projects – Other Fund. Data from the other governmental funds are combined into a single, aggregated presentation.

The District adopts an annual appropriated budget for its governmental funds. A budgetary comparison schedule has been provided for the General Fund and Special Revenue Fund – ARRA Economic Stimulus Funds to demonstrate compliance with the budget.

**Fiduciary Funds:** Fiduciary funds are used to report assets held in a trustee or fiduciary capacity for the benefit of external parties, such as student activity funds. Fiduciary funds are not reflected in the government-wide statements because the resources are not available to support the District's own programs. In its fiduciary capacity, the District is responsible for ensuring that the assets reported in these funds are used only for their intended purposes.

The District uses agency funds to account for the financial resources of the District's pre-tax flexible benefits plan and the school internal funds which are used to account for moneys collected at the various schools in connection with school, student athletic, class, and club activities.

## **Notes to Financial Statements**

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

## **Other Information**

In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information.

## GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net assets may serve over time as a useful indicator of a government's financial position. The following is a summary of the District's net assets as of June 30, 2011, compared to net assets as of June 30, 2010:

### Net Assets, End of Year

	<u>Governmental Activities</u>		
	6/30/2011	6/30/2010	Increase (Decrease)
Current Assets	\$ 67,686,731	\$ 68,475,017	\$ (788,286)
Other Assets	257,236,359	248,575,324	8,661,035
 Total Assets	 324,923,090	 317,050,341	 7,872,749
 Long-term Liabilities	 72,324,716	 73,245,922	 (921,206)
Other Liabilities	6,879,604	5,975,726	903,878
 Total Liabilities	 79,204,320	 79,221,648	 (17,328)
 Invested in Capital Assets - Net of Debt	 212,631,019	 208,683,327	 3,947,692
Restricted	30,464,761	29,563,282	901,479
Unrestricted	2,622,990	(417,917)	3,040,907
 Total Net Assets	 <u>\$ 245,718,770</u>	 <u>\$ 237,828,692</u>	 <u>\$ 7,890,078</u>

The largest portion of the District's net assets reflects its investment in capital assets (e.g., land, buildings and fixed equipment, furniture, fixtures, and equipment), less any related debt still outstanding. The District uses these capital assets to provide services to students; consequently, these assets are not available for future spending.

The restricted portion of the District's net assets represents resources that are subject to external restrictions on how they may be used.

The key elements of the changes in the District's net assets for the fiscal years ended June 30, 2011, and June 30, 2010, are as follows:

**Operating Results for the Year**

	<b>Governmental Activities</b>		
	<u>6/30/2011</u>	<u>6/30/2010</u>	<u>Increase (Decrease)</u>
Program Revenues:			
Charges for Services	\$ 7,265,353	\$ 7,048,041	\$ 217,312
Operating Grants and Contributions	6,212,673	5,594,117	618,556
Capital Grants and Contributions	1,911,622	4,145,966	(2,234,344)
General Revenues:			
Property Taxes Levied for Operational Purposes	51,948,095	53,557,827	(1,609,732)
Property Taxes Levied for Capital Projects	11,490,869	12,143,138	(652,269)
Local Sales Tax	6,295,502	5,945,414	350,088
Grants and Contributions not Restricted to Specific Purposes	135,594,949	128,036,453	7,558,496
Unrestricted Investment Earnings	308,469	315,324	(6,855)
Miscellaneous	3,909,654	1,771,459	2,138,195
Total Revenues	<u>224,937,186</u>	<u>218,557,739</u>	<u>6,379,447</u>
Functions/Program Expenses:			
Instruction	116,448,341	110,218,867	6,229,474
Pupil Personnel Services	8,929,066	9,050,353	(121,287)
Instructional Media Services	2,583,617	2,760,728	(177,111)
Instruction and Curriculum Development Services	5,231,801	5,131,796	100,005
Instructional Staff Training	3,654,107	2,734,680	919,427
Instruction Related Technology	2,843,281	2,643,738	199,543
School Board	427,838	464,248	(36,410)
General Administration	1,043,878	977,393	66,485
School Administration	12,649,492	12,649,695	(203)
Facilities Acquisition and Construction	1,409,429	328,589	1,080,840
Fiscal Services	1,125,597	1,066,665	58,932
Food Services	11,792,201	10,803,919	988,282
Central Services	2,339,957	2,106,923	233,034
Pupil Transportation Services	12,515,144	11,607,478	907,666
Operation of Plant	14,294,101	13,016,754	1,277,347
Maintenance of Plant	7,837,232	8,412,962	(575,730)
Administrative Technology Services	1,394,718	1,495,016	(100,298)
Community Services	1,954,944	1,824,616	130,328
Interest on Long-term Debt	2,415,993	2,120,175	295,818
Unallocated Depreciation Expense	6,156,372	5,863,065	293,307
Loss on Disposal of Capital Assets	-	1,120,753	(1,120,753)
Total Functions/Program Expenses	<u>217,047,109</u>	<u>206,398,413</u>	<u>10,648,696</u>
Increase (Decrease) in Net Assets	\$ 7,890,077	\$ 12,159,326	\$ (4,269,249)
Beginning Net Assets	<u>237,828,693</u>	<u>225,669,366</u>	<u>12,159,327</u>
Ending Net Assets	<u>\$ 245,718,770</u>	<u>\$ 237,828,692</u>	<u>\$ 7,890,078</u>



Grants and contributions not restricted to specific programs represent 60.28 percent of total governmental revenues in the 2010-11 fiscal year. Grants and contributions not restricted to specific programs increased by \$7,558,496, or 5.90 percent, primarily due to an increase in Other Special Revenue – ARRA Economic Stimulus funding received from the State.

Instructional expenditures represent 53.59 percent of total governmental expenditures in the 2010-2011 fiscal year. Instructional expenditures increased by \$6,229,474, or 5.65 percent, primarily due the spending of Federal economic stimulus funds due to increase in the number of students.

## **FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS**

### **Major Governmental Funds**

The General Fund is the chief operating fund of the District. At the end of the 2010-11 fiscal year, unassigned fund balance of the General Fund is \$20,314,437, while the total fund balance is \$26,896,496. As a measure of the General Fund's liquidity, it may be useful to compare both unassigned fund balance and total fund balance to total expenditures. Unassigned fund balance represents 12.64 percent of total General Fund expenditures, while total fund balance represents 16.73 percent of total General Fund expenditures.

The District's General Fund's total fund balance for the 2010-11 fiscal year increased by \$2,753,842, or 11.41 percent, as compared to the prior fiscal year. Key factors of this change are as follows:

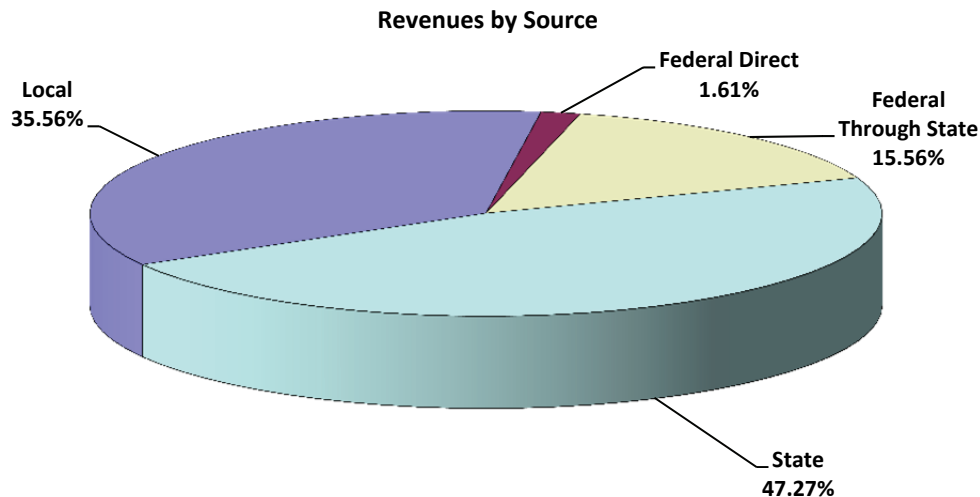
- Total expenditures increased by \$5,008,616, or 3.22 percent, mainly because of increases in utilities, fuel costs, postage, substitution teachers' pay, and salaries.
- Total revenues decreased by \$112,296, or 0.07 percent, mainly because of decreases in local tax revenue.

The Special Revenue – ARRA Economic Stimulus Fund accounts for certain Federal grant program resources related to the American Recovery and Reinvestment Act of 2009. Revenues and expenditures each totaled \$17,535,805 during the 2010-11 fiscal year. Since revenues equal expenditures, this fund does not have a fund balance.

The Capital Projects – Local Capital Improvement Fund has a total fund balance of \$10,076,456, which is restricted for the acquisition, construction, and maintenance of capital assets. The fund balance decreased by \$614,013, or 5.74 percent, during the 2010-11 fiscal year, primarily due to the decrease in the tax roll.

The Capital Projects – Other Fund has a total fund balance of \$18,272,383, which is restricted for financial resources generated by various capital funding sources. The fund balance decreased by \$3,683,818, or 16.77 percent, during the 2010-11 fiscal year, primarily due to expenditures for capital outlay projects exceeding revenues in the current year.

In the governmental funds, revenues by source for the 2010-11 fiscal year were as follows:



The largest revenue source is the State of Florida. The District's State appropriations for current operations are based primarily on the Florida Education Finance Program (FEFP) funding formula. The FEFP formula uses student enrollment data and is designed to maintain equity in funding across all Florida school districts, taking into consideration the District's funding ability based on the local property tax base. Other State revenues primarily fund specific projects. State revenues increased by \$1,656,291, or 1.6 percent, primarily due to increases in FTE, number of students, and class size money.

### **GENERAL FUND BUDGETARY HIGHLIGHTS**

The District prepares its budgets and budget amendments in accordance with Florida law. The most significant budgeted fund is the General Fund.

During the course of the 2010-11 fiscal year, the District amended its General Fund budget several times, which resulted in budgeted expenditures decreasing \$2,311,657, or 1.35 percent. At the same time, final budgeted revenues increased by \$248,812, or 0.16 percent. These budget amendments resulted in a final budgeted ending fund balance of \$16,964,353, which was 52.52 percent more than the ending fund balance included in the original budget.

Actual revenues were \$1,386,199 more than the final budgeted amounts, whereas actual expenditures were \$8,545,944 less than final budgeted amounts. The actual ending fund balance exceeded the estimated fund balance contained in the final amended budget by \$9,932,143. Several circumstances contributed to the higher fund balance including: 1) the District used the Education Jobs Fund in Special Revenue to help fund over \$4.5 million in salaries; and 2) the District took steps to reduce expenditures.

## **CAPITAL ASSETS AND LONG-TERM DEBT**

### **Capital Assets**

The District's investment in capital assets for its governmental activities as of June 30, 2011, amounts to \$257,236,359 (net of accumulated depreciation). This investment in capital assets includes land; land improvements; construction in progress; improvements other than buildings; buildings and fixed equipment; furniture, fixtures, and equipment; motor vehicles; and audio visual materials and computer software.

Construction projects completed during the 2010-11 fiscal year included classroom additions and cafeteria expansions. New construction projects include classroom additions and cafeteria expansions.

Additional information on the District's capital assets can be found in Notes 4 and 15 of the notes to financial statements.

### **Long-Term Debt**

At June 30, 2011, the District has total long-term debt outstanding of \$50,565,665. This amount is comprised of \$6,775,188 of bonds payable and \$43,790,477 of certificates of participation payable. During the 2010-2011 fiscal year retirement of debt totaled \$2,317,294.

Additional information on the District's long-term debt can be found in Notes 5 through 7 to the financial statements.

## **OTHER MATTERS OF SIGNIFICANCE**

Upcoming changes to the State-administered Florida Retirement System (FRS) are as follows: Two retirement plans will be available. There will be a defined benefit pension plan (PP), which includes a Deferred Retirement Option Program (DROP) and a defined contribution plan, referred to as the Investment Plan (IP). PP members enrolling in the FRS for the first time on or after July 1, 2011 will vest after completion of 8 years of service. PP members are eligible for normal retirement benefits at age 65 with 8 years of service or 33 years of service regardless of age. Investment Plan (IP) members vest after one year of service. District employees participating in DROP are not eligible to participate in the IP. Effective July 1, 2011, the IP will be funded by employer and employee contributions.

## **REQUESTS FOR INFORMATION**

This financial report is designed to provide a general overview of the Santa Rosa County District School Board's finances. Questions concerning information provided in this report or requests for additional financial information should be addressed to the Assistant Superintendent for Finance, Santa Rosa County District School Board, 5086 Canal Street, Milton, Florida 32570. Information is also available on the World Wide Web at <http://www.santarosa.k12.fl.us/finance>.

# Basic Financial Statements

# Santa Rosa County District School Board

## Statement of Net Assets

June 30,

2011

	<b>Primary Governmental Activities</b>	<b>Component Units</b>
<b>Assets</b>		
Cash and cash equivalents	\$ 64,863,767	\$ 162,147
Investments	323,278	-
Accounts receivable	4,500	-
Due from other agencies	2,218,467	1,541
Inventories	276,719	-
Prepaid items	-	3,009
Capital assets, net	257,236,359	284,392
<b>Total assets</b>	<b>\$ 324,923,090</b>	<b>\$ 451,089</b>
<b>Liabilities and Net assets</b>		
Salaries and wages payable	\$ 4,169,165	\$ 2,261
Accounts payable and accrued expenses	767,724	3,046
Construction contracts payable	201,293	-
Construction contracts retainage payable	561,244	-
Due to other agencies	94,972	-
Deposits payable	136,054	-
Estimated insurance claims payable	949,152	-
Long-term liabilities:		
Portion due within one year	7,615,888	17,821
Portion due after one year	64,708,828	52,590
<b>Total liabilities</b>	<b>79,204,320</b>	<b>75,718</b>
<b>Net assets</b>		
Invested in capital assets, net of related debt	212,631,019	213,981
Restricted for:		
State categorical programs	2,780,749	-
Food service	1,722,732	-
Capital projects	24,943,461	-
Debt service	1,017,819	-
Other projects	-	72,200
Unrestricted	2,622,990	89,190
<b>Total net assets</b>	<b>245,718,770</b>	<b>375,371</b>
<b>Total liabilities and net assets</b>	<b>\$ 324,923,090</b>	<b>\$ 451,089</b>

See accompanying notes to financial statements.

		Program Revenue	
Functions/Programs	Expenses	Charges for Services	Operating Grants and Contributions
<b>Primary government</b>			
Governmental Activities			
Instruction	\$ 116,448,341	\$ 1,901,581	\$ -
Pupil personnel services	8,929,066	-	-
Instructional media services	2,583,617	-	-
Instruction and curriculum development	5,231,801	-	-
Instructional staff training	3,654,107	-	-
Instruction related technology	2,843,281	-	-
School board	427,838	-	-
General administration	1,043,878	-	-
School administration	12,649,492	-	-
Facilities acquisition and construction	1,409,429	-	-
Fiscal services	1,125,597	-	-
Food services	11,792,201	5,110,132	6,212,673
Central services	2,339,957	-	-
Pupil transportation services	12,515,144	253,640	-
Operation of plant	14,294,101	-	-
Maintenance of plant	7,837,232	-	-
Administrative technology services	1,394,718	-	-
Community services	1,954,944	-	-
Interest on long-term debt	2,415,993	-	-
Unallocated depreciation/amortization expense	6,156,372	-	-
Total governmental activities	\$ 217,047,109	\$ 7,265,353	\$ 6,212,673
<b>Component Units</b>			
Charter schools/foundations	\$ 1,133,110	\$ -	\$ 333,025

**General revenues:**

## Taxes:

Property taxes, levied for general purposes

Property taxes, levied for capital purposes

Local sales tax

Grants and contributions not restricted to specific programs

Investment earnings

Miscellaneous

Total general revenues

Change in net assets

Net assets - beginning

Net assets - ending

# Santa Rosa County District School Board

## Statement of Activities

		<b>Net (Expense) Revenue and Changes in Net Assets</b>	
		<b>Primary Government</b>	
<b>Capital Grants and Contributions</b>	<b>Governmental Activities</b>	<b>Component Units</b>	
\$	-	\$ (114,546,760)	\$ -
	-	(8,929,066)	-
	-	(2,583,617)	-
	-	(5,231,801)	-
	-	(3,654,107)	-
	-	(2,843,281)	-
	-	(427,838)	-
	-	(1,043,878)	-
	-	(12,649,492)	-
1,087,987		(321,442)	-
	-	(1,125,597)	-
	-	(469,396)	-
	-	(2,339,957)	-
	-	(12,261,504)	-
	-	(14,294,101)	-
	-	(7,837,232)	-
	-	(1,394,718)	-
	-	(1,954,944)	-
823,635		(1,592,358)	-
	-	(6,156,372)	-
<u>\$ 1,911,622</u>		<u>(201,657,461)</u>	<u>-</u>
<u>\$ 57,064</u>		-	<u>(743,021)</u>

51,948,095	-
11,490,869	-
6,295,502	-
135,594,949	773,558
308,469	852
3,909,654	626
<u>209,547,538</u>	<u>775,036</u>
7,890,077	32,015
237,828,693	343,356
<u>\$ 245,718,770</u>	<u>\$ 375,371</u>

See accompanying notes to financial statements.

Santa Rosa County District School Board  
Balance Sheet  
Governmental Funds

June 30,

2011

	General Fund	ARRA Economic Stimulus Funds	Capital Projects - Local Capital Improvement Tax Fund	Capital Projects - Other Capital Projects	Other Governmental Funds	Total Governmental Funds
<b>Assets</b>						
Cash and cash equivalents	\$ 31,306,361	\$ 250,563	\$ 10,404,726	\$ 18,100,212	\$ 4,801,905	\$ 64,863,767
Investments	47,440	-	-	-	275,838	323,278
Accounts receivable, net	4,500	-	-	-	-	4,500
Due from other funds	169,395	-	-	-	-	169,395
Due from other agencies	320,120	140,360	13,938	548,135	1,195,914	2,218,467
Inventory	137,458	-	-	-	139,261	276,719
<b>Total assets</b>	<b>\$ 31,985,274</b>	<b>\$ 390,923</b>	<b>\$ 10,418,664</b>	<b>\$ 18,648,347</b>	<b>\$ 6,412,918</b>	<b>\$ 67,856,126</b>
<b>Liabilities and fund balances</b>						
Liabilities:						
Salaries and wages payable	\$ 3,509,265	\$ 374,824	\$ -	\$ -	\$ 285,076	\$ 4,169,165
Accounts payable	630,361	-	-	-	137,363	767,724
Construction contracts payable	-	-	201,293	-	-	201,293
Construction contracts payable - retainage	-	-	140,915	375,964	44,365	561,244
Deposits payable	-	-	-	-	136,054	136,054
Insurance claims payable	949,152	-	-	-	-	949,152
Due to other agencies	-	12,829	-	-	82,143	94,972
Due to other funds	-	3,270	-	-	166,125	169,395
<b>Total liabilities</b>	<b>5,088,778</b>	<b>390,923</b>	<b>342,208</b>	<b>375,964</b>	<b>851,126</b>	<b>7,048,999</b>
Fund balances:						
Nonspendable:						
Inventory	137,458	-	-	-	139,261	276,719
Fund B investments	47,440	-	-	-	126,205	173,645
Restricted for:						
State required carryover programs	2,780,749	-	-	-	-	2,780,749
Debt service	-	-	-	-	2,241,033	2,241,033
Capital projects	-	-	10,076,456	18,272,383	1,471,822	29,820,661
Food service	-	-	-	-	1,583,471	1,583,471
Committed to:						
Board approved carryover	1,892,362	-	-	-	-	1,892,362
School based budgets	187,005	-	-	-	-	187,005
Assigned to:						
Office and fee based budgets	1,537,045	-	-	-	-	1,537,045
Unassigned	20,314,437	-	-	-	-	20,314,437
<b>Total fund balances</b>	<b>26,896,496</b>	<b>-</b>	<b>10,076,456</b>	<b>18,272,383</b>	<b>5,561,792</b>	<b>60,807,127</b>
<b>Total liabilities and fund balances</b>	<b>\$ 31,985,274</b>	<b>\$ 390,923</b>	<b>\$ 10,418,664</b>	<b>\$ 18,648,347</b>	<b>\$ 6,412,918</b>	<b>\$ 67,856,126</b>

See accompanying notes to financial statements.



Santa Rosa County District School Board  
Reconciliation of the Governmental Funds Balance Sheet to the  
Statement of Net Assets

<u>June 30,</u>	<u>2011</u>
Total fund balances, governmental funds	\$ 60,807,127
Capital assets, net of accumulated depreciation, used in governmental activities are not financial resources and, therefore, are not reported as assets in the governmental funds.	257,236,359
Long term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds.	<u>(72,324,716)</u>
Net assets of governmental activities in the statement of net assets	<u>\$ 245,718,770</u>

See accompanying notes to financial statements.

Year ended June 30,

	General Fund	ARRA Economic Stimulus Funds
<b>Revenues</b>		
Intergovernmental		
Federal direct	\$ 679,589	\$ 42,684
Federal through state	699,770	17,493,121
State sources	103,026,760	-
Local sources	55,833,142	-
<b>Total revenues</b>	<b>160,239,261</b>	<b>17,535,805</b>
<b>Expenditures</b>		
Current:		
Instruction	95,222,686	13,505,737
Pupil personnel services	6,745,475	814,643
Instructional media services	2,455,950	36,839
Instructional and curriculum development	2,168,672	440,726
Instructional staff training	671,743	1,712,256
Instruction related technology	2,481,024	70,082
Board of education	428,073	8,624
General administration	554,195	135,761
School administration	12,267,249	224,344
Facilities acquisition and construction	36,255	-
Fiscal services	1,104,974	14,317
Food services	-	18,729
Central services	2,187,666	31,311
Pupil transportation services	12,168,630	81,317
Operation of plant	14,223,246	11,827
Maintenance of plant	4,045,557	32,403
Administrative technology services	1,331,191	12,810
Community services	1,516,348	7,912
Fixed capital outlay		
Facilities acquisition and construction	883,809	344,740
Other capital outlay	270,085	31,427
Debt Service:		
Retirement of principal	-	-
Interest and fiscal charges	-	-
Dues, fees, and issuance costs	-	-
Miscellaneous	-	-
<b>Total expenditures</b>	<b>160,762,828</b>	<b>17,535,805</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>(523,567)</b>	<b>-</b>
<b>Other financing sources (uses)</b>		
Long-term bonds issued	-	-
Loss recoveries	78,593	-
Premium on sale of bonds	-	-
Transfers in	3,526,710	-
Transfers out	(327,894)	-
<b>Total other financing sources and (uses)</b>	<b>3,277,409</b>	<b>-</b>
<b>Net change in fund balances</b>	<b>2,753,842</b>	<b>-</b>
<b>Fund balances, July 1, 2010</b>	<b>24,142,654</b>	<b>-</b>
<b>Fund balances, June 30, 2011</b>	<b>\$ 26,896,496</b>	<b>\$ -</b>

See accompanying notes to financial statements.

Santa Rosa County District School Board  
Statement of Revenues, Expenditures  
and Changes in Fund Balances  
Governmental Funds

**2011**

<b>Capital Projects - Local Capital Improvement Tax Fund</b>	<b>Capital Projects - Other Capital Projects</b>	<b>Other Governmental Funds</b>	<b>Total Governmental Funds</b>
\$ -	\$ -	\$ 2,860,484	\$ 3,582,757
-	-	16,504,563	34,697,454
-	126,885	2,285,857	105,439,502
11,538,016	6,831,846	5,090,641	79,293,645
11,538,016	6,958,731	26,741,545	223,013,358
-	-	6,985,894	115,714,317
-	-	1,406,249	8,966,367
-	-	27,086	2,519,875
-	-	2,603,306	5,212,704
-	-	1,156,749	3,540,748
-	-	121,617	2,672,723
-	-	-	436,697
-	-	340,541	1,030,497
-	-	185,014	12,676,607
866,498	167,697	138,307	1,208,757
-	-	-	1,119,291
-	-	11,726,089	11,744,818
-	-	66,893	2,285,870
-	-	135,640	12,385,587
-	-	41,554	14,276,627
64,611	955,855	177,668	5,276,094
-	-	461	1,344,462
-	-	406,060	1,930,320
4,589,521	10,726,359	1,194,960	17,739,389
35,833	241,767	206,442	785,554
-	-	2,265,000	2,265,000
-	-	2,395,767	2,395,767
-	-	9,034	9,034
-	-	14,121	14,121
5,556,463	12,091,678	31,604,452	227,551,226
5,981,553	(5,132,947)	(4,862,907)	(4,537,868)
-	-	1,025,000	1,025,000
-	1,663,994	-	1,742,587
-	-	78,117	78,117
-	-	3,611,615	7,138,325
(6,595,566)	(214,865)	-	(7,138,325)
(6,595,566)	1,449,129	4,714,732	2,845,704
(614,013)	(3,683,818)	(148,175)	(1,692,164)
10,690,469	21,956,201	5,709,967	62,499,291
\$ 10,076,456	\$ 18,272,383	\$ 5,561,792	\$ 60,807,127

See accompanying notes to financial statements.

# Santa Rosa County District School Board

## Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities

<i>Year ended June 30,</i>	<b>2011</b>
Net change in fund balances - total governmental funds:	\$ (1,692,164)
Amounts reported for Governmental Activities in the Statement of Activities are different because:	
Capital outlays are reported in governmental funds as an expenditure. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which capital outlay exceeds depreciation expense in the current period.	8,965,033
The net effect of miscellaneous transactions involving capital assets (i.e., donations and disposals) is to decrease capital assets.	(303,998)
Debt proceeds provide current financial resources to governmental funds, but issuing debt increases long-term liabilities in the Statement of Net Assets. Repayment of principal on notes, bonds, and certificates of participation are expenditures in the governmental funds, but the repayment reduces long-term liabilities in the Statement of Net Assets. This is the amount by which the debt repayments exceeded the proceeds in the current period.	1,240,000
In the Statement of Activities, certain operating expenses - compensated absences and special termination benefits - are measured by the amounts earned during the year. However, expenditures for these items are measured by the amount of financial resources used (essentially, the amount paid). This is the amount which accrued compensated absences decreased.	291,759
In the Statement of Activities, other post employment benefit (OPEB) obligations are reported as a liability per governmental accounting standards which requires that the cost of OPEB be recognized sooner (as promised benefits are being earned) rather than later (when promised benefits are actually paid).	(584,730)
Premiums on debt are reported in the governmental funds in the year the debt is issued, but are capitalized and amortized over the life of the debt in the statement of activities. This is the amount by which premium additions exceeded amortization for the year.	(25,823)
<b>Change in net assets of governmental activities</b>	<b>\$ 7,890,077</b>

See accompanying notes to financial statements.

Santa Rosa County District School Board

Statement of Fiduciary Assets and Liabilities

<i>June 30,</i>	<b>2011</b>
	<b>Agency Funds</b>
<b>Assets</b>	
Cash and cash equivalents	\$ 3,047,594
Total assets	\$ 3,047,594
<b>Liabilities</b>	
Payroll deductions and withholdings	\$ 135,797
Accounts payable	269,613
Internal accounts payable	2,642,184
Total liabilities	\$ 3,047,594

See accompanying notes to financial statements.

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

***Reporting Entity***

The District School Board has direct responsibility for operation, control and supervision of District schools and is considered a primary government for financial reporting. The Santa Rosa County School District (District) is considered part of the Florida system of public education. The governing body of the District is the Santa Rosa County District School Board (Board), which is composed of five elected members. The elected Superintendent of Schools is the executive officer of the School Board. Geographic boundaries of the District correspond with those of Santa Rosa County.

Criteria for determining if other entities are potential component units which should be reported within the District's basic financial statements are identified and described in the Governmental Accounting Standards Board's (GASB) *Codification of Governmental Accounting and Financial Reporting Standards*, Sections 2100 and 2600. The application of these criteria provides for identification of any entities for which the Board is financially accountable and other organizations for which the nature and significance of their relationships with the Board are such that exclusion would cause the District's basic financial statements to be misleading or incomplete. Based on these criteria, the following component units are included within the District's reporting entity:

Blended Component Unit. The Santa Rosa School Board Leasing Corporation (Corporation) was formed to facilitate financing for the acquisition of facilities and equipment as further discussed in Note 5. Due to the substantive economic relationship between the District and the Corporation, the financial activities of the Corporation are included in the accompanying basic financial statements. Separate financial statements for the Corporation are not published.

Discretely Presented Component Units. The component unit columns in the government-wide financial statements include the financial data of the District's other component units.

The Santa Rosa Education Foundation, Inc. (Foundation), is a separate not-for-profit corporation organized and operated as direct-support organization, to receive, hold, invest, and administer property and to make expenditures to and for the benefit of the District. Because of the nature and significance of its relationship with the District, the Foundation is considered a component unit.

The Learning Academy, Inc. (Charter School) is a separate not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not For Profit Corporation Act, and Section 1002.33, Florida Statutes. The Charter School operates under a charter approved by its sponsor, the Santa Rosa County District School Board. The Charter School is considered to be a component unit of the District since it is fiscally dependent on the District to levy taxes for its support.

The financial data reported on the accompanying statements was derived from the Foundation's and Charter School's audited financial statements for the fiscal year ended June 30, 2011. The audit reports are filed in the District's administrative offices.

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

***Basis of Presentation***

Government-wide Financial Statements – Government-wide financial statements, i.e. the Statement of Net Assets and Statement of Activities, present information about the District as a whole. These statements include the nonfiduciary financial activity of the primary government and its component units.

Government-wide financial statements are prepared using the economic resources measurement focus. The statement of activities presents a comparison between direct expenses and program revenues for each function or program of the District's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and are thereby clearly identifiable to a particular function. Depreciation expense that is clearly identifiable to a function is allocated to the function, and the remaining depreciation expense is reported as unallocated on the accompanying Statement of Activities.

Program revenues include charges paid by the recipient of the goods or services offered by the program, and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the District.

The effects of interfund activity have been eliminated from the government-wide financial statements.

Fund Financial Statements – Fund financial statements report detailed information about the District in the governmental and fiduciary funds. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major fund is reported in a separate column. Nonmajor funds are aggregated and reported in a single column. Because the focus of governmental funds financial statements differs from the focus of government-wide financial statements, a reconciliation is presented with each of the governmental fund financial statements.

The District reports the following major governmental funds:

- General Fund – to account for all financial resources not required to be accounted for in another fund, and for certain revenues from the State that are legally restricted to be expended for specific current operating purposes.
- Special Revenue – ARRA Economic Stimulus Fund – to account for certain Federal grant program resources related to the American Recovery and Reinvestment Act (ARRA).

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

- Capital Projects – Local Capital Improvement Tax Fund – to account for the financial resources generated by local capital improvement tax levy to be used for educational capital outlay needs including new construction, renovation and remodeling projects, and debt service payments.
- Capital Projects – Other Fund – to account for various financial resources (e.g., certificates of participation, capital outlay sales tax, hurricane-related loss recoveries) to be used for educational capital outlay needs, including new construction, renovation and remodeling projects, and payments on operating leases for relocatable school buildings.

Additionally, the District reports the following fiduciary fund type:

- Agency Funds – to account for financial resources of the District's flexible benefits plan and the school internal funds, which are used to administer moneys collected at schools in connection with school, student athletic, class, and club activities.

***Basis of Accounting***

Basis of accounting refers to when revenues and expenditures, or expenses, are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied.

Government-wide financial statements are prepared using the accrual basis of accounting, as is the fiduciary fund financial statement. Revenues are recognized when earned, and expenses are recognized when a liability is incurred, regardless of the timing of the related cash flows. Property taxes are recognized in the year for which they are levied. Revenues from grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements imposed by the provider have been satisfied.

Governmental fund financial statements are prepared using the modified accrual basis of accounting. Revenues, except for certain grant revenues, are recognized when they become measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. The District considers revenues to be available if they are collected within 30 days of the end of the fiscal year. When grant terms provide that the expenditure of resources is the prime factor for determining eligibility for Federal, State, and other grant resources, revenue is recognized at the time the expenditure is made. Under the modified accrual basis of accounting, expenditures are generally recognized when the related fund liability is incurred, except for principal and interest on long-term debt, claims and judgments, other postemployment benefits and compensated absences, which are recognized when due. Allocations of cost, such as depreciation, are not recognized in governmental funds.

When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.



**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

Agency Funds are purely custodial (assets equal liabilities) and thus do not involve measurement of operations.

The District's charter school, The Learning Academy, Inc., reported as a discretely-presented component unit, is accounted for as a governmental organization and follows the same accounting model as the District's governmental activities.

The Santa Rosa Education Foundation, Inc., reported as a discretely presented component unit, is accounted for under the not-for-profit basis of accounting and uses the accrual basis of accounting whereby revenues are recognized when earned and expenses are recognized when incurred.

***Deposits and Investments***

The District's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term, highly liquid investments with original maturities of three months or less. Investments classified as cash and cash equivalents include certificates of deposit and amounts placed with the State Board of Administration (SBA) in Florida PRIME, formerly known as the Local Government Surplus Funds Trust Fund Investment Pool.

Cash deposits are held by banks qualified as public depositories under Florida law. All deposits are insured by Federal depository insurance, up to specified limits, or collateralized with securities held in Florida's multiple financial institution collateral pool as required by Chapter 280, Florida Statutes.

Investments consist of amounts placed in SBA Debt Service accounts for investment of debt service moneys and amounts placed with the SBA for participation in the Florida PRIME and Fund B Surplus Funds Trust Fund (Fund B) investment pools created by Sections 218.405 and 218.417, Florida Statutes. The investment pools operate under investment guidelines established by Section 215.47, Florida Statutes.

The District's investments in the Florida PRIME, which SBA indicates is a Securities and Exchange Commission Rule 2a7-like external investment pool, as of June 30, 2011, are similar to money market funds in which shares are owned in the fund rather than the underlying investments. These investments are reported at fair value, which is amortized cost.

The District's investments in the Fund B are accounted for as a fluctuating net asset value pool, with a fair value factor of 0.78965331 at June 30, 2011. Fund B is not subject to participant withdrawal requests. Distributions from Fund B, as determined by SBA, are effected by transferring eligible cash or securities to Florida PRIME, consistent with the pro rata allocation of pool shareholders of record at the creation of Fund B. One hundred percent of such distributions from Fund B are available as a liquid balance within Florida PRIME.

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

***Inventories***

Inventories consist of expendable supplies held for consumption in the course of District operations. Inventories are stated at cost on a moving-average basis, except that transportation fuel is stated at the last invoice, which approximates the first-in, first-out basis. The United States Department of Agriculture donated foods that are stated at their fair value as determined at the time of donation to the District's food service program by the Florida Department of Agriculture and Consumer Services, Bureau of Food Distribution. The costs of inventories are recorded as expenditures when used rather than when purchased.

***Capital Assets***

Expenditures for capital assets acquired or constructed for general District purposes are reported in the governmental fund that financed the acquisition or construction. The capital assets so acquired are reported at cost in the government-wide Statement of Net Assets but are not reported in the governmental fund financial statements. Capital assets are defined by the District as those costing more than \$1,000, except for buildings and improvements other than buildings which are defined as those costing more than \$5,000. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated assets are recorded at fair value at the date of donation. Interest costs incurred during construction of capital assets are not considered material and are not capitalized as part of the construction.

Capital assets are depreciated using the straight-line methodology over the following estimated useful lives:

<u>Description</u>	<u>Estimated Lives</u>
Improvements other than buildings	10 - 40 years
Buildings and fixed equipment	10 - 50 years
Furniture, fixtures and equipment	3 - 20 years
Motor vehicles	15 years
Audio-visual materials and computer software	5 - 7 years

Current fiscal year information relative to changes in capital assets is described in a subsequent note.

***Long-Term Liabilities***

Long-term obligations that will be financed from resources to be received in the future by governmental fund are reported as liabilities in the government-wide Statement of Net Assets. Certificates of participation (Certificates) premiums and discounts are deferred and amortized over the life of the Certificates, and Certificates of participation payable are reported net of the applicable premiums or discounts.

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

In the governmental fund financial statements, bonds and other long-term obligations are not recognized as liabilities until due. Governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current fiscal year. The face amount of debt issued is reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

In the government-wide financial statements, compensated absences (i.e., paid absences for employee vacation leave and sick leave) are recorded as liabilities to the extent that it is probable that the benefits will result in termination payments. A liability for these amounts is reported in the governmental fund financial statements only if it has matured, such as occurrences of employee resignations and retirements.

Changes in the District's long-term liabilities for the current fiscal year are reported in a subsequent note.

***State Revenue Sources***

Significant revenues from State sources for current operations include the Florida Education Finance Program administered by the Florida Department of Education (Department) under the provisions of Section 1011.62, Florida Statutes. In accordance with this law, the District determines and reports the number of full-time equivalent (FTE) students and related data to the Department. The Department performs certain edit checks on the reported number of FTE and related data and calculates the allocation of funds to the District. The District is permitted to amend its original reporting for a period of five months following the date of the original reporting. Such amendments may impact funding allocations for subsequent years. The Department may also adjust subsequent fiscal year allocations based upon an audit of the District's compliance in determining and reporting FTE and related data. Normally, such adjustments are treated as reductions or additions of revenue in the year when the adjustments are made.

The State also provides financial assistance to administer certain educational programs. State Board of Education rules require that revenue earmarked for certain programs be expended only for the program for which the money is provided and require that the money not expended as of the close of the fiscal year be carried forward into the following year to be expended for the same educational programs. The Department generally requires that these educational program revenues be accounted for in the General Fund. A portion of the fund balance of the General Fund is restricted in the governmental fund financial statements for the balance of earmarked educational program resources.

The State allocates gross receipts taxes, generally known as Public Education Capital Outlay money, to the District on an annual basis. The District is authorized to expend these funds only upon applying for and receiving an encumbrance authorization from the Department.

A schedule of revenue from State sources for the current year is presented in a subsequent note.

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

***District Property Taxes***

The Board is authorized by State law to levy property taxes for District school operations, capital improvements, and debt service.

Property taxes consist of ad valorem taxes on real and personal property within the District. Property values are determined by the Santa Rosa County Property Appraiser, and property taxes are collected by the Santa Rosa County Tax Collector.

The School Board adopted the 2010 tax levy on July 29, 2010. Tax bills are mailed in October and taxes are payable between November 1 of the year assessed and March 31 of the following year at discounts of up to four percent for early payment.

Taxes become a lien on the property as of January 1; and are delinquent on April 1, of the year following the year of assessment. State law provides for enforcement of collection of personal property taxes by seizure of the property to satisfy unpaid taxes and for enforcement of collection of real property taxes by the sale of interest-bearing tax certificates to satisfy unpaid taxes. The procedures result in the collection of essentially all taxes prior to June 30 of the year following the year of assessment.

Property tax revenues are recognized in the government wide financial statements when the Board adopts the tax levy. Property tax revenues are recognized in the governmental funds financial statements when taxes are received by the District except that revenue is accrued for taxes collected by the Santa Rosa County Tax Collector at fiscal year-end but not yet remitted to the District.

Millages and taxes levied for the current year are presented in a subsequent note.

***Capital Outlay Surtax***

In March 2007, the voters of Santa Rosa County approved a one-half cent school capital outlay surtax on sales in the County for 10 years, effective October 1, 2008, to pay construction costs of certain school facilities and related costs in accordance with Section 212.055(6), Florida Statutes.

***Federal Revenue Sources***

The District receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to, and approved by, various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred.

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

***Estimates***

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

**NOTE 2 – BUDGETARY COMPLIANCE AND ACCOUNTABILITY**

The Board follows procedures established by Florida Statutes and State Board of Education rules in establishing budget balances for governmental funds as described below:

- Budgets are prepared, public hearings are held, and original budgets are adopted annually for all governmental fund types in accordance with procedures and time intervals prescribed by law and State Board of Education rules.
- Appropriations are controlled at the object level (e.g., salaries, purchased services, and capital outlay) within each activity (e.g., instruction, pupil personnel services, and school administration) and may be amended by resolution at any Board meeting prior to the due date for the annual financial report.
- Budgetary information is integrated into the accounting system, and, to facilitate budget control, budget balances are encumbered when purchase orders are issued. Appropriations lapse at fiscal year-end, and encumbrances outstanding are honored from the subsequent year's appropriations.
- For the fiscal year ended June 30, 2011, expenditures exceeded appropriations in the General Fund for the Operation of plant object code by an immaterial amount due to increases in actual cleaning contracts and workers' compensation claims. In addition, expenditures in the School board object code and Facilities acquisition and construction object code of the ARRA Economic Stimulus Funds exceeded appropriations.

# Santa Rosa County District School Board

## Notes to Financial Statements

### NOTE 3 – INVESTMENTS

Investments at June 30, 2011, are shown below:

Investment	Maturities	Fair Value
State Board of Administration:		
Florida PRIME (1)(2)	31 day average	\$ 5,049,205
Fund B Surplus Funds Trust Fund (Fund B) (2)	7.16 Year Avg	173,645
Debt Service Accounts	6 Months	149,633
Certificate of deposit (1)	August 23, 2011	20,000
Total investments, primary government		\$ 5,392,483

Notes:

- 1) Included as cash and cash equivalents in the accompanying financial statements.
- 2) Pursuant to the trust agreements, the trustee for the District's Certificates of Participation, Series 1997, 2006, and 2009 holds all or part of these investments in trust accounts as follows: Florida PRIME \$1,005,156 and Fund B \$126,205.

#### Interest Rate Risk

- Section 218.415(17), Florida Statutes, limits investment maturities to provide sufficient liquidity to pay obligations as they come due. The District's investment policy states that the highest priority shall be given to the safety and liquidity of funds. The policy limits the types of authorized investments as a means of managing the exposure to fair value losses from increasing interest rates.
- Florida PRIME had a weighted average days to maturity (WAM) of 31 days at June 30, 2011. A portfolio's WAM reflects the average maturity in days based on final maturity or reset date, in the case of floating rate instruments. WAM measures the sensitivity of the portfolio to interest rate changes. Fund B had a weighted average life (WAL) of 7.16 years. A portfolio's WAL is the dollar weighted average length of time until securities held reach maturity. WAL, which also measures the sensitivity of the portfolio to interest rate changes, is based on legal final maturity dates for Fund B as of June 30, 2011. However, because Fund B consists of restructured or defaulted securities, there is considerable uncertainty regarding the WAL.

#### Credit Risk

- Section 218.415(17), Florida Statutes, limits investments to the SBA Florida PRIME, or any intergovernmental investment pool authorized pursuant to the Florida Interlocal Cooperation Act as provided in Section 163.01, Florida Statutes; Securities and Exchange Commission registered money market funds with the highest credit quality rating from a nationally recognized rating agency; investments in interest-bearing time deposits in qualified public depositories, as defined in Section 280.02, Florida Statutes; and direct obligations of the United States Treasury. The District's investment policy

**NOTE 3 – INVESTMENTS (CONTINUED)**

limits investments to funds placed in qualified public depositories, financial deposit instruments insured by the Federal Deposit Insurance Corporation, time deposits, Securities of the United States Government (including obligations of the United States Treasury), and investment pools managed and directed by an approved agency of the State.

- The District's investments in SBA debt service accounts are to provide for debt service payments on bond debt issued by the State Board of Education for the benefit of the District. The District relies on policies developed by the SBA for managing credit risk for this account.
- As of June 30, 2011, the District's investment in Florida PRIME is rated AAAM by Standard & Poor's. Fund B is unrated.
- The District's investment in certificate of deposit is in a qualified public depository.

**Custodial Credit Risk**

- Section 218.415(18), Florida Statutes, requires the District to earmark all investments and 1) if registered with the issuer or its agents, the investment must be immediately placed for safekeeping in a location that protects the governing body's interest in the security; 2) if in book entry form, the investment must be held for the credit of the governing body by a depository chartered by the Federal Government, the State, or any other state or territory of the United States which has a branch or principal place of business in the State, or by a national association organized and existing under the laws of the United States which is authorized to accept and execute trust and which is doing business in the State, and must be kept by the depository in an account separate and apart from the assets of the financial institution; or 3) if physically issued to the holder but not registered with the issuer or its agents, must be immediately placed for safekeeping in a secured vault. The District's investment policy does not address custodial credit risk.

# Santa Rosa County District School Board

## Notes to Financial Statements

### NOTE 4 – CHANGES IN CAPITAL ASSETS

Changes in capital assets for the year ended June 30, 2011 are shown below:

	Balance 7/1/2010	Additions	Deletions	Transfers	Balance 6/30/2011
<b>Governmental Activities</b>					
<i>Capital assets not being depreciated:</i>					
Land	\$ 6,847,360	\$ -	\$ -	\$ -	\$ 6,847,360
Land improvements	2,786,191	268,236	-	606,619	3,661,046
Construction in progress	14,318,066	13,617,144	-	(16,004,582)	11,930,628
Total capital assets not being depreciated	23,951,617	13,885,380	-	(15,397,963)	22,439,034
<i>Capital assets being depreciated:</i>					
Improvements other than buildings	22,109,894	402,972	(37,304)	181,152	22,656,714
Buildings and fixed equipment	290,426,493	1,886,707	(112,416)	15,216,811	307,417,595
Furniture, fixtures and equipment	13,944,103	2,423,086	(1,098,714)	-	15,268,475
Motor vehicles	4,239,336	175,804	(742,546)	-	3,672,594
Audio-visual materials and computer software	5,607,696	163,112	(138,881)	-	5,631,927
Total capital assets being depreciated	336,327,522	5,051,681	(2,129,861)	15,397,963	354,647,305
<i>Less accumulated depreciation for:</i>					
Improvements other than buildings	11,237,413	915,973	(28,108)	-	12,125,278
Buildings and fixed equipment	83,235,961	7,469,367	(103,766)	-	90,601,562
Furniture, fixtures and equipment	8,877,104	1,206,325	(1,056,583)	-	9,026,846
Motor vehicles	3,496,998	212,023	(639,072)	-	3,069,949
Audio-visual materials and computer software	4,856,339	303,794	(133,788)	-	5,026,345
Total accumulated depreciation	111,703,815	10,107,482	(1,961,317)	-	119,849,980
Total capital assets being depreciated, net	224,623,707	(5,055,801)	(168,544)	15,397,963	234,797,325
<b>Governmental activities - capital assets, net</b>	<b>\$ 248,575,324</b>	<b>\$ 8,829,579</b>	<b>\$ (168,544)</b>	<b>\$ -</b>	<b>\$ 257,236,359</b>



# Santa Rosa County District School Board

## Notes to Financial Statements

### NOTE 4 – CHANGES IN CAPITAL ASSETS (CONTINUED)

Depreciation expense was charged to functions as follows:

<b>Function</b>	<b>Amount</b>
Instruction	\$ 351,755
Pupil personnel services	17,694
Instructional media services	72,110
Instruction and curriculum development	17,082
Instructional staff training	79,239
Instruction related technology	157,980
School board	533
General administration	1,968
School administration	8,836
Fiscal services	3,816
Food services	110,696
Central services	56,519
Pupil transportation services	101,364
Operation of plant	16,390
Maintenance of plant	2,880,421
Administrative technology services	58,355
Community services	16,352
Unallocated	6,156,372
	<b>\$ 10,107,482</b>

### NOTE 5 – CERTIFICATES OF PARTICIPATION

The District has entered into financing arrangements with the Santa Rosa School Board Leasing Corporation (Leasing Corporation), pursuant to which the District has authorized several certificates of participation debt issues, characterized as lease-purchase agreements. The following schedule describes the status of these issues at June 30, 2011:

<b>Original</b>		<b>Principal Paid to Date</b>	<b>Balance</b>
<b>Series</b>	<b>Amount</b>		
1997-1	5,660,000	5,140,000	\$ 520,000
2006-1	12,370,000	715,000	11,655,000
2006-2	18,870,000	-	18,870,000
2009	12,585,000	625,000	11,960,000
			<b>\$ 43,005,000</b>

**NOTE 5 – CERTIFICATES OF PARTICIPATION PAYABLE (CONTINUED)**

As a condition of the financing arrangements, the District has given ground leases on District property to the Leasing Corporation. The ground lease on the properties associated with the 1997-1 Certificates, ends on the earlier of (a) the date on which the Series 1997-1 Certificates have been paid in full or provision for their payment has been made, or (b) June 30, 2022. The lease payments are payable semiannually, on February 1 and August 1 at interest rates of 5.25%.

The ground lease on the properties associated with the Series 2006 Certificates ends on the earlier of (a) the date on which the 2006 Certificates and any series of certificates refunding the Series 2006 Certificates have been paid in full or provision for their payment has been made, or (b) ten years from the final maturity of the Series 2006 Certificates and any series of certificates refunding the Series 2006 Certificates. It is not expected that the ground lease term with respect to the properties associated with the Series 2006 Certificates will exceed April 13, 2046. The lease payments are payable by the District semiannually, on February 1 and August 1 at interest rates of 4.34% for the Series 2006-1 and 4.25% to 5.25% for the Series 2006-2 Certificates.

The ground lease on the properties associated with the Series 2009 Certificates ends on the earlier of (a) the date on which the Series 2009 Certificates have been paid in full or provision for their payment has been made, or (b) ten years from the final maturity date of the Series 2009 Certificates and any series of certificates refunding the Series 2009 Certificates. The lease payments are payable by the District semiannually, on February 1 and August 1 at interest rates of 4.11% for the Series 2009 Certificates.

The properties covered by the ground leases are, together with the improvements constructed thereon from the financing proceeds, leased back to the District. If the District fails to renew the leases and to provide for the rent payments through to term, the master lease-purchase agreement provides for several remedies that are available to the Leasing Corporation.

The District properties included in the ground leases under these arrangements include:

Series 1997-1:

- Berryhill Elementary School
- Holley-Navarre Middle School
- Rhodes Elementary School - Additions
- Holley-Navarre Primary School
- S.S. Dixon Intermediate School

Series 2006 (as amended):

- Navarre High School - Gymnasium, Classrooms and Maintenance Building
- Navarre High School - Cafeteria Expansion, Fieldhouse and North Wing Addition
- Thomas L. Sims Middle School - Classroom spaces and accoutrements
- Bennett C. Russell Elementary School
- Woodlawn Beach Middle School - Classroom additions

# Santa Rosa County District School Board

## Notes to Financial Statements

### NOTE 5 – CERTIFICATES OF PARTICIPATION PAYABLE (CONTINUED)

#### Series 2009

- Jay High School - Improvements
- Central High School - Improvements

The following is a schedule by years of future minimum lease payments under the lease agreement together with the present value of minimum lease payments as of June 30:

Fiscal Year Ending June 30,	Principal	Interest	Total
2012	\$ 1,645,000	\$ 2,002,883	\$ 3,647,883
2013	1,720,000	1,929,315	3,649,315
2014	1,795,000	1,854,242	3,649,242
2015	1,865,000	1,777,303	3,642,303
2016	1,950,000	1,697,357	3,647,357
2017-2021	11,035,000	7,162,535	18,197,535
2022-2026	12,380,000	4,524,672	16,904,672
2027-2031	10,615,000	1,729,088	12,344,088
Total minimum lease payments	43,005,000	22,677,395	65,682,395
Plus: unamortized premium	785,477	-	785,477
Total certificates of participation	\$ 43,790,477	\$ 22,677,395	\$ 66,467,872

# Santa Rosa County District School Board

## Notes to Financial Statements

### NOTE 6 – BONDS PAYABLE

Bonds payable at June 30, 2011, are as follows:

Bond Type	Interest Rates (Percent)	Annual Maturity To	Amount Outstanding
State School Bonds:			
Series 2002B, Refunding	4.0-5.375	2014	\$ 245,000
Series 2003A	3.0-4.25	2023	450,000
Series 2004A	3.35-4.625	2024	165,000
Series 2005A	4.0-5.0	2025	2,505,000
Series 2005B, Refunding	5.000	2018	730,000
Series 2006A	4.0-4.625	2026	245,000
Series 2009A, Refunding	3.0-5.0	2019	345,000
Series 2010A	3.0-5.0	2030	1,025,000
District Revenue Bonds:			
Racetrack, Series 1996	5.8	2016	990,000
Total bonds payable			\$ 6,700,000

The various bonds were issued to finance capital outlay projects of the District. The following is a description of the bonded debt issues:

#### ***State School Bonds***

These bonds are issued by the State Board of Education on behalf of the District. The bonds mature serially and are secured by a pledge of the District's portion of the State-assessed motor vehicle license tax. The State's full faith and credit is also pledged as security for these bonds. Principal and interest payments, investment of Debt Service Fund resources, and compliance with reserve requirements are administered by the State Board of Education and the State Board of Administration.

#### ***District Revenue Bonds***

The Series 1996 Racetrack Revenue Bonds are authorized by Chapter 73-616, Laws of Florida, which provides that the bonds be secured from the pari-mutuel tax proceeds distributed annually to the District from the State's Pari-Mutuel Tax Collection Trust Fund pursuant to Chapter 550, Florida Statutes (effective July 1, 2000, tax proceeds are distributed pursuant to Section 212.20(6)(d)6.a., Florida Statutes). The annual distribution is remitted by the Florida Department of Financial Services to the District. As required by the revenue bond resolution, the District established and maintains a sinking fund.

# Santa Rosa County District School Board

## Notes to Financial Statements

### NOTE 6 – BONDS PAYABLE (CONTINUED)

The District has pledged a total of \$1,172,410 of pari-mutuel tax revenues in connection with the revenue bonds. During the 2010-2011 fiscal year, the District recognized pari-mutuel tax revenues totaling \$223,250 and expended \$196,835 (88%) of these revenues for debt service directly collateralized by these revenues. The pledged pari-mutuel tax revenues are committed until final maturity of the debt on August 1, 2016. Assuming no growth rate in the collection of pari-mutuel funds, 100% of this revenue stream has been pledged in connection with debt service on the revenue bonds.

Annual requirements to amortize all bonded debt outstanding as of June 30, 2011, are as follows:

Year Ending June 30,	Principal	Interest	Total
State School Bonds:			
2012	\$ 590,000	\$ 277,813	\$ 867,813
2013	615,000	240,795	855,795
2014	645,000	210,545	855,545
2015	625,000	178,732	803,732
2016	665,000	147,997	812,997
2017-2021	1,465,000	376,476	1,841,476
2022-2026	735,000	156,875	891,875
2027-2030	370,000	37,575	407,575
Total State School Bonds	5,710,000	1,626,808	7,336,808
District Revenue Bonds:			
2012	140,000	53,360	193,360
2013	150,000	44,950	194,950
2014	160,000	35,960	195,960
2015	170,000	26,390	196,390
2016	180,000	16,240	196,240
2017	190,000	5,510	195,510
Total District Revenue Bonds	990,000	182,410	1,172,410
Total	\$ 6,700,000	\$ 1,809,218	\$ 8,509,218

# Santa Rosa County District School Board

## Notes to Financial Statements

### NOTE 7 – CHANGES IN LONG-TERM LIABILITIES

The following is a summary of changes in long-term liabilities:

Description	Balance 7/1/2010	Additions	Deductions	Balance 6/30/2011	Due in One Year
Certificates of participation payable	\$ 44,580,000	\$ -	\$ 1,575,000	\$ 43,005,000	\$ 1,472,542
Unamortized premium	834,842	-	49,365	785,477	49,365
Total certificates of participation	45,414,842	-	1,624,365	43,790,477	1,521,907
Bonds payable	6,365,000	1,025,000	690,000	6,700,000	725,000
Unamortized premium	-	78,117	2,929	75,188	-
Total bonds payable	6,365,000	1,103,117	692,929	6,775,188	725,000
Compensated absences payable	18,762,982	6,066,789	6,358,548	18,471,223	5,368,981
Other post employment benefits payable	2,703,098	1,586,004	1,001,274	3,287,828	-
Total	\$ 73,245,922	\$ 8,755,910	\$ 9,677,116	\$ 72,324,716	\$ 7,615,888

For the governmental activities, compensated absences and postemployment benefits are generally liquidated with resources of the General Fund.

### NOTE 8 – INTERFUND RECEIVABLES, PAYABLES, AND TRANSFERS

The following is a summary of interfund receivables and payables reported in the fund financial statements:

Funds	Interfund Receivables	Interfund Payables
Major funds:		
General	\$ 169,395	\$ -
Special Revenue - ARRA Fund	-	3,270
Nonmajor governmental funds	-	166,125
TOTAL	\$ 169,395	\$ 169,395

General Fund receivables represent temporary loans to other funds to cover expenditures of grants and contracts funded on a cost reimbursement basis and miscellaneous reimbursements due from schools. Advances are made as needed and will be repaid within one year without interest.

# Santa Rosa County District School Board

## Notes to Financial Statements

### NOTE 8 – INTERFUND RECEIVABLES, PAYABLES, AND TRANSFERS (CONTINUED)

The following is a summary of interfund transfers as reported in the fund financial statements:

Funds	Interfund	
	Transfers In	Transfers Out
Major funds:		
General	\$ 3,526,710	\$ 327,894
Capital projects:		
Capital improvement tax	-	6,595,566
Other capital projects	-	214,865
Nonmajor governmental funds	3,611,615	-
<b>TOTAL</b>	<b>\$ 7,138,325</b>	<b>\$ 7,138,325</b>

The District made transfers to the General Fund to cover payments on the District's student transportation contract, to pay for certain property and casualty insurance premiums, to cover payments for software renewals and to facilitate the transfer of State funds to its charter school. The District made transfers to the nonmajor governmental funds to facilitate debt service payments on certificates of participation and payments of school recognition bonuses to food service personnel.

### NOTE 9 – FUND BALANCE REPORTING

The District implemented GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Types Definitions*, for the fiscal year ending June 30, 2011. The objective of the statement is to improve the usefulness and understanding of fund balance information for users of the financial statements. The reporting standard establishes a hierarchy for fund balance classifications and the constraints imposed on the uses of those resources. The District reports its governmental fund balances in the following categories:

- **Nonspendable** - The net current financial resources that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. Generally, not in spendable form means that an item is not expected to be converted to cash. Examples of items that are not in spendable form include inventory, prepaid amounts, long-term amounts of loans and notes receivable, and property acquired for resale. The District classifies its amounts reported as inventories and investment in the Fund B Surplus Funds Trust Fund as nonspendable.
- **Restricted** - The portion of fund balance on which constraints have been placed by creditors, grantors, contributors, laws or regulations of other governments, constitutional provisions, or enabling legislation. Restricted fund balance places the most binding level of constraint on the use of fund balance. The District classifies most of its fund balances other than General Fund as restricted, as well as unspent State categorical and earmarked educational funding reported in the General Fund, that are legally or otherwise restricted.

**NOTE 9 – FUND BALANCE REPORTING (CONTINUED)**

- Committed - The portion of fund balance that can only be used for specific purposes pursuant to constraints imposed by formal action of the highest level of decision-making authority (i.e., the district school board). These amounts cannot be used for any other purpose unless the district school board removes or changes the specified use by taking the same action if employed to previously commit the amounts.
- Assigned - The portion of fund balance that is intended to be used for specific purposes, but is neither restricted nor committed. Assigned amounts include those that have been set aside for a specific purpose by an authorized government body or official, but the constraint imposed does not satisfy the criteria to be classified as restricted or committed. This category includes any remaining positive amounts, for governmental funds other than the General Fund, not classified as nonspendable, restricted, or committed. The District also classifies amounts as assigned that are constrained to be used for specific purposes based on actions of the Superintendent and Chief Financial Officer and not included in other categories.
- Unassigned - The portion of fund balance that is the residual classification for the General Fund. This balance represents amounts that have not been assigned to other funds and that have not been restricted, committed, or assigned for specific purposes.

General Fund Minimum Fund Balance Requirement - Section 1011.051, Florida Statutes, requires that the District maintain a General Fund balance that is sufficient to address normal contingencies and that the Superintendent shall provide written notification to the Board and the Commissioner of Education if, at any time, the ending General Fund balance not classified as restricted, committed or nonspendable in the approved operating budget is projected to fall below 3% of projected General Fund revenues. If the General Fund balance not classified as restricted, committed or nonspendable is projected to fall below 2% of projected General Fund revenues, the Commissioner of Education must determine whether the District has a plan that to avoid a financial emergency as determined pursuant to Section 218.503, Florida Statutes, or to appoint a financial emergency board operating consistent with the requirements, powers, and duties specified in Section 218.503(3)(g), Florida Statutes. The District prepares its operating budget to maintain a three to seven percent unassigned fund balance to comply with the intent of Section 1011.051, Florida Statutes. As of June 30, 2011, the General Fund unassigned fund balance of \$20,314,437 is 12.7% of General Fund revenues.

**NOTE 10 – RESERVE FOR ENCUMBRANCES**

Appropriations in governmental fund types are encumbered upon issuance of purchase orders for goods and/or services. Even though appropriations lapse at the end of the fiscal year, unfilled purchase orders of the current year are carried forward, and the next year's appropriations are likewise encumbered.



# Santa Rosa County District School Board

## Notes to Financial Statements

### NOTE 10 – RESERVE FOR ENCUMBRANCES (CONTINUED)

The Florida Department of Education requires that fund balances be committed or assigned at fiscal year-end to report an amount likely to be expended from the 2011-2012 fiscal year budget as a result of purchase orders outstanding at June 30, 2011.

Because revenues of grants accounted for in the Special Revenues - ARRA Economic Stimulus Fund are not recognized until expenditures are incurred, these grant funds generally do not accumulate fund balances. Accordingly, no encumbered amounts are reported for grant funds. However, purchase orders outstanding for grants accounted for in the Special Revenue - ARRA Economic Stimulus Funds total \$142,915 at June 30, 2011.

### NOTE 11 – SCHEDULE OF STATE REVENUE SOURCES

The following is a schedule of the District's State revenue for the 2010-2011 fiscal year:

Sources	Amount
Florida education finance program	\$ 74,260,076
Class size reduction categorical	25,597,235
Workforce development	1,573,373
School recognition	1,350,750
Motor vehicles license tax (capital outlay and debt service)	963,977
Gross receipts tax (Public Education Capital Outlay)	947,645
Food service supplement	131,060
Discretionary lottery funds	87,649
Charter school capital outlay	57,064
Adults with disabilities	35,626
State license tax	33,891
Workforce education performance incentive	32,949
Miscellaneous	368,207
Total	\$ 105,439,502

Accounting policies relating to certain State revenue sources are described in Note 1.

Notes to Financial Statements

**NOTE 12 – PROPERTY TAXES**

The following is a summary of millages and taxes levied on the 2010 tax roll for the 2010-2011 fiscal year:

	Millages	Taxes Levied
<u>General Fund</u>		
Nonvoted School Tax:		
Required local effort	5.578	\$ 47,388,870
Basic discretionary local effort	0.748	6,354,764
<u>Capital Projects Funds</u>		
Nonvoted Tax:		
Local capital improvements	1.400	11,893,944
<u>Total</u>	<u>7.726</u>	<u>\$ 65,637,578</u>

**NOTE 13 – FLORIDA RETIREMENT PROGRAM**

All regular employees of the District are covered by the State-administered Florida Retirement System (FRS). Provisions relating to FRS are established by Chapters 121 and 122, Florida Statutes; Chapter 112 Part IV, Florida Statutes; Chapter 238, Florida Statutes; and Florida Retirement System Rules, Chapter 60S, Florida Administrative Code, wherein eligibility, contributions, and benefits are defined and described in detail. Essentially all regular employees of participating employers are eligible and must enroll as members of the FRS. FRS is a single retirement system administered by the Florida Department of Management Services, Division of Retirement, and consists of two cost-sharing, multiple-employer retirement plans and other nonintegrated programs. These include a defined benefit plan (Plan), a Deferred Retirement Option Program (DROP), and a defined contribution plan, referred to as the Public Employee Optional Retirement Program (PEORP).

Employees in the Plan vest at six years of service. All vested members are eligible for normal retirement benefits at age 62 or at any age after 30 years of service, which may include up to four years of credit for military service. The Plan also includes an early retirement provision; however, there is a benefit reduction for each year a member retires before his or her normal retirement date. The Plan provides retirement, disability and death benefits, and annual cost-of-living adjustments.

DROP, subject to provisions of Section 121.091, Florida Statutes, permits employees eligible for normal retirement under the Plan to defer receipt of monthly benefit payments while continuing employment with an FRS employer. An employee may participate in the DROP for a period not to exceed 60 months after electing to participate, except that certain instructional personnel may participate for up to 96 months. During the period of DROP participation, deferred monthly benefits are held in the FRS Trust Fund and accrue interest.

# Santa Rosa County District School Board

## Notes to Financial Statements

### NOTE 13 – FLORIDA RETIREMENT PROGRAM (CONTINUED)

As provided in Section 121.4501, Florida Statutes, eligible FRS members may elect to participate in PEORP in lieu of the Plan. District employees participating in DROP are not eligible to participate in PEORP. Employer contributions are defined by law; however, the ultimate benefit depends in part on the performance of investment funds. PEORP is funded by employer contributions that are based on salary and membership class (Regular, Elected County Officers, etc.). Contributions are directed to individual member accounts, and the individual members allocate contributions and account balances among various approved investment choices. Employees in PEORP vest after one year of service.

#### ***FRS Retirement Contribution Rates***

The Florida Legislature establishes, and may amend, contribution rates for each membership class of FRS. During the 2010-2011 fiscal year, contribution rates were as follows:

Class or Plan	Percent of Gross Salary	
	Employee	Employer (A)
Florida Retirement System, Regular	-	10.77
Florida Retirement System, Elected County Officers	-	18.64
Deferred Retirement Option Program - Applicable to Members From		
All of the Above Classes	-	12.25
Florida Retirement System, Reemployed Retiree	(B)	(B)

Notes:

(A) Employer rates include 1.11% for the postemployment health insurance subsidy. Also, employer rates, other than for DROP participants, include 0.05% for administrative costs of the PEORP.

(B) Contribution rates are dependent upon the retirement class in which reemployed.

The District's liability for participation is limited to the payment of the required contribution at the rates and frequencies established by law on future payrolls of the District. The District's contributions to the Plan for the fiscal years ended June 30, 2011, June 30, 2010, and June 30, 2009, totaled \$11,750,737, \$9,538,882, and \$10,040,596, respectively, which were equal to the required contributions for each fiscal year. There were 374 PEORP participants during the 2010-2011 fiscal year. Required contributions made to PEORP totaled \$1,110,309.

The financial statements and other supplementary information of the FRS are included in the comprehensive annual financial report of the State of Florida which may be obtained from the Florida Department of Financial Services. Also, an annual report on FRS, which includes its financial statements, required supplemental information, actuarial report, and other relevant information, is available from the Florida Department of Management Services, Division of Retirement.

**NOTE 13 – FLORIDA RETIREMENT PROGRAM (CONTINUED)**

Effective July 1, 2011, all members of the FRS, except for DROP participants and reemployed retirees, who are not eligible for renewed membership, are required to contribute three percent of compensation to the FRS.

**NOTE 14 – POSTEMPLOYMENT BENEFITS PAYABLE**

***Plan Description***

The Other Postemployment Benefits Plan (Plan) is a single-employer defined benefit plan administered by the District. Pursuant to the provisions of Section 112.0801, Florida Statutes, employees who retire from the District are eligible to participate in the District's health and hospitalization plan for medical, dental, and life insurance coverage. The District subsidizes the premium rates paid by retirees by allowing them to participate in the plan at reduced or blended group (implicitly subsidized) premium rates for both active and retired employees. These rates provide an implicit subsidy for retirees because, on an actuarial basis, their current and future claims are expected to result in higher costs to the plan on average than those of active employees. The District does not offer any explicit subsidies for retiree coverage. Retirees are assumed to enroll in the Federal Medicare program for their primary coverage as soon as they are eligible. The Plan does not issue a stand-alone report, and it is not included in the report of a Public Employee Retirement System or another entity.

***Funding Policy***

The District has established contribution requirements for Plan members and the contributions may be amended through Board action. The District has not advance-funded or established a funding methodology for the annual other postemployment benefit (OPEB) costs or the net OPEB obligation, and the Plan is financed on a pay-as-you-go basis. For the 2010-2011 fiscal year, 455 retirees received other postemployment benefits. The District provided required contributions of \$1,001,274 toward the annual OPEB cost, comprised of benefit payments made on behalf of retirees, and net of retiree contributions totaling \$4,580,568, which represents 7.0% of covered payroll.

***Annual OPEB Cost and Net OPEB Obligation***

The District's annual OPEB cost (expense) is calculated based on the annual required contribution (ARC), an amount actuarially determined in accordance with parameters of GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*. The ARC represents a level of funding that if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities over a period not to exceed 30 years.

# Santa Rosa County District School Board

## Notes to Financial Statements

### NOTE 14 – POSTEMPLOYMENT BENEFITS PAYABLE (CONTINUED)

The following table shows the District's annual OPEB cost for the fiscal year, the amount actually contributed to the plan, and changes in the District's net OPEB obligation:

<b><i>Year ended June 30,</i></b>	<b>2011</b>
Normal Cost (service cost for one year)	\$ 744,901
Amortization of Unfunded Actuarial Accrued Liability (UAAL)	889,300
Interest on Normal Cost and Amortization	-
Annual Required Contribution (ARC)	1,634,201
Interest on Net OPEB Obligation	108,124
Adjustment to Annual Required Contribution	(156,321)
Annual OPEB Cost (Expense)	1,586,004
Contributions made	(1,001,274)
Increase (decrease) in Net OPEB Obligation	584,730
Net OPEB Obligation, beginning of year	2,703,098
Net OPEB Obligation, end of year	\$ 3,287,828

The District's annual OPEB cost, the percentage of annual OPEB cost contributed to the plan, and the net OPEB obligation as of June 30, 2011 and the previous two fiscal years were as follows:

<b>Fiscal year Ending</b>	<b>Annual OPEB Cost</b>	<b>Amount Contributed</b>	<b>Percentage of Annual OPEB Cost Contributed</b>	<b>Net OPEB Obligation</b>
6/30/2009	\$ 1,863,535	\$ 903,950	48.50%	\$ 1,982,143
6/30/2010	1,542,794	821,839	53.30%	2,703,098
6/30/2011	1,586,004	1,001,274	63.13%	3,287,828

### ***Funded Status and Funding Progress***

As of July 1, 2010, the most recent valuation date, the actuarial accrued liability for benefits was \$15,377,798, and the actuarial value of assets was \$0, resulting in an unfunded actuarial accrued liability (UAAL) of \$15,377,798 and a funded ratio of 0%. The covered payroll (annual payroll of active participating employees) was \$65,536,617 and the ratio of unfunded actuarial accrued liability to the covered payroll was 23.5%.

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment and termination, mortality, and healthcare cost trends. Amounts determined regarding the funded status of the Plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

# Santa Rosa County District School Board

## Notes to Financial Statements

### NOTE 14 – POSTEMPLOYMENT BENEFITS PAYABLE (CONTINUED)

The required schedule of funding progress immediately following the notes to financial statements presents multiyear trend information about whether the actuarial value of the Plan assets is increasing or decreasing over time relative to the actuarial accrued liability for benefits.

#### *Actuarial Method and Assumptions*

Projections of benefits for financial reporting purposes are based on the substantive plan provisions, as understood by the employer and participating members, and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and participating members. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

The District's OPEB actuarial valuation as of July 1, 2010, used the unit credit actuarial cost method to estimate the unfunded actuarial liability as of June 30, 2011, and to estimate the District's 2010-2011 fiscal year ARC. Because the OPEB liability is currently unfunded, the actuarial assumptions included a 4% rate of return on invested assets, which is the District's long-term expectation of investment returns under its investment policy. The actuarial assumptions also included an annual healthcare cost trend rate of 7.3% for the 2010-2011 fiscal year, reduced periodically thereafter to an ultimate rate of 4.8% beginning in the 2076-2077 fiscal year. The unfunded actuarial accrued liability is being amortized using a level dollar amount on a closed basis. The remaining amortization period at June 30, 2011, was 26 years.

### NOTE 15 – CONSTRUCTION CONTRACT COMMITMENTS

The following is a summary of major construction contract commitments remaining at fiscal year-end:

Project	Contract Amount	Completed to Date	Balance Committed
Central School			
5 classroom additions	\$ 1,716,444	\$ 95,358	\$ 1,621,086
Dixon Intermediate/Sims Middle - 4 classroom addition	1,181,795	618,784	563,011
Holley Navarre Primary-4 classroom addition	712,804	486,682	226,122
Holley Navarre Intermediate			
Kitchen/cafeteria exp/renovation	1,726,920	95,940	1,630,980
Jay High - new building 1	4,298,456	3,173,087	1,125,369
Milton High - kitchen/cafeteria expansion/renovation	2,079,000	115,500	1,963,500
West Navarre Intermediate - 4 classroom addition	844,247	507,957	336,290
West Navarre Primary			
4 classroom addtn/kitchen exp/fire sprnk	1,696,417	497,349	1,199,068
<b>Total</b>	<b>\$ 14,256,083</b>	<b>\$ 5,590,657</b>	<b>\$ 8,665,426</b>

**NOTE 16 – RISK MANAGEMENT PROGRAMS**

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The District limits its exposure to these risks through its membership in the Florida School Boards Insurance Trust (Trust). The Trust is a self-insurance fund of Florida school boards established under the authority set forth in Section 1001.42, Florida Statutes, and was established for the purpose of pooling certain exposures (e.g. property, casualty, and worker's compensation) of participating districts. If a participating district withdraws or terminates participation in the Trust, and its claims exceed loss fund contributions from premiums paid, the Trust may request additional funds or return the open claims to that district. Through its participation in the Trust, the District has acquired various types of insurance coverage including property, general and automotive liability, worker's compensation, errors and omissions, employee benefits liability, boiler and machinery, crime, special events, pollution, legal liability, school crisis risk, transit, additional expenses, and personal accident insurance. Catastrophic student accident, flood, and storage tank liability insurance are provided through purchased commercial insurance.

Employee health and hospitalization, dental, and life insurance coverage are provided through purchased commercial insurance.

Prior to July 1, 1997, the District was self-insured for worker's compensation exposures up to specified limits. At June 30, 2011, a liability in the amount of \$949,152 was recorded to cover future claims payments relating to this former self-insurance program.

The following schedule represents the changes in claims liability for the past two fiscal years for the District's self-insurance program:

	Beginning-of- Fiscal-Year Liability	Current-Year Claims and Changes in Estimates	Claims Payments	Balance at Fiscal Year End
2009 - 2010	\$ 918,347	\$ (375,845)	\$ (57,060)	\$ 485,442
2010 - 2011	485,442	549,162	(85,452)	949,152

**NOTE 17 – LITIGATION**

The District is involved in several pending and threatened legal actions. The range of potential loss from all such claims and actions, as estimated by District management and the Board's legal counsel, should not materially affect the financial condition of the District.

Required Supplementary Information  
(Other Than MD&A)



Santa Rosa County District School Board  
Budgetary Comparison Schedule  
General Fund

Year ended June 30,

2011

	Budgeted Amounts		Actual	Variance with Final Budget - Positive (Negative)
	Original	Final	Amounts	
<b>Revenues</b>				
Intergovernmental:				
Federal direct	\$ 650,000	\$ 650,000	\$ 679,589	\$ 29,589
Federal through state	400,000	400,000	699,770	299,770
State sources	103,039,924	102,999,178	103,026,760	27,582
Local sources	54,514,326	54,803,884	55,833,142	1,029,258
<b>Total revenues</b>	<b>158,604,250</b>	<b>158,853,062</b>	<b>160,239,261</b>	<b>1,386,199</b>
<b>Expenditures</b>				
Instruction	104,714,814	99,841,546	95,222,686	4,618,860
Pupil personnel services	6,576,271	7,303,861	6,745,475	558,386
Instructional media services	2,955,614	2,787,618	2,455,950	331,668
Instructional and curriculum development	2,497,853	2,389,821	2,168,672	221,149
Instructional staff training	618,146	920,049	671,743	248,306
Instruction related technology	3,329,561	3,473,209	2,481,024	992,185
Board of education	478,995	497,439	428,073	69,366
General administration	574,241	567,651	554,195	13,456
School administration	11,717,799	12,621,336	12,267,249	354,087
Facilities acquisition and construction	24,606	99,753	36,255	63,498
Fiscal services	1,184,473	1,188,147	1,104,974	83,173
Central services	2,239,328	2,497,270	2,187,666	309,604
Pupil transportation services	12,159,676	12,232,311	12,168,630	63,681
Operation of plant	14,502,932	14,053,588	14,223,246	(169,658)
Maintenance of plant	4,752,384	4,559,761	4,045,557	514,204
Administrative technology services	1,589,201	1,473,727	1,331,191	142,536
Community services	1,704,535	1,647,791	1,516,348	131,443
Fixed capital outlay:				
Facilities acquisition and construction	-	883,809	883,809	-
Other capital outlay	-	270,085	270,085	-
<b>Total expenditures</b>	<b>171,620,429</b>	<b>169,308,772</b>	<b>160,762,828</b>	<b>8,545,944</b>
Excess (deficiency) of revenues over expenditures	(13,016,179)	(10,455,710)	(523,567)	9,932,143
<b>Other financing sources (uses)</b>				
Loss recoveries	-	78,593	78,593	-
Transfers in	-	3,526,710	3,526,710	-
Transfers out	(3,773)	(327,894)	(327,894)	-
<b>Total other financing sources and (uses)</b>	<b>(3,773)</b>	<b>3,277,409</b>	<b>3,277,409</b>	<b>-</b>
<b>Net change in fund balances</b>	<b>(13,019,952)</b>	<b>(7,178,301)</b>	<b>2,753,842</b>	<b>9,932,143</b>
<b>Fund balances - beginning</b>	<b>24,142,654</b>	<b>24,142,654</b>	<b>24,142,654</b>	<b>-</b>
<b>Fund balances - ending</b>	<b>\$ 11,122,702</b>	<b>\$ 16,964,353</b>	<b>\$ 26,896,496</b>	<b>\$ 9,932,143</b>

Santa Rosa County District School Board  
Budgetary Comparison Schedule  
Special Revenue Funds - ARRA Economic Stimulus Funds

Year ended June 30,

2011

	Budgeted Amounts		Actual	Variance with
	Original	Final	Amounts	Final Budget - Positive (Negative)
<b>Revenues</b>				
Intergovernmental:				
Federal direct	\$ 46,918	\$ 46,918	\$ 42,684	\$ (4,234)
Federal through state	13,190,034	18,363,504	17,493,121	(870,383)
Total revenues	13,236,952	18,410,422	17,535,805	(874,617)
<b>Expenditures</b>				
Instruction	9,163,464	13,899,357	13,505,737	393,620
Pupil personnel services	546,844	837,588	814,643	22,945
Instructional media services	9,227	39,939	36,839	3,100
Instructional and curriculum development	1,070,206	669,547	440,726	228,821
Instructional staff training	2,187,821	2,163,034	1,712,256	450,778
Instruction related technology	35,549	128,657	70,082	58,575
School board	-	-	8,624	(8,624)
General administration	138,863	157,491	135,761	21,730
School administration	5,293	225,423	224,344	1,079
Facilities acquisition and construction	7	7	-	7
Fiscal services	-	14,317	14,317	-
Food services	-	37,058	18,729	18,329
Central services	46,189	33,859	31,311	2,548
Pupil transportation	650	81,967	81,317	650
Operation of plant	815	37,327	11,827	25,500
Maintenance of plant	-	32,403	32,403	-
Administrative technology services	-	12,810	12,810	-
Community services	-	7,912	7,912	-
Fixed capital outlay:				
Facilities acquisition and construction	-	-	344,740	(344,740)
Other capital outlay	32,024	31,726	31,427	299
Total expenditures	13,236,952	18,410,422	17,535,805	874,617
Excess (deficiency) of revenues over expenditures	-	-	-	-
Fund balances - beginning	-	-	-	-
Fund balances - ending	\$ -	\$ -	\$ -	\$ -

# Santa Rosa County District School Board

## Schedule of Funding Progress for Other Postemployment Benefits

Actuarial Valuation Date	Actuarial Value of Assets	Actuarial Accrued Liability (AAL) - Entry Age	Unfunded AAL (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
7/1/08	\$ -	\$ 16,977,124	\$ 16,977,124	0.00%	\$ 72,637,328	23.37%
7/1/09	-	14,903,748	14,903,748	0.00%	70,187,989	21.23%
7/1/10	-	15,377,798	15,377,798	0.00%	65,536,617	23.46%

## Supplementary Information

Santa Rosa County District School Board  
Schedule of Expenditures of Federal Awards  
For The Year Ended June 30, June 30, 2011

Federal Grantor/Pass-Through Grantor/Program Title	Catalog of Federal Domestic Assistance Number	Pass - Through Grantor Number	Amount of Expenditures (Note 1)	Amount Provided To Subrecipients
<b>United States Department of Agriculture:</b>				
Indirect:				
Child Nutrition Cluster:				
Florida Department of Education:				
School Breakfast Program	10.553	321	\$ 1,126,250	\$ -
National School Lunch Program	10.555	300	4,105,998	-
Summer Food Service Program for Children	10.559	323	132,427	-
Florida Department of Agriculture and Consumer Services:				
National School Lunch Program (Note 2)	10.555	300	662,840	-
<b>Total Child Nutrition Cluster</b>			6,027,515	-
Florida Department of Education:				
Team Nutrition Training Grants	10.574	301	111,891	-
ARRA - Child Nutrition Discretionary Grants, Limited Availability	10.579	371	16,460	-
<b>Total United States Department of Agriculture</b>			6,155,866	-
<b>United States Department of Commerce:</b>				
Indirect:				
Dauphin Island Sea Lab:				
Coastal Services Center Grants	11.473	none	16,151	-
<b>Total United States Department of Commerce</b>			16,151	-
<b>United States Department of Defense:</b>				
Direct:				
Air Force Junior Reserve Officers Training Corps	12	N/A	52,219	-
Navy Junior Reserve Officers Training Corps	12	N/A	185,413	-
<b>Total United States Department of Defense</b>			237,632	-
<b>United States Department of Labor:</b>				
Indirect:				
Workforce Escarosa, Inc.:				
WIA Youth Activities	17.259	none	256,645	-
<b>Total United States Department of Labor</b>			256,645	-
<b>United States Department of Education:</b>				
Indirect:				
Special Education Cluster:				
Florida Department of Education:				
Special Education - Grants to States	84.027	262, 263	4,082,951	-
Special Education - Preschool Grants	84.173	267	111,447	-
ARRA - Special Education - Grants to States, Recovery Act	84.391	263	2,504,591	-
ARRA - Special Education - Preschool Grants, Recovery Act	84.392	267	65,025	-
University of South Florida				
Special Education - Grants to States	84.027	none	6,077	-
<b>Total Special Education Cluster</b>			6,770,091	-

(continued)

See accompanying notes to the schedule of expenditures of federal awards

Santa Rosa County District School Board  
Schedule of Expenditures of Federal Awards (Continued)  
For The Year Ended June 30, June 30, 2011

Federal Grantor/Pass-Through Grantor/Program Title	Catalog of Federal Domestic Assistance Number	Pass - Through Grantor Number	Amount of Expenditures (Note 1)	Amount Provided To Subrecipients
<b>United States Department of Education:</b>				
Florida Department of Education:				
Adult Education - Basic Grants to States	84.002	191, 193	203,897	-
Career and Technical Education - Basic Grants to States	84.048	161	211,110	-
Safe and Drug-Free Schools and Communities - State Grants	84.186	103	627	-
Even Start - State Educational Agencies	84.213	219	154,615	-
Charter Schools	84.282	298	116,830	116,830
English Language Acquisition Grants	84.365	102	37,408	-
Improving Teacher Quality State Grants	84.367	224	1,019,539	-
			<u>1,744,026</u>	<u>116,830</u>
Title I, Part A Cluster:				
Florida Department of Education:				
		212, 222, 223, 226,		
Title I Grants to Local Educational Agencies	84.010	228	4,100,305	-
ARRA - Title I Grants to Local Educational Agencies, Recovery Act	84.389	212, 223, 226	1,314,529	-
			<u>5,414,834</u>	<u>-</u>
<b>Total Title I, Part A Cluster</b>				
Education of Homeless Children & Youth Cluster:				
Florida Department of Education:				
Education for Homeless Children and Youth	84.196	127	113,169	-
ARRA - Education for Homeless Children and Youth, Recovery Act	84.387	127	27,128	-
			<u>140,297</u>	<u>-</u>
<b>Total Education of Homeless Children &amp; Youth Cluster</b>				
Educational Technology State Grants Cluster:				
Florida Department of Education:				
Education Technology State Grants	84.318	121	5,111	-
ARRA - Education Technology State Grants, Recovery Act	84.386	121, 122	679,090	-
			<u>684,201</u>	<u>-</u>
<b>Total Educational Technology State Grants Cluster</b>				
State Fiscal Stabilization Fund Cluster:				
Florida Department of Education:				
ARRA - State Fiscal Stabilization Fund - Education State Grants, Recovery Act	84.394	591, 592	7,721,390	25,000
ARRA - State Fiscal Stabilization Fund - Government Services, Recovery Act	84.397	592	18,329	-
			<u>7,739,719</u>	<u>25,000</u>
<b>Total State Fiscal Stabilization Fund Cluster</b>				

(continued)

See accompanying notes to the schedule of expenditures of federal awards

Santa Rosa County District School Board  
Schedule of Expenditures of Federal Awards (Continued)  
For The Year Ended June 30, June 30, 2011

Federal Grantor/Pass-Through Grantor/Program Title	Catalog of Federal Domestic Assistance Number	Pass - Through Grantor Number	Amount of Expenditures (Note 1)	Amount Provided To Subrecipients
<b>United States Department of Education:</b>				
State Fiscal Stabilization Fund:				
Florida Department of Education:				
ARRA - State Fiscal Stabilization Fund - Race to the Top Incentive Grants, Recovery Act	84.395	111	392,234	-
Education Jobs Fund:				
Florida Department of Education				
ARRA - Education Jobs Fund	84.410	541	4,754,344	21,253
<b>Total Indirect</b>			27,639,746	163,083
Direct:				
Student Financial Assistance Cluster:				
Federal Supplemental Educational Opportunity Grants	84.007	N/A	5,703	-
Federal Work-Study Program	84.033	N/A	5,142	-
Federal Pell Grant Program	84.063	N/A	329,172	-
<b>Total Student Financial Assistance Cluster</b>			340,017	-
Impact Aid	84.041	N/A	679,589	-
<b>Total Direct</b>			1,019,606	-
<b>Total United States Department of Education</b>			28,659,352	163,083
<b>United States Department of Health and Human Services:</b>				
Direct:				
Head Start Cluster:				
Head Start (Note 3)	93.600	N/A	2,308,677	-
ARRA - Head Start	93.708	N/A	33,227	-
ARRA - Early Head Start	93.709	N/A	9,458	-
<b>Total United States Department of Health and Human Services</b>			2,351,362	-
<b>Corporation for National and Community Services:</b>				
Indirect:				
Florida Department of Education:				
Learn & Serve America - School and Community Based Programs	94.004	234	1,997	-
<b>Total Corporation for National and Community Services:</b>			1,997	-
<b>United States Department of Homeland Security:</b>				
Indirect:				
Florida Department of Community Affairs:				
Disaster Grants - Public Assistance (Presidentially Declared Disasters) (Note 4)	97.036	none	1,654,784	-
<b>Total United States Department of Homeland Security</b>			1,654,784	-
<b>Total Expenditures of Federal Awards</b>			\$ 39,333,789	\$ 163,083

See accompanying notes to the schedule of expenditures of federal awards

Santa Rosa County District School Board  
Notes to Schedule of Expenditures of Federal Awards  
For The Year Ended June 30, June 30, 2011

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- Notes: (1) Basis of Presentation. The Schedule of Expenditures of Federal Awards represents amounts expended from Federal Programs during the 2010-2011 fiscal year as determined based on the modified accrual basis of accounting. The amounts reported on the Schedule have been reconciled to and are in material agreement with amounts recorded in the District's accounting records from which the general purpose financial statements have been reported.
- (2) Noncash Assistance - Food Donation - Represents the amount of donated food received during the fiscal year. Commodities are valued at fair value as determined at time of donation.
- (3) Head Start - Expenditures include \$1,280,955 for grant number/program year 04CH0384/20 and \$1,027,722 for grant number/program year 04CH0384/21.
- (4) Disaster Grants - Public Assistance (Presidentially Declared Disasters). The amount disclosed as expenditures represents hurricane-loss recoveries for the 2010-11 fiscal year as follows: \$2,288,318 for large projects for which the District is required to make an accounting of eligible costs for each approved project; an adjustment of \$(642,838) for small projects reclassified as large projects; and \$9,305 for allowable administrative costs.



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND  
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF  
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH  
GOVERNMENT AUDITING STANDARDS**

To the Santa Rosa County District School Board  
and Tim Wyrosdick, Superintendent of Schools  
Milton, Florida

We have audited the financial statements of the governmental activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the Santa Rosa County District School Board (District) as of and for the fiscal year ended June 30, 2011, which collectively comprise the District's basic financial statements and have issued our report thereon dated March 23, 2012. Our report was modified to include a reference to other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Other auditors audited the financial statements of The Learning Academy, Inc., and The Santa Rosa Education Foundation, Inc., as described in our report on the District's financial statements. This report does not include the results of the other auditors' testing of internal control over financial reporting or compliance and other matters that are reported separately by those auditors.

**Internal Control over Financial Reporting**

Management of the Santa Rosa County District School Board is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial

reporting that we consider to be material weaknesses, as defined above. However, we identified a certain deficiency in internal control over financial reporting, described in the accompanying schedule of findings and questioned costs as item 2011-1, that we consider to be a significant deficiency in internal control over financial reporting.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain other matter that we reported to management of the District in a separate letter dated March 23, 2012.

The District's response and corrective action plan to the findings identified in our audit are listed at pages 68 through 70. We did not audit the District's responses and, accordingly, we express no opinion on the responses.

This report is intended solely for the information and use of District management, the School Board, and appropriate governmental agencies and is not intended to be and should not be used by anyone other than these specified parties.

*Caru, Riggs & Ingram, L.L.C.*

Miramar Beach, Florida  
March 23, 2012

**REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD  
HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR  
PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN  
ACCORDANCE WITH OMB CIRCULAR A-133**

To the Santa Rosa County District School Board  
and Tim Wyrosdick, Superintendent of Schools  
Milton, Florida

**Compliance**

We have audited the compliance of the Santa Rosa County District School Board (District) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the fiscal year ended June 30, 2011. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of District management. Our responsibility is to express an opinion on the District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards; generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the District's compliance with those requirements.

In our opinion, the District complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the fiscal year ended June 30, 2011.

**Internal Control over Compliance**

Management of the District is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the District's internal control over compliance with the requirements that could have a direct and material effect on a

major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of District management, the School Board, and appropriate governmental agencies and is not intended to be and should not be used by anyone other than these specified parties.

*Cam, Riggs & Ingram, L.L.C.*

Miramar Beach, Florida  
March 23, 2012

# Santa Rosa County District School Board Schedule of Findings and Questioned Costs For The Year Ended June 30, June 30, 2011

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## Summary of Audit Results

As required by United States Office of Management and Budget *Circular A-133*, Section 505, the following is a summary of the results of the audit of the Santa Rosa County District School Board for the fiscal year ended June 30, 2011:

- The auditor's report expresses an unqualified opinion on the basic financial statements of the Santa Rosa County District School Board.
- One (1) significant deficiency relating to the audit of the basic financial statements is reported in the Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*. The significant deficiency is not considered a material weakness.
- No instances of noncompliance material to the basic financial statements of the Santa Rosa County District School Board which would be required to be reported in accordance with *Government Auditing Standards* were disclosed during the audit.
- No significant deficiencies relating to the audit of the major federal award programs are reported in the Report on Compliance with Requirements That Could Have a Direct and Material Effect on Each Major Program and Internal Control Over Compliance in Accordance with *OMB Circular A-133*.
- The auditor's report on compliance for the major federal award programs for the Santa Rosa County District School Board is unqualified on all major federal programs.
- There were no audit findings relative to the major federal award programs for Santa Rosa County District School Board.
- The programs tested as major programs included: Education Jobs Fund (CFDA 84.410), State Fiscal Stabilization Fund Cluster (CFDA 84.394, 84.397), Special Education Cluster (CFDA 84.027, 84.173, 84.391, 84.392), Title I Cluster (CFDA 84.010, 84.389), Education Grants Technology Cluster (CFDA 84.318, 84.386) and Improving Teacher Quality State Grants (CFDA 84.367).
- The threshold for distinguishing between Types A and B programs was \$1,180,014.
- The Santa Rosa County District School Board was determined not to be a low risk auditee, as defined in *OMB Circular A-133*.

Santa Rosa County District School Board  
Schedule of Findings and Questioned Costs (Continued)  
For The Year Ended June 30, June 30, 2011

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**FINDINGS – FINANCIAL STATEMENT AUDIT**

**Significant Deficiency**

**Finding 2011-1: Financial Reporting**

**Criteria**

Section 1001.51, Florida Statutes, and State Board of Education Rule 6A-1.001, Florida Administrative Code (FAC), require the Superintendent to keep accurate records of all financial transactions. State Board of Education Rule 6A-1.0071, FAC, and related instructions from the Florida Department of Education prescribe the exhibits and schedules that should be prepared as part of the District's annual financial report. Laws and rules require that these exhibits and schedules be prepared in accordance with generally accepted accounting principles (GAAP).

**Condition**

One of the principal methods that a school district uses to document accountability for public resources it receives and uses is by the information included in its annual financial report. As such, District personnel should ensure that the report is accurate and contains all required disclosures so that users, such as the School Board, Superintendent, District management, and other interested parties, can appropriately evaluate, among other things, District operations, budgetary compliance, and financial condition. Our review of the District's 2010-2011 fiscal year annual financial report, as presented for audit, disclosed that while the annual financial report was prepared correctly in most areas, audit adjusting entries were required to correct certain items. These include:

- In efforts to correct beginning fund balances for audit adjustments made to the 2009-2010 fiscal year financial statements, the District incorrectly reported a transfer transaction.
- District procedures did not properly identify and report construction contracts payable at year-end, resulting in understatement of fixed capital outlay expenditures totaling approximately \$201,000 in the Capital Projects – Local Capital Improvement tax Fund. These reporting errors occurred because the District does not properly accrue for expenditures after the initial preparation of the annual financial report. Additionally, the District did not properly identify and consider certain other year-end accruals, resulting in understatement of Pupil Transportation Services of approximately \$629,000. Reporting errors such as those noted above may cause financial statement users to misunderstand the District's financial activities and to incorrectly assess the District's financial position.

**Cause**

The above adjustments occurred mainly as a result of simple errors during the preparation of the annual financial report. We were able to extend our audit procedures to determine the adjustments necessary to ensure the District's financial statements and supplementary information were properly reported, and District personnel accepted these adjustments. However, our extended audit procedures cannot substitute for management's responsibility to implement adequate controls over financial reporting. Similar findings were noted in previous audit reports.

Santa Rosa County District School Board  
Schedule of Findings and Questioned Costs (Continued)  
For The Year Ended June 30, June 30, 2011

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**Effect**

The District's financial statements could be materially misstated.

**Recommendation**

The District should improve its financial reporting procedures to ensure that financial statement account balances and transactions are properly reported. Such procedures may include enhanced review to ensure the accuracy and completeness of the financial statements.

**FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAMS AUDIT**

None

Santa Rosa County District School Board  
Summary Schedule of Prior Audit Findings  
For the Year Ended June 30, June 30, 2011

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Listed below is the District's summary of the status of prior audit findings on Federal Programs:

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<b>Audit Report and Schedule</b>			
<b>Paragraph No.</b>	<b>Program/Area</b>	<b>Brief Description</b>	<b>Status</b>

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There were no audit findings relating to federal programs in the prior year.



Santa Rosa County District School Board  
Corrective Action Plan  
For the Year Ended June 30, 2011

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**Finding 2011-1: Financial Reporting**

See the District's response and corrective action plan at pages 68 through 70.

## MANAGEMENT LETTER

To the Santa Rosa County District School Board  
and Timothy Wyrosdick, Superintendent of Schools  
Milton, Florida

We have audited the financial statements of the Santa Rosa County District School Board (the District), as of and for the year ended June 30, 2011, and have issued our report thereon dated March 23, 2012.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. We have issued our Independent Auditor's Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*, Independent Auditor's Report on Compliance with Requirements That Could Have a Direct and Material Effect on Each Major Federal Program and on Internal Control over Compliance in Accordance with OMB Circular A-133, and Schedule of Findings and Questioned Costs. Disclosures in those reports and schedule, which are dated March 23, 2012, should be considered in conjunction with this management letter.

Additionally, our audit was conducted in accordance with Chapter 10.800, Rules of the Auditor General which governs the conduct of district school board audits performed in the State of Florida. This letter includes the following information, which is not included in the aforementioned auditor's reports or schedule:

Section 10.804(1)(f)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. Corrective actions have been taken to address the majority of findings and recommendations made in the preceding annual financial audit report; however, a follow-up finding has been included again in the current year schedule of findings and questioned costs: 2011-1.

Section 10.804(1)(f)3., Rules of the Auditor General, requires our audit to include a review of the provisions of Section 218.415, Florida Statutes, regarding the investment of public funds. In connection with our audit, we determined that the District complied with Section 218.415, Florida Statutes.

Section 10.804(1)(f)4., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. We have presented our recommendations in the following Appendix A - Current Year Recommendations.

Section 10.804(1)(f)5., Rules of the Auditor General, requires that we address violations of provisions of contract or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but more than inconsequential. In connection with our audit, we did not have any such findings.

Section 10.804(1)(f)6., Rules of the Auditor General, provides that the auditor may, based on professional judgment, report the following matters that have an inconsequential effect on the financial statements, considering both quantitative and qualitative factors: (1) violations of provisions of contracts or grant agreements, fraud, illegal acts, or abuse, and (2) deficiencies in internal control that are not significant deficiencies. In connection with our audit, we did not have any such findings.

Section 10.804(1)(f)2., Rules of the Auditor General, requires a statement be included as to whether or not the district school board has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that the District did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.804(1)(f)7.a. and 10.805(6), Rules of the Auditor General, we applied financial condition assessment procedures. It is management's responsibility to monitor the District's financial condition, and our financial condition assessment was based in part on representation made by management and the review of financial information provided by same.

Section 10.804(1)(f)8., Rules of the Auditor General, requires the auditor to state whether or not the district school board complied with transparency requirements. Section 2, Specific Appropriation 115A of Chapter 2010-152, Laws of Florida, provides that district school boards include a link on their web sites to the Transparency Florida Web Site. In connection with our audit, we determined that the District met the requirement.

Pursuant to Chapter 119, Florida Statutes, this management letter is a public record and its distribution is not limited. Auditing standards generally accepted in the United States of America require us to indicate that this letter is intended solely for the information and use of management, the Florida Auditor General and appropriate governmental agencies, and is not intended to be and should not be used by anyone other than these specified parties.

*Cam, Riggs & Ingram, L.L.C.*

Miramar Beach, Florida  
March 23, 2012

Santa Rosa County District School Board  
Appendix A – Current Year Recommendations  
For the Year Ended June 30, June 30, 2011

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### **Journal Entries**

Accounting personnel prepare journal entries to record certain District transactions. While performing our audit procedures, we noted instances in various areas where some of these entries did not indicate the employee who performed the supervisory review and approval process.

Recommendation: We recommend that management ensure all significant journal entries are subject to some level of supervisory review and that the review process is documented in the appropriate area on the journal entry supporting documentation.

### **Employee Time Certifications and Personal Activity Reports**

Employees being paid with 100% federal funds are required to prepare and submit semi-annual certifications to the District. While policies and procedures are silent to the required time frame for submission, semi-annual time certifications should be submitted in a timely manner in order to substantiate OMB A-87 federal requirements. Upon review of employee certifications, we noted several instances where certifications were turned in months after June 30th and December 31st even after multiple requests were made by program managers. Employee certifications document compliance that federally funded personnel are performing duties based on their funded position.

In addition, certain employees are funded by more than one program. These employees are required to complete and submit personal activity reports (PARS). PARS should be submitted within 5 days after the reporting period in accordance with the District's State approved policies. Instances were noted during testing where PARS were not submitted within the required timeframe. Should federal program allocation changes need to be made in the system, adjustments would not be timely made if PARS are not submitted properly.

Recommendation: We recommend that management enforce compliance with the District's current policies and procedures – "Time Distribution Certification for Personnel Hired Through Federal Programs Procedures". Employee time certifications should be submitted to the program manager in a timely manner in order to reduce risk of noncompliance. We recommend that the District reiterate the policies governing personal activity reports and the limited timeframe for submission of PARS within five days after month end for September, January, and May reporting periods.

### **Cross-train Employees**

During the time when our audit procedures were performed, the District employee with primary responsibility for preparation of the annual financial report was unexpectedly out of work for an extended period of time. The remaining finance staff were sometimes unable to locate requested information or answer audit inquiries. Certainly this situation was unusual, but the District should be prepared in the event something similar happens again.

Santa Rosa County District School Board  
Appendix A – Current Year Recommendations (Continued)  
For the Year Ended June 30, June 30, 2011

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Recommendation: We recommend that the District cross-train employees to perform other functions so that every position is appropriately backed-up in the event of an unexpected absence. The District has a procedure manual that employees can follow to prepare and understand the annual financial report, but training and experience with preparation can sometimes be a more valuable exercise. Cross-trained employees will ensure that someone will be able to perform all the tasks required by the District.

## **Information Technology**

### ***Risk Assessment***

A risk assessment is a process to determine what information resources exist that require protection, and to understand and document potential risks from IT security failures that may cause loss of information confidentiality, integrity, or availability. The purpose of a risk assessment is to help management create appropriate strategies and controls for stewardship of information assets. All risks to IT systems should be clearly identified and scored by likelihood and exposure. This should be considered when technology is added or changed. Preferably, risks are considered prior to changes in order to provide a complete impact analysis on the overall system. The risk assessment serves as a basis for the IT security policy.

Issue: We noted a formalized IT risk assessment has not been completed.

Recommendation: We recommend the School System complete a formalized IT risk assessment using a recognized authority such as the National Institute of Standards and Technology (NIST 800-30) annually or when a significant change in technology occurs.

### ***Disaster Recovery and Business Continuity***

A disaster recovery plan covers both the hardware and software required to run critical business applications and the associated processes to transition smoothly in the event of a natural or human-caused disaster. To plan effectively, a formalized assessment of mission-critical business processes and associated applications should be identified in the risk assessment and a full disaster recovery plan documented and tested.

Issue: A recovery/business continuity plan is in place and virtualizations of systems are in the process of completion; however, the District's recovery/business continuity plan has not been formalized.

Recommendation: We recommend the District continue its process for completing the virtualization of servers and completion of the disaster recovery and business continuity process. Further, disaster recovery and business continuity testing and recovery procedures should be completed at least once annually to ensure data integrity and recovery capability.

Santa Rosa County District School Board  
Appendix A – Current Year Recommendations (Continued)  
For the Year Ended June 30, June 30, 2011

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***Physical Security***

Physical security primarily involves the inspection of the District's computer center for the controls that should reasonably secure the operations of the computer center from foreseeable and preventable threats from fire, water, electrical problems, and vandalism.

Issue: As part of our inspection, we noted that fire protection in the server room is inadequate.

Recommendation: We recommend the District consider proper fire protection for the server room.

***Access to Programs, Data and General Security***

The access control environment consists of access control software and information security policies and procedures. A sound security management structure should include a method of classifying and establishing ownership of resources, proper segregation of duties, a security organization and resources, policies regarding access to the computer systems and a security education program. An individual or a group with responsibility for security administration should develop information security policies, perform account administration functions, and establish procedures to monitor and report security violations. We reviewed access controls for District's financial operating systems. We identified issues in access and general security which are detailed below.

Access Issue 1: During the review of the District's banking system application we noted a single user with 2 IDs of which one is an administrator. This could allow initiation and approval of an ACH by a single user. Furthermore, all users with ACH transfer rights limits are set to the MAX amount (\$999,999,999.00). This should be limited to a reasonable amount.

Recommendation: We recommend no user have more than one sign on account and the duplicate account be removed from the system. The limits should be evaluated and updated to properly reflect usage.

Access Issue 2: User access should be periodically evaluated by management to ensure all access is appropriate for job roles. We evaluated user access to determine all application access is properly reviewed under a "least privilege required" basis. It was noted that a regular review of user access for applications and networks is not documented.

Recommendation: We recommend user access to applications be conducted on a regular basis with proper approvals documented.

Access Issue 3: We noted the system password length for TERMS and Active Directory (AD) is not aligned with the District Password Policy which states "passwords should be at least eight characters long". The password length is not currently set in TERMS and AD to meet this requirement.

Recommendation: Password properties should be aligned with the District's password policy.

Santa Rosa County District School Board  
Appendix A – Current Year Recommendations (Continued)  
For the Year Ended June 30, June 30, 2011

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***Program Changes and System Development***

Program change and system development consists of making changes to existing applications and systems and the creation of applications. Administrators and programmers should follow change procedures to ensure that changes are authorized, made according to specifications, properly tested, and thoroughly documented. When possible, application administrators and programmers should be restricted to a test environment to ensure that all changes to production resources are tested and approved before publishing the changes to production. Changes to application system production programs should be logged and monitored by management. System development should consist of a well-defined system development life cycle (SDLC). We identified issues in program changes and system development which are detailed below.

**Issue:** A well-defined system development life cycle (SDLC) process is not in place. A well-defined SDLC process provides a method of managing unique project efforts, which increases the odds of attaining cost, schedule and quality goals. There is no formalized SDLC process in place.

**Recommendation:** The District should consider implementing a formalized SDLC process such as COBIT (Control Objectives for Information and Related Technology) which includes proper segregation of programmers from development and production where possible.



Timothy S. Wyrosdick  
Superintendent of Schools

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Suncom: 689-5012

Facsimile: 850/983-5013

E-mail: wyrosdickt@mail.santarosa.k12.fl.us

March 23, 2012

Alan Jowers, CPA  
Partner  
Carr Riggs & Ingram, LLC  
500 Grand Boulevard  
Suite 210  
Miramar Beach, FL 32550

Dear Mr. Jowers:

Pursuant to the provisions of Section 11.45(4)(d), Florida Statutes, I am submitting to you, in writing, statements of explanation (compiled from the responses as received from those in positions of responsibility of a given area) concerning some of the items presented in the preliminary and tentative audit findings for the fiscal year ended June 30, 2011. As a matter of organization and clarification, the responses can be referenced using the headings as submitted from your office.

#### **SCHEDULE OF FINDINGS AND QUESTIONED COSTS**

##### **Financial Reporting**

###### ***Response:***

- The financial statements will be reviewed by additional personnel. Changes will be made in the posting of audit adjustments to try and meet both the auditor requirements and the state requirements. Recommendations suggested by the audit team will be evaluated and incorporated systemically as appropriate.
- The expenditures reported for Pupil Transportation Services will be verified with the director to make sure all twelve invoices have been included in the total.

The June Visa receipts for construction contracts will be sent to the Finance department so that all payables can be included. The June invoices that are received in July and August will be flagged when sent to Finance so that they can be included as construction contract payables.

#### **APPENDIX A – CURRENT YEAR RECOMMENDATIONS**

##### **Journal Entries**

***Response:*** Journal entries will continue to be reviewed by accounting staff but the significant journal entries will be reviewed and initialed by a supervisor.



### **Employee Time Certifications and Personal Activity Reports**

**Response:** The Federal Programs and Finance Staff have reviewed the current *Time Distribution Certifications for Personnel Hired through Federal Programs Procedures* and have taken the following steps:

- To ensure compliance regarding the timely submission of Personnel Activity Report (PAR) forms and Time Distribution Certification (TDC) forms, revisions have been made to the district procedures, clearly delineating the recommended timelines for TDC forms (30 days) and PAR forms (5 days after the end of the reporting period).
- Revisions have also been made to the TDC instructions included with the TDC Forms for teachers and principals.
- An additional procedure has been added for Finance Staff to monitor and notify school principals who have not submitted signed TDCs by the deadline.
- The Federal Program staff will provide an annual copy of the PAR procedures.
- A self-audit will be completed prior to each reporting period.

Federal Programs staff will monitor the timely submission of PAR forms and notify any staff for whom the required documentation has not been received by the deadline.

### **Cross-train Employees**

**Response:** The Accounting Supervisor will cross-train an accountant on the preparation of the annual financial report. The Assistant Superintendent for Finance and the Accounting Supervisor will assist in training of staff.

### **Information Technology**

#### **Risk Assessment**

**Response:** Our attempt to identify a company that can provide this service has been difficult. We have located some companies that could do small parts of the assessment; however, we are in the process of searching for a single company that can do a complete analysis.

#### **Disaster Recovery and Business Continuity**

**Response:** Virtualization of servers is an ongoing process. The decision to virtualize a server is addressed as the need arises or new services are required.

The disaster recovery site at Sims Middle School is fully operational for essential services should the need arise. We will implement a policy for documenting Disaster Recovery site testing.

#### **Physical Security**

**Response:** Manually operated fire extinguishers are available at each entrance to the server room. We are investigating the possibility of adding a professional fire suppression system.

### **Access to Programs, Data and General Security**

#### **Access Issue 1**

**Response:** The Automated Clearing House (ACH) transfer rights limits have been reduced and are not at the maximum. The user with two identifications (ID) has been changed to having only one ID and sign-on.

#### **Access Issue 2**

**Response:** Review of user access to applications is conducted annually. We will implement a policy to document the date of such reviews and the results from the review.

- **Access Issue 3**

***Response:*** Mainframe security access rules have been in place for several years using the strongest possible policies available for Access Control Facility, Version 2 based systems.

Strong Active Directory password policies have been in place from the initial use of Active Directory.

**Program Changes and System Development**

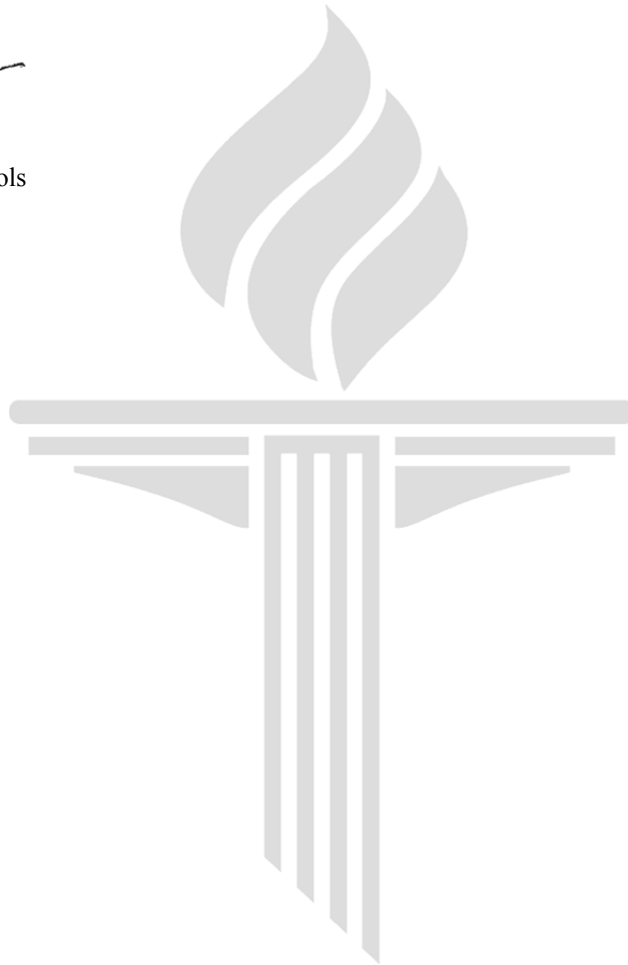
***Response:*** This type of control has been discussed for possible implementation, but has been deemed impractical for our district due to the limitations of staff, funding and space.

Sincerely,



Timothy S. Wyrosdick  
Superintendent of Schools

/chm



## Santa Rosa County District Schools

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**Submitted By:** L.Sutton for Elem/MS/HS

### Curriculum/ Instruction Administrative Agenda

---

<b>Title of Item:</b>	Field Trip Requests
<b>Description/Introduction:</b>	Field Trip Requests from Elementary, Middle School and High School departments.
<b>Recommendation/Action Requested:</b>	Approve as submitted.

---

### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

- 📎 [Elem\\_Field\\_Trip\\_Rqst\\_Glass042412.doc](#)
- 📎 [MS\\_FinalField\\_Trip\\_Request\\_April\\_24\\_2012.doc](#)
- 📎 [HS\\_Field\\_Trip\\_Rqst\\_Holmes042412.doc](#)
- 📎 [Addendum\\_MSField\\_Trip\\_Rqst042412.doc](#)

Description:

Elementary Field Trip requests  
Middle School Field Trip Requests  
High School Field Trip Requests  
MS\_Addendum\_Hobbs\_Reqst042412

## Santa Rosa County District Schools

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**Submitted By:** Pat McLellan

### Curriculum/ Instruction

---

**Title of Item:** Facility Use Requests  
**Description/Introduction:** List of Facility Use Requests  
**Recommendation/Action Requested:**

---

### Financial Impact:

**A-Funds required from School Board?** No  
**B-Amount required**  
**C-Grant/Project Synopsis attached?** No  
**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No  
**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

 [Facility Use Memo.doc](#)

Description:

Facility Use Requests

April 11, 2012

**MEMORANDUM**

TO: Tim Wyrosdick, Superintendent  
School Board Members

FROM: Pat McLellan, Director

RE: *School Board Approval*

Please approve the following Requests for Facility Use. Thank you for your consideration.

Central School – Girl Scout Troop 843/meeting  
Dixon Primary – Relevant Life Church/community gathering  
Gulf Breeze High – GBH Quarterback Club/Spring Break Carnival  
Gulf Breeze High – Wave Baseball of NW FL, Inc./baseball tournament  
Holley Navarre Intermediate – Girl Scouts/meeting  
Holley Navarre Intermediate – Camp Invention/day camp  
Locklin Tech/Russell Center – New Hope Community Church – services  
Locklin Tech/Russell Center – Karen Jones/commission ceremony  
Navarre High – Mom’s Club/football fundraiser  
Navarre High – Navarre Beach Chamber of Commerce/ Miss Funfest Pageant  
Oriole Beach Elementary – Cub Scouts Pack 102/meeting, rodeo, Space Derby Race  
Pace High – Allstar Productions/baseball tournament  
SRC District Boardroom – Escarosa Coalition on the Homeless/meeting

## Santa Rosa County District Schools

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**Submitted By:** Clifton Hinote

### Curriculum/ Instruction Administrative Agenda

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<b>Title of Item:</b>	Request for use of Religious Venue
<b>Description/Introduction:</b>	GBHS has requested use of St. Ann's Catholic Church in Gulf Breeze to hold their annual ROTC Awards Night.
<b>Recommendation/Action Requested:</b>	School Board approval requested

---

### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

Description:

No Attachments Available

## Santa Rosa County District Schools

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**Submitted By:** Judson Crane, Director of Purchasing and Contract Administration

### Administrative Action Agenda

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**Title of Item:** RFP 12-02 Petroleum Products 042412

**Description/Introduction:**

**Recommendation/Action Requested:**

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

 [RFB-12-02 Petroleum Products 042412.pdf](#)

Description:

RFP 12-02 Petroleum Products 042412

Bid: 12-02  
Bid Name: Petroleum Products  
Bid Intended Award Date: April 17, 2012  
Bid Award Date: April 24, 2012

	Last Bid Price RFB 07-09					
Company:	Cougar Oil/So Energy Pensacola, FL	Davidson Fuels Mobile, AL	& J.V Gander Distributors Apalachicola, FL	\$ James River Sol. Ashland, VA	McPherson Co Pensacola, FL	Cougar Oil/Southern Energy Pensacola, FL
Mark-up to OPIS at Pensacola Terminal:						
OPIS Unleaded Gasoline:	0.0299	0.0264	0.0698	0.0239	0.0090	0.0269
OPIS Diesel No 2, Ultra Low Sulfur:	0.0319	0.0274	0.0698	0.0249	0.0015	0.0279
Mark-to OPIS at Mobile, Atmore, Niceville (other terminals)						.0484
OPIS Unleaded Gasoline:	0.0534	0.0464	0.0898	0.0239	0.0290	.0499
OPIS Diesel No 2, Ultra Low Sulfur:	0.0559	0.0474	0.0898	0.0249	0.0220	
Minimum Order in Gallons:	4000	4000	4000	4000	4000	4000
Orders may be combined to meet the minimum:	Yes	Yes	Yes	Yes	Yes	Yes
Amount added per gallon to the above for orders less than minimum:						
Unleaded Gasoline:	0.0299	0.0200	0.1000	0.0200	0.0200	0.0225
Diesel No 2 Ultra Low Sulfur:	0.0319	0.0215	0.0500	0.0210	0.0250	0.0245
Delivery Time in Days:	1 Day/24 Hrs	1 Day	1 Day	1 Day	1 Business Day	1 Day
Payment Terms:	Net 10	Net 10	Net 10	Net 10	Net 10	10 Days
Accept VISA:	No	No	No	Yes	Yes (3% fee added)	Yes
Discount with VISA Payment:	No	No	No	No	No	None
	Emer plan in place	Emer plan in place	Emer plan in place	Emer plan in place	Emer plan in place	Emer plan in place

\* Order may be split between any locations that receive transport truck deliveries. 35.00 split fee beyone #1 stop, max three sites can be split. No split fee if all to one location.  
\$ Alternative pricing option fixed pricing per NYMEX pricing at .1175/gallon fixed differential. Lock in for specific time period and gallons from 4 mo to one year.  
& Additional fees for work above normal operations/and for outside contractors to assist in disaster situation  
Prices are cents added to the OPIS daily listed price, excluding tax.  
18 Bid notices dispersed and bid publicly displayed  
10 Bids received

"Failure to file a protest within the time prescribed in section 120.57(3), Florida Statutes, or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under chapter 120, Florida Statutes



Bid: 12-02  
Bid Name: Petroleum Products  
Bid Intended Award Date: April 17, 2012  
Bid Award Date: April 24, 2012  
Page 2  
Company:

	Lykins Companies Naples, FL	*Mansfield Oil Gainesville, GA	Martin Energy Mobile, AL	Petroleum Traders Fort Wayne, IN	RKA Petroleum Romulus, MI
Mark-up to OPIS at Pensacola Terminal:					
OPIS Unleaded Gasoline:	0.0304	0.0219	0.0900	0.0418	0.0183
OPIS Diesel No 2, Ultra Low Sulfur:	0.0315	0.0074	0.0900	0.0337	0.0076
Mark-to OPIS at Mobile, Atmore, Niceville (other terminals)					
OPIS Unleaded Gasoline:	0.0529	0.0269	0.0900	0.0659	0.0490
OPIS Diesel No 2, Ultra Low Sulfur:	0.0550	0.0154	0.0900	0.0369	0.0390
Minimum Order in Gallons:	7000	6000	4000	4000	8000
Orders may be combined to meet the minimum:	Yes	Yes	Yes	Yes	Yes
Amount added per gallon to the above for orders less than minimum:					
Unleaded Gasoline:	0.0200	0.1581	0.0300	0.0250	0.0495
Diesel No 2 Ultra Low Sulfur:	0.0225	0.1726	0.0300	0.0300	0.0495
Delivery Time in Days:	24 Hr Notice	1 Day	1 Day	1 Day	1 Day
Payment Terms:	Net 10	Net 10	Net 10	Net 10	Net 30/Net 15=discount.005 cpg
Accept VISA:	No	No	No	Yes (4.5% fee added)	Yes (3.5% fee added)
Discount with VISA Payment:	No	No	No	No	No
	Emer plan in place	Emer plan in place	Emer plan in place	Emer plan in place	Emer plan/poss add freight charges

\* Order may be split between any locations that receive transport truck deliveries. 35.00 split fee beyone #1 stop, max three sites can be split. No split fee if all to one location.  
\$ Alternative pricing option fixed pricing per NYMEX pricing at .1175/gallon fixed differential. Lock in for specific time period and gallons from 4 mo to one year.  
& Additional fees for work above normal operations/and for outside contractors to assist in disaster situation  
Prices are cents added to the OPIS daily listed price, excluding tax.  
18 Bid notices dispersed and bid publicly displayed  
10 Bids received

"Failure to file a protest within the time prescribed in section 120.57(3), Florida Statutes, or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under chapter 120, Florida Statutes

## Santa Rosa County District Schools

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**Submitted By:** Judson Crane, Director of Purchasing and Contract Administration

### Administrative Action Agenda

---

**Title of Item:** Visa rebate 042412

**Description/Introduction:** At the last board meeting, Mrs. Simpson inquired about the rebate history of the procurement card program. The Santa Rosa Country School District has received to date approximately \$343,553.25 since the Procurement Card Program began in 1998-1999 school year.

**Recommendation/Action  
Requested:**

---

### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

Description:

No Attachments Available

## Santa Rosa County District Schools

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**Submitted By:** Leslie Bell

---

**Title of Item:** Food Service Presentation April 2012

**Description/Introduction:**

**Recommendation/Action Requested:**

---

**Financial Impact:**

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

**Legal Review**

**Does item require legal review?** No

**If Yes, Approval Date**

---

**ATTACHMENTS:**

Name:

 [Board Presentation April2012.pdf](#)

Description:

Food Service Presentation April 2012



Moving forward together to exceed your expectations

Santa Rosa County Schools in Partnership with Sodexo

Making every day a better day  **sodexo**

# Agenda

- Healthy Hunger Free Kids Act (HHFKA)
- Student Well-Being
- Future



# Healthy Hunger Free Kids Act (HHFKA)

## Upcoming Changes

- Final Rule for Nutrition Requirements published on January 26, 2012
- Sodexo has reviewed all requirements and is preparing training resources
- Communication will continue through implementation of new rules (2016)
- All resources will be available through your Sodexo onsite leadership

# Nutrition Requirements

The rule requires most schools to increase availability of fruits, vegetables, whole grains, and fat-free and low-fat fluid milk in school meals; reduce the levels of sodium, saturated fat and trans fat in meals; and meet the nutrition needs of school children within their calorie requirements.

- USDA final rules with require changes
  - Increased whole grains
  - Increased fruits/vegetables offerings
  - Lower sodium in meals over 10 years
  - Breakfast meal changes
  - Some changes phased over 3 years

# Nutrition Requirement/Reimbursement Rate Increases

- Increased nutrition requirements
- An additional **\$0.06** reimbursement for lunch for schools certified in compliance with meal pattern regulations
- It is reasonable to expect the increased cost of providing the new guidelines to exceed **\$0.06** cents per meal
- There is no proposed increase for breakfast meal reimbursement



# Percentages of Lunches without Fruit & Vegetables

- High School - 39%
  - Middle School - 38%
  - Elementary - 25%
- 
- 2010-11 Meal Counts 802,461 (lunches with no F/V)
  - $802,461 \times \$0.18$  (cost of additional fruits & vegetables)  
=\$144,443.00 (cost of additional food cost)

# Breakfast Meal added Fruit/Vegetable

- Total Breakfast Meals 837,313 (w/out no F/V)
- Added Fruit/Vegetable Component \$.18
- $837,313 \times \$0.18 = \$150,716.34$  (additional food costs)
- Total Impact of HHFKA - \$295,159

# Resources

- Your Sodexo General Manager and District Manager will be your guide through this process
- Resources and training are provided by Sodexo's local, regional and national team
- Local actions will be driven by local needs and supported by Sodexo resources
- Sodexo is dedicated to working in partnership to manage through these changes

# Summary

- Many lunch changes are required for July 2012
- Most breakfast changes will impact next year or after
- Changes include:
  - Whole grains
  - More fruits and vegetables
  - Lower sodium
  - Increased reimbursement rate in October
  - Increased costs for food and labor
  - Change to menu planning systems
- Santa Rosa already made some of these changes to enroll in Healthy US Challenge (HUSSC)

# Student Well Being

## Dixon Primary “Cooking with Kids” March 2012



# Student Well Being

## Dixon Primary “Cooking with Kids” March 2012





# Sustainability

## Results of the Implementation of Reusable Baskets

### Gulf Breeze Elementary

- Before: 22 bags per day
- After: 11 bags per day

### Oriole Beach Elementary

- Before: 33 bags per day
- After: 16 bags per day
- Each trash bag holds **45 gallons** of waste.
- This means that switching to reusable baskets in these two schools will reduce their waste output by

**35,280 cubic feet per year**

**That's enough to fill the Goodyear Blimp**





# Questions?

Moving forward together with a strategic vision



# Santa Rosa County District Schools

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**Submitted By:** Joseph Harrell

## Administrative Action Agenda

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**Title of Item:** DAG Architects Agenda 04.24.12

**Description/Introduction:** Review of Plans for:  
West Navarre Primary - Fire Sprinkler  
Holley Navarre Intermediate - Kitchen Renovation  
Milton High - Kitchen Renovation  
Berryhill Elem - Four Classroom addition  
Bennett C. Russell Elem - Six Classroom Addition  
Chumuckla Elem - Four Classroom Addition

**Recommendation/Action Requested:**

---

### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

 [DAG\\_Agenda\\_04.24.12.pdf](#)

Description:

Dag Agenda Items 04.24.12

**School Plant Planning Items for the  
Santa Rosa County School Board Meeting  
April 24th, 2012**

**Change Orders**

**West Navarre Primary-  
Fire Sprinkler Installation /  
Kitchen Renovation / Addition  
(Larry Hall Construction)**



DAG is requesting approval for the following Change Order Items that will be included on Change Order No. 8 in the amount of \$2027.50 and is comprised of the following:

- ❖ Backflow Preventer: \$4,036.50
- ❖ Install Floor Grates: \$313.00
- ❖ Unstop Drain: \$302.00
- ❖ Relocate Existing Fire Line and Hydrant: \$5090.00
- ❖ Delete Studs and Gyp. Board: (\$1714.00)
- ❖ Fire Sprinkler Credit: (\$6000.00)
- ❖ **Total: \$2,027.50**

**Final Construction Payments / Fees**

**None at this time**

**Recommendations / Status of Projects**

**None at this time**

**Status of Projects**

**West Navarre Primary-  
Fire Sprinkler Installation /  
Kitchen Renovation / Addition  
(Larry Hall Construction)**

- ❖ Contractor is still working with flooring subcontractor to finalize floor issues.

DAG architects

AA-C000745

1223 airport road

destin, florida

32541

p 850.837.8152

f 850.654.4276

www.dagarchitects.com

### **Holley Navarre Intermediate- Kitchen Renovation / Addition**

- ❖ The roofing sub contractor has completed the roof and edge metal installation.
- ❖ The electrical sub contractor is complete with their overhead electrical rough in.
- ❖ The mechanical subcontractor has completed the installation of the main ductwork.
- ❖ The contractor has formed sidewalks and concrete aprons and will pour them the beginning of this week.
- ❖ Tile sub contractor is scheduled to begin tile installation this week.
- ❖ Painting subcontractor is on site.
- ❖ Cooler /Freezer installation is scheduled for the week of the 30<sup>th</sup>.
- ❖ The project appears to be on schedule to be completed by the 12<sup>th</sup> of August, 2012.

### **Milton High School- Kitchen Renovation / Addition**

- ❖ Mechanical / Electrical subcontractors are completing overhead rough in at cafeteria expansion.
- ❖ All bathrooms have been tiled.
- ❖ Metal stud walls, steel bar joists, and metal decking have been installed at the Dry food storage addition.
- ❖ The electrical sub contractor will begin work in the existing cafeteria over spring break.
- ❖ The contractor is completing gyp. board / tile baker board installation in kitchen renovation.
- ❖ The exterior dining patio has been completed with exception to the installation of the pre-cast wall cap.
- ❖ The pass through window from the grille area to the exterior dining patio has been installed.
- ❖ The project is still on schedule to be completed August 6<sup>th</sup>, 2012.

### **Berryhill Elementary School - 4 Classroom Addition**

- ❖ The ceiling grid and light fixtures have been installed.
- ❖ The outside air units have been set and have been wired.
- ❖ The casework has been delivered and is currently being installed.
- ❖ The metal fascia and soffit panels and gutters are being installed.
- ❖ The project is still on schedule to be completed by June 4<sup>th</sup>, 2012.

**Bennett C. Russell Elementary School -  
6 Classroom Addition**

- ❖ Hurricane Screens are being installed over the windows.
- ❖ The ceiling grid and light fixtures are being installed
- ❖ The tile is being installed in the bathrooms.
- ❖ Marker boards have been installed.
- ❖ The painting subcontractor is currently on site.
- ❖ The exterior water fountains are being installed.
- ❖ All sidewalks have been poured.
- ❖ The project is still on schedule to be completed by June 9<sup>th</sup>, 2012.

**Chumuckla Elementary School-  
4 Classroom Addition**

- ❖ The roof is dried in.
- ❖ The masonry sub contractor is approximately 60% complete with the installation of the brick veneer.
- ❖ The interior walls above 9'-4" have been framed.
- ❖ All of the material for the new storm drain is on site. The work is to begin this week.
- ❖ The windows are in storage and are ready to be installed once the brick veneer has been completed.
- ❖ The project is still on schedule to be completed by July 22nd, 2012.

**W.H.Rhodes Elementary School -  
Kitchen Renovation / Addition**

- ❖ DAG is finalizing the Phase III documents and will be ready for bid and award to a contractor so the project can begin soon after the Milton High School Kitchen is completed in Early August.

**Construction Bids**

- ❖ None at this time.

## Santa Rosa County District Schools

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**Submitted By:** Joseph Harrell

### Administrative Administrative Agenda

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<b>Title of Item:</b>	Pinder Martin Agenda Items
<b>Description/Introduction:</b>	<p>Pinder Martin Agenda Items Review of Projects: Central School-Change order and Final Construction Payment, West Navarre Intermediate - 5 Classroom addition Gulf Breeze Elementary - 6 Classroom addition</p> <p>Holley Navarre Intermediate - Budget Estimate and Phase II approval Gulf Breeze High - Construction Bid - Softball and Baseball Field Houses</p>
<b>Recommendation/Action Requested:</b>	<p>Need Board Approval for Holley Navarre Intermediate - Phase II approval Gulf Breeze High-Softball and Baseball Field Houses - Legal ad and Construction Bid</p>

---

### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

- ☐ [04.24.12 School Plant Planning Items.doc](#)
- ☐ [04.24.12 HNI Budget Estimate.doc](#)
- ☐ [04.24.12 HNI Phase II Approval.pdf](#)
- ☐ [2012 INVITATION TO BID BASEBALL AND SOFTBALL.doc](#)
- ☐ [2012 BID-TAB - BASEBALL SOFTBALL.doc](#)

Description:

School Plant Planning Items  
HNI Budget Estimate  
HNI Phase II approval  
Gulf Breeze High - Softball and Field house Invitation to Bid  
Bid Tabulation

**PINDER-MARTIN ASSOCIATES, INC.**

Architecture

Consulting

1001 N. 12<sup>th</sup> Avenue

Pensacola, FL 32501

AA26000896

IB26000688

Phone 850-439-9110

Fax 850-439-9108

[pindermartin@bellsouth.net](mailto:pindermartin@bellsouth.net)

**SCHOOL PLANT PLANNING ITEMS FOR THE  
SANTA ROSA COUNTY SCHOOL BOARD MEETING  
APRIL 24, 2012 6.30 P.M.**

**A. CHANGE ORDER (S):**

- **Central School:**

Request approval of a **DEDUCTIVE CHANGE ORDER in the amount of \$2500.00** for the deletion of the requirement to furnish and install a variable frequency drive on the existing irrigation pump. The existing irrigation pump failed during the construction period and was replaced by the school system's maintenance department. **FAILURE WAS NOT THE RESULT OF CONSTRUCTION ACTIVITIES**

**B. FINAL CONSTRUCTION PAYMENTS:**

- **Central School:**

Request approval of final payment to A. E. New Construction in the amount of **\$103,072.75** subject to completion of the punch list and receipt of all closeout items

Request approval of final payment to Pinder-Martin Associates in the amount of **\$3548.00** subject to A. E. New's completion of the punch list and receipt of all closeout items

**C. REVIEW STATUS OF CURRENT PROJECTS:**

- **West Navarre Intermediate School 5 Classroom Addition**

Roofing and metal fascia and soffit panels are being installed

Windows and doors have been installed

Painting and hardware installation is in progress

- **Gulf Breeze Elementary School 6 Classroom Addition**

Brick work is nearing completion

Metal decking has been installed

Roofing may be in progress at the time of the meeting

- **Holley-Navarre Intermediate School Classroom Addition**

Pinder-Martin will present a preliminary cost estimate and Phase II drawings for board approval.

**D. CONSTRUCTION BIDS:**

- **Gulf Breeze High School Softball and Baseball Field Houses**

Pinder-Martin will present the bid results for the Gulf Breeze High School Softball and Baseball Field Houses for Board Approval.

David Pinder or Michael Martin will provide an update at the meeting.

Michael G. Martin  
Pinder-Martin Associates, Inc.

**PINDER-MARTIN ASSOCIATES, INC.**

Architecture

Consulting

1001 N. 12<sup>th</sup> Avenue

Pensacola, FL 32501

AA26000896

IB26000688

Phone 850-439-9110

Fax 850-439-9108

[pindermartin@bellsouth.net](mailto:pindermartin@bellsouth.net)

April 9, 2012

Mr. Joey Harrell  
6544 Firehouse Road  
Milton, FL 32570

Reference: Holley-Navarre Intermediate Classroom Addition

Subject: Preliminary Budget Estimate

Dear Mr. Harrell,

Please be advised that our preliminary cost estimate for the above referenced project after completing Phase II design is as follows:

Four Classroom Addition

4 Classrooms	\$130.00	x	6262 sf	814,060.00
Renovate Existing	\$100.00	x	<u>928 sf</u>	<u>92,800.00</u>
Total			7190 sf	906,860.00

Architectural Fee	8%	x	906,860.00	72,548.80
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Total Construction Cost and Design Fee	979,408.80
----------------------------------------	------------

Estimated Total Building Costs per Square Foot	<u>\$126.13</u>
------------------------------------------------	-----------------

Estimated Total Building and Design Costs per Square Foot	<u>\$136.22</u>
-----------------------------------------------------------	-----------------

Please be assured that Pinder-Martin Associates is fully aware of your design criteria and costs concerns and fully intend to deliver a design that meets your objectives.

Sincerely,

Michael G. Martin S/T

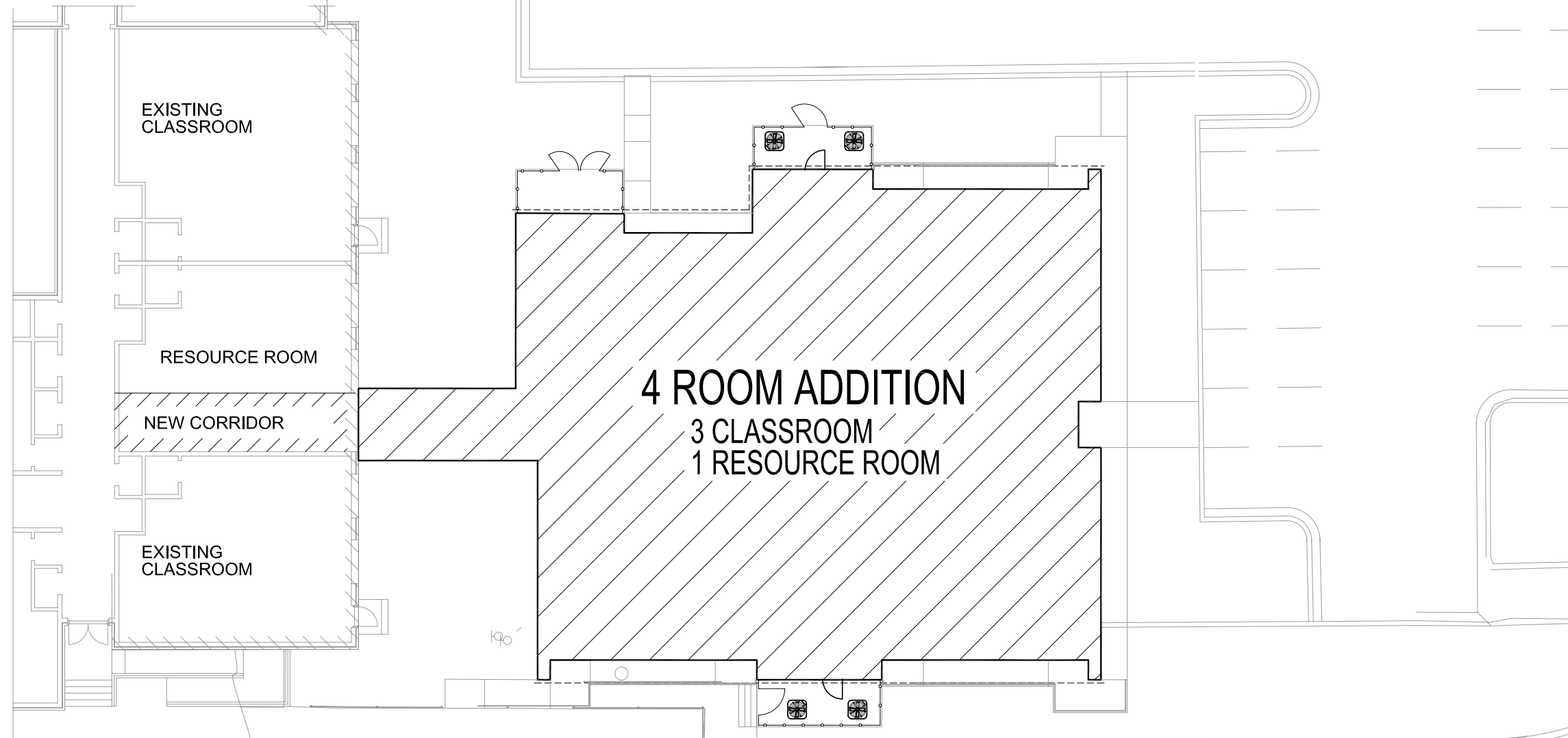


4 ROOM ADDITION & RENOVATION  
SANTA ROSA COUNTY SCHOOL DISTRICT  
**HOLLEY NAVARRE INTERMEDIATE SCHOOL**



PINDER-MARTIN  
ASSOCIATES, INC  
1001 N. 12th AVENUE  
PENSACOLA, FL 32501  
850-439-9110

AA26000896

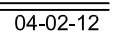
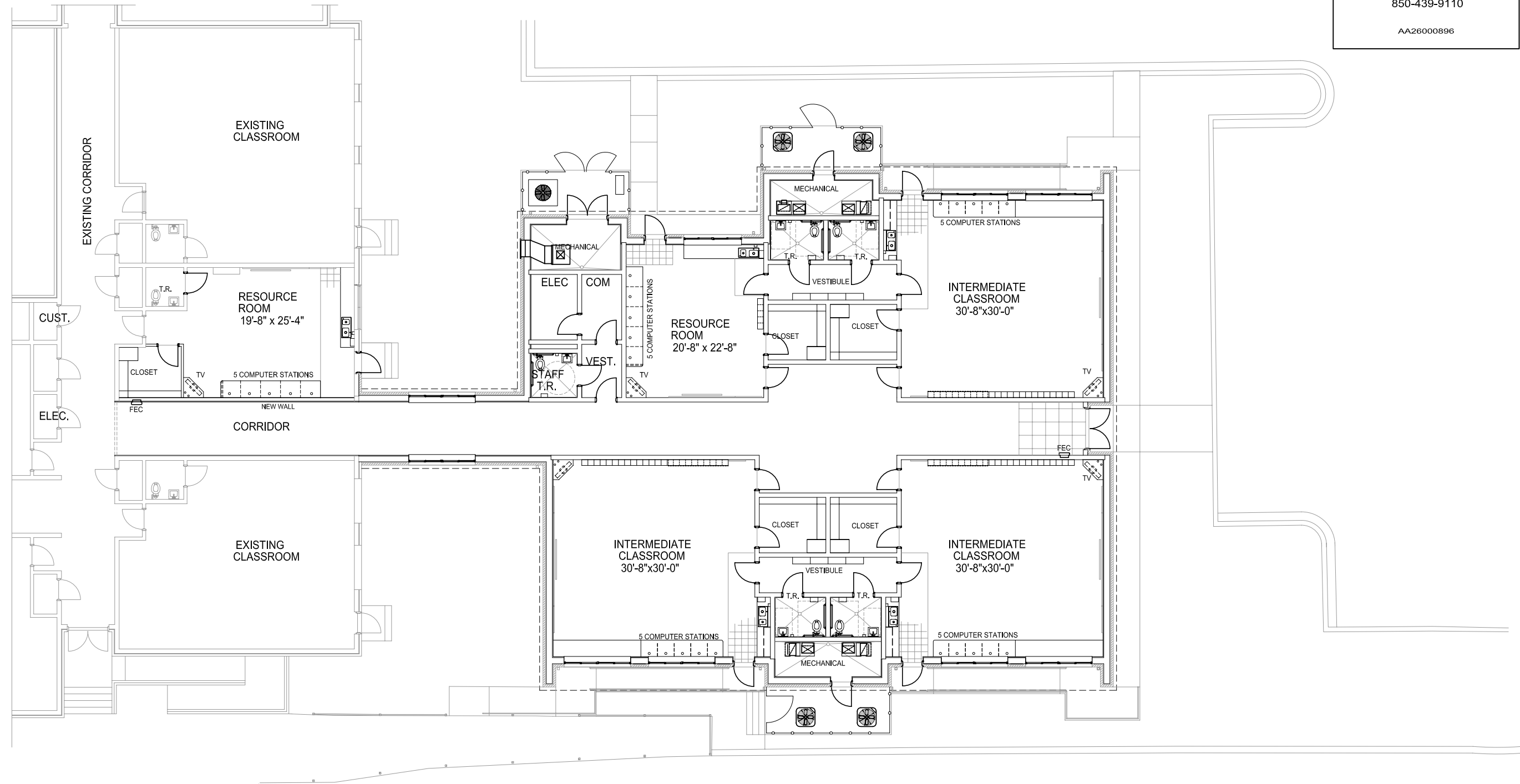
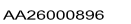


**SITE PLAN - PHASE 1**

SCALE: 1" = 20'

04-02-12

# HOLLEY NAVARRE INTERMEDIATE SCHOOL



# 4 ROOM ADDITION & RENOVATION

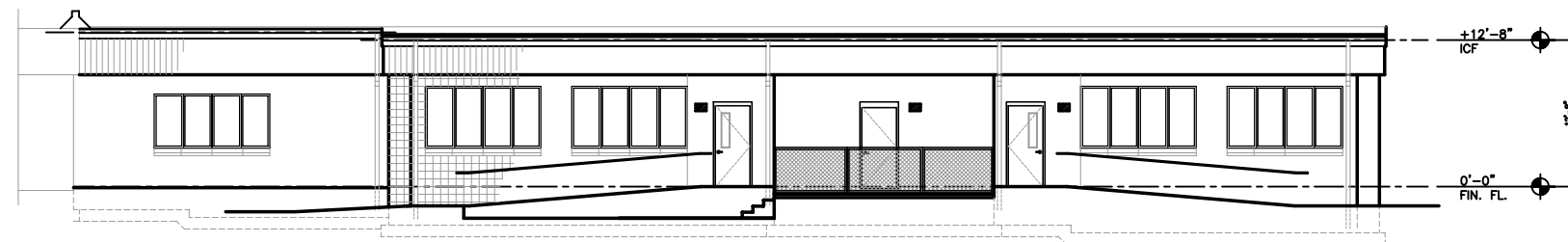
## SANTA ROSA COUNTY SCHOOL DISTRICT

# HOLLEY NAVARRE INTERMEDIATE SCHOOL

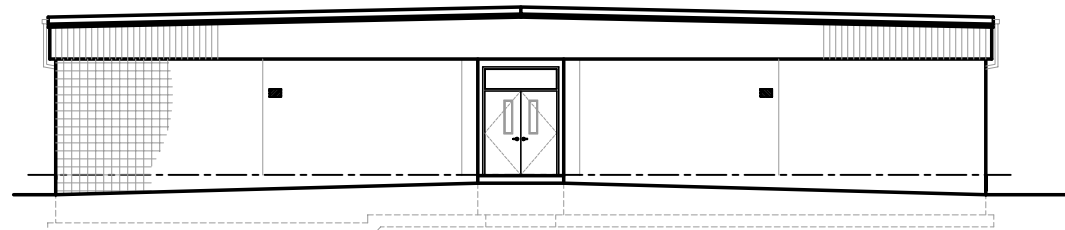


PINDER-MARTIN  
ASSOCIATES, INC  
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PENSACOLA, FL 32501  
850-439-9110

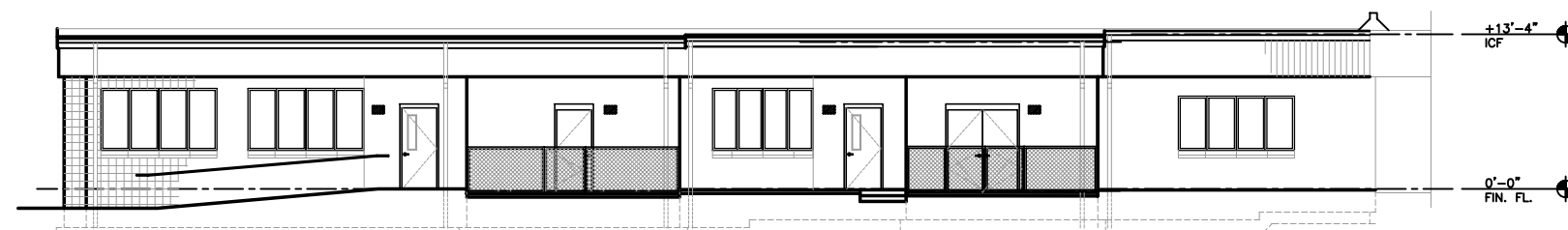
AA26000896



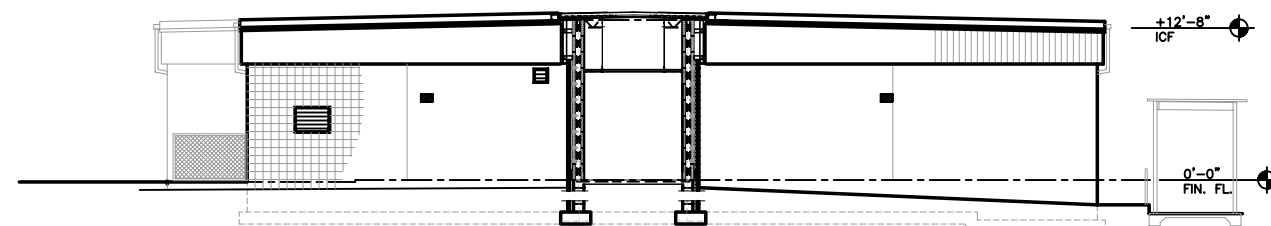
EAST ELEVATION



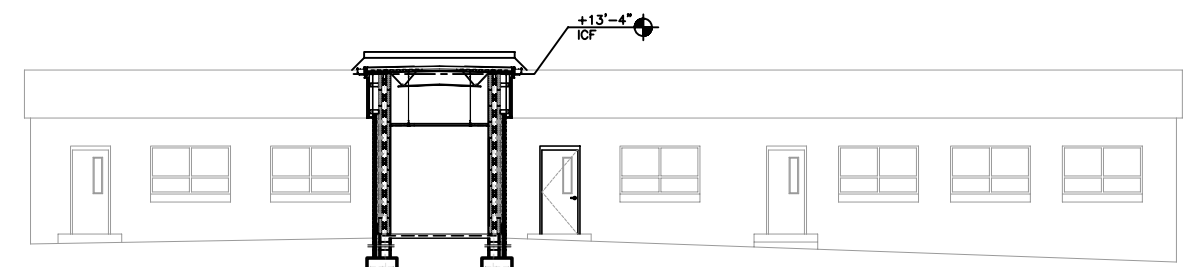
SOUTH ELEVATION



WEST ELEVATION



NORTH ELEVATION



SOUTH ELEVATION - EXIST'G BUILDING

## BUILDING ELEVATIONS

SCALE: 1/16"=1'-0"

04-02-12

**GULF BREEZE HIGH SCHOOL**  
**SOFTBALL AND BASEBALL FIELD HOUSES**

INVITATION TO BID Sealed Bids Will Be Received From Pre-qualified Contractors By The Santa Rosa County School Board, At The Office Of The Assistant Superintendent For Administrative Services, 6544 Firehouse Road, Upstairs Conference Room (Maintenance Building)(850)983-5123, Milton, Florida, Until 2:00 PM, Local Time, TUESDAY, April 17, 2012, At Which Time And Place All Bids Will Be Publicly Opened And Read Aloud, For The Construction Of "GULF BREEZE HIGH SCHOOL SOFTBALL AND BASEBALL FIELD HOUSES" For The School Board Of Santa Rosa County, Florida.

Any Bids Received After Closing Will Be Returned Unopened.

All contractors for educational facilities are hereby notified that to be eligible to bid on school projects they must be pre-qualified. Contact the Board at the above address for information on pre-qualifying.

General Contractors may obtain One Set of Printed Documents and One Electronic Set of Documents from Pinder-Martin Associates, Inc. 1001 N. 12<sup>th</sup> Avenue, Pensacola, FL 32501 Upon Receipt of a Deposit Of \$250.00 Per Set. Deposit Will Be Refunded Provided That Plans And Specifications Are Returned In Original Condition To The Architect Within Seven (7) Days After Bid Date And, Further, Provided That The Contractor Submit A Bona Fide Bid.

Bids shall be submitted on the form supplied by the Architect. Each bid must be accompanied by a Bid Bond in the amount of 5% of the base bid as guarantee that the successful bidder will enter into a written contract with the Owner and furnish a 100% "Performance Bond" and a 100% "Labor and Material Payment Bond" satisfactory to the Owner.

A Mandatory Pre Bid Meeting Will Be Held Thursday, April 12, 2012 (8:30 am - 10:00 am) at the Baseball Field. (Enter off of Andrew Jackson Trail) The Purpose Of This Meeting Is To Allow All Bidders Access To The Site In Order That They May Familiarize Themselves With All Existing Conditions That Relate To The Project.

The Owner Reserves the Right to Waive Informalities in Bidding and Reject Any and All Bids.  
By Tim Wyrosdick, Superintendent of Schools

# Recommendation to reject all bids

Tab I

## SCHOOL DISTRICT OF SANTA ROSA COUNTY BID TABULATION

PROJECT: GULF BREEZE HIGH – SOFTBALL AND BASEBALL FIELD HOUSES  
 BID OPENING DATE: April 17, 2012 @ 2:00 p.m. Local Time  
 LOCATION: Santa Rosa County Schools-Maintenance Building, 6544 Firehouse Road, Milton, FL

**Budget: \$1,344,850**

Architects: Pinder Martin

CONTRACTOR	Bid Bond	Add 1-2	Clar 1	Drug Free	Public Crime Stmt.	Trench Safety	Debarment	BASE BID	Bid #1	Bid #2	TOTAL	Gross Sq.Ft	\$ per sq. ft.
A E NEW, JR., INC.	X	X	X	X	X	X	X	1,625,000	1,500	1,500	1,628,000	10,116	160.94
BIRKSHIRE JOHNSTONE											NO BID		
<b>HEWES &amp; COMPANY</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>1,589,000</b>	<b>3,800</b>	<b>3,800</b>	<b>1,596,600</b>	<b>10,116</b>	<b>157.83</b>
JACK MOORE & COMPANY	X	X	X	X	X	X	X	1,629,000	3,500	3,500	1,636,000	10,116	161.73
LARRY HALL CONSTRUCTION	X	X	X	X	X	X	X	1,697,000	3,000	3,000	1,703,000	10,116	168.35
MORETTE COMPANY	X	X	X	X	X	X	X	1,645,000	1,600	1,600	1,648,200	10,116	162.93
R D WARD CONSTRUCTION	X	X	X	X	X	X	X	1,610,000	1,800	1,800	1,613,600	10,116	159.51
THE GREEN SIMMONS CO	X	X	X	X	X	X	X	1,720,000	2,500	2,500	1,725,000	10,116	170.53
WESCON CORPORATION	X	X	X	X	X	X	X	1,658,000	1,500	1,500	1,661,000	10,116	164.20

**POSTING OF BID TABULATIONS AND PROTESTS:** The tabulation of bids will be posted at the location where the bids were opened on or about the day the bids were opened. The award of the bid will be posted in the same location the date of the school board meeting and will remain posted for a period of at least 72 hours. Failure to file a protest within the time prescribed in Section 120.53(3), Florida Statutes, shall constitute a waiver proceeding under Chapter 120, Florida Statutes. All protests shall be in compliance with the School Board's Policy 8.50(8). Protests shall be in the form of a written letter, no facsimiles or telegraphic protests will be allowed, and a bond, made payable to the board, in the amount equal to 5% of the contract amount or \$2,000.00 whichever is greater, not to exceed \$5,000.00 shall accompany the protest.

## Santa Rosa County District Schools

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**Submitted By:** Jennifer L. Northrop/Joseph B. Harrell

### Administrative Action Agenda

---

**Title of Item:** Direct Purchasing Change Orders

**Description/Introduction:** DIRECT PURCHASING CHANGE ORDERS

.  
April 24, 2012 Board Meeting  
.

I am requesting Board Approval of change orders decreasing the projects payable below to the appropriate contractor by the amounts shown. These decreases are to reflect recent payments made to suppliers and the associated tax savings acquired through direct purchasing. Details are printed on the following spreadsheets.  
.

- Bennett Russell Elem - 6 Clsrm Addtn
  - A.E. New Construction
  - \$ 38,184.26
- Berryhill Elem - 4 Clsrm Addtn
  - R.D. Ward Construction
  - \$ 23,101.87
- Central School - 5 Clsrm Addtn
  - A.E. New Construction
  - \$ 104,476.99
- Chumuckla Elementary - 4 Clsrm Addtn
  - Larry Hall Construction
  - \$ 25,566.70
- Gulf Breeze Elementary - 6 Clsrm Addtn
  - R.D. Ward Construction
  - \$ 33,253.85
- Holley Navarre Intermed - Kitchen/Cafeteria
  - R.D. Ward Construction
  - \$ 33,935.92
- Milton High - Kitchen/Cafeteria Expansion
  - Larry Hall Construction
  - \$ 180,340.13
- West Navarre Intermed - 5 Clsrm Addtn
  - Hewes & Company, LLC
  - \$ 37,250.76

**Recommendation/Action  
Requested:** Board Approval Requested

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**Financial Impact:**

A-Funds required from School Board? No

B-Amount required

C-Grant/Project Synopsis attached? No

D-Date Grant/Project Reviewed/Approved by Accountant:

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**Legal Review**

Does item require legal review? No

If Yes, Approval Date

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**ATTACHMENTS:**

Name:

Description:

 [ODP s for 4-24-12 Board Mtg.xlsx](#)

Direct Purchasing Spreadsheets by Project

Bennett Russell Elem ~ 6 Classroom Addition						Total Savings Thus Far:		\$	15,990.99	
						Less savings per paying w/in terms:			(376.33)	
						Tax Savings Thus Far to be Deducted from Contract:		\$	15,614.66	
A.E. NEW CONSTRUCTION, INC.										
Original Contract Amount						\$				1,088,500.00
OWNER-DIRECT PURCHASES										
Date of Review	Invoice Date	PO	Vendor	Invoice #	Check #	Amount Paid	6% Sales Tax	County Surtax	Discount Terms	
1/13/2012	1/4/2012	695698	BLOCK USA	616698		1,857.40	111.44	9.29	97.76	
	1/4/2012			616692		292.48	17.55	1.46	15.39	
	1/4/2012			115285		1,784.33	107.06	8.92	93.91	
	1/4/2012			115286		740.30	44.42	3.70	38.96	
	12/9/2011			112218		2,079.68	124.78	1.63	109.46	
	12/12/2011			614602		2,044.12	122.65			
	12/13/2011			614763		900.14	54.01			
	12/13/2011			614776		1,745.68	104.74			
	1/4/2012			616680		913.44	54.81			
	1/4/2012			616686		151.96	9.12			
1/23/2012	1/6/2012			616985		2,103.44	126.21			
	1/6/2012			616086		2,379.42	142.77			
	1/9/2012			617102		210.00	12.60			
	1/9/2012			617108		2,631.81	157.91			
	1/11/2012			617230		1,082.00	64.92			
	1/11/2012			617425		651.01	39.06			
2/7/2012	No date			619139		3,099.04	185.94			
	No date			618077		2,184.46	131.07			
	1/16/2012			617799		480.10	28.81			
	1/25/2012			618901		588.25	35.30			
	No date			618620		1,375.88	82.55			
	1/20/2012			618466		74.38	4.46			
2/22/2012	2/6/2012			620262		632.71	37.96			
3/21/2012	2/10/2012			621096		126.72	7.60			
	2/27/2012			622749		193.54	11.61			
	2/29/2012			623028		380.00	22.80			
	3/6/2012			623865		221.38	13.28		11.07	
	3/7/2012			623975		35.00	2.10		1.75	
	3/8/2012			624113		95.52	5.73		4.78	
	3/8/2012			624119		65.10	3.91		3.25	
1/12/2012	11/27/2011	695565	GORMAN	S007727494.001		14,280.00	856.80	25.00		
2/21/2012	2/14/2012	695609	HEELY-BROWN COMPANY	8007791-01		1,050.00	63.00	5.25		
2/29/2012	2/15/2012			8007818-01		5,209.69	312.58	19.75		
3/6/2012	2/14/2012			8007805-01		1,976.76	118.61			
	2/15/2012			8007809-01		12,838.81	770.33			
3/19/2012	2/20/2012			8007818-01		5,209.69	312.58			
3/20/2012	3/1/2012			8008087-01		80.00	4.80			
	3/6/2012			8008155-01		952.80	57.17			
	3/6/2012			8008154-01		31.89	1.91			
	3/7/2012			8008184-01		455.60	27.34			
	3/8/2012			8008232-01		236.90	14.21			
	3/9/2012			8008248-01		1,704.78	102.29			
	3/13/2012			8008309-01		100.00	6.00			
3/23/2012	3/15/2012			8008372-01		43.20	2.59			
3/23/2012	2/22/2012			8007804-01		8,661.90	519.71			
4/3/2012	3/20/2012			8008253-01		258.86	15.53			
4/10/2012	3/19/2012			8008441-01		1,782.80	106.97			
4/11/2012	3/16/2012			8008164-01		1,774.40	106.46			
	3/16/2012			8008390-01		400.80	24.05			
1/17/2012	12/13/2011	695700	LAFARGE/ARGOS	50061388		455.00	27.30	2.28		
1/26/2012	1/12/2012			50082019		728.00	43.68	3.64		
	1/16/2012			50083618		637.00	38.22	3.19		
2/7/2012	1/20/2012		correction below	50087594*	*	682.00	40.92	3.41		
2/8/2012	1/25/2012			50088842		637.00	38.22	3.19		
	1/25/2012			50091223		1,046.50	62.79	5.23		
2/22/2012	2/8/2012			50102197		637.00	38.22	3.19		
	3/8/2012		invoiced & pd \$687.50 above	50087594*	*	0.50	0.03	-		
1/2/2012	12/19/11	695467	MATHES	76687-00		1,549.63	92.98	7.75		
	12/27/11			76599-01		1,258.15	75.49	6.29		
	12/27/11			76599-00		226.42	13.59	1.13		
	12/28/11			76599-02		39.87	2.39	0.20		
2/16/2012	1/3/12			76599-03		4,215.80	252.95	9.63		
	2/15/12			76695-00		16,085.06	965.10			
	2/14/12			76602-00		1,148.00	68.88			
3/6/2012	2/15/12			76695-01		234.27	14.06			
	2/15/12			76695-02		2,240.67	134.44			
	3/2/12			76599-04		11,021.34	661.28			
11/15/2011	11/10/11	695433	NUFAB REBAR	299876		2,435.00	146.10	12.18		
	11/10/11			299878		6,798.00	407.88	12.82		
2/20/2012	01/23/12	695910	QUINCY JOIST	20468		28,776.00	1,726.56	25.00		
1/2/2012	12/21/11	695820	SECURE LITE WINDOW COMPANY	2043		13,443.00	806.58	25.00		
1/26/2012	01/11/12	695477	SIMPLEX GRINNELL	40409557		1,717.48	103.05	8.59		
1/2/2012	12/23/11	695476	SLONE DOORS	32819		4,696.00	281.76	23.48		
	02/22/12			33100		9,460.00	567.60	1.52		
	02/24/12			33110		12,046.00	722.76			



Bennett Russell Elem ~ 6 Classroom Addition						Total Savings Thus Far:		\$	15,990.99
						Less savings per paying w/in terms:			(376.33)
						Tax Savings Thus Far to be Deducted from Contract:		\$	15,614.66
A.E. NEW CONSTRUCTION, INC.									
Original Contract Amount								\$	1,088,500.00
OWNER-DIRECT PURCHASES									
Date of Review	Invoice Date	PO	Vendor	Invoice #	Check #	Amount Paid	6% Sales Tax	County Surtax	Discount Terms
1/17/2012	01/17/12	695478	SOUTHERN STANDARD EQUIP	1111-01		700.00	42.00	3.50	
2/29/2012	01/25/12			1111-02		200.00	12.00	1.00	
	02/28/12			1111-03		200.00	12.00	1.00	
4/9/2012	03/25/12			1111-04		4,300.00	258.00	19.50	
2/16/2012	01/25/12	695475	STEEL SUPPLY OF ALABAMA	01556		15,661.74	939.70	25.00	
1/17/2012	12/06/11	696104	THERMAL WINDOWS	979994		7,533.60	452.02	25.00	
							-		
2/8/2012	01/25/12	695699	W R TAYLOR/SOUTH ALA. BRICK	407276		6,270.30	376.22	25.00	
2/16/2012	02/07/12			420051		558.00	33.48		
3/22/2012	02/21/12			407495		5,476.50	328.59		
	02/29/12			407567		3,156.75	189.41		
	03/07/12			407633		259.87	15.59		
						254,698.62	15,281.94	332.72	376.33
				Tax Savings Per Chg Order			\$ 15,990.99		
	Direct Purchase Totals								
	CHANGE ORDER #1	\$	9,811.98	\$	578.98	CHECKPOINT FOR CURRENT			
	CHANGE ORDER #3		60,237.32		3,901.60	(38,184.26)			
	CHANGE ORDER #4		30,345.02		1,766.95				
	CHANGE ORDER #6		131,734.70		7,542.85				
	Apr 24 Board Mtg		38,184.26		2,200.61				
						Cumulative Reduction to Contract for Direct Purchases			
		\$	270,313.28						(270,313.28)
				\$	15,990.99				
	Changes in Scope of Work (excluding Direct Purchases)								
	Change Order #5 - 5 rain days						\$	-	
						\$	-	0.00%	-
Contract Amount Including All Change Orders								\$	818,186.72



Berryhill Elementary ~ Classroom Addition							Total Savings Thus Far:	\$	11,072.52
							Less savings per paying w/in terms:		(1,273.82)
							Tax Savings Thus Far to be Deducted from Contract:	\$	9,798.70
R.D. Ward Construction, Inc.									
Original Contract Amount								\$	779,000.00
OWNER-DIRECT PURCHASES									
Date of Review	Invoice Date	PO	Vendor	Invoice #	Check #	Amount Paid	6% Sales Tax	County Surtax	Discount Terms
						\$ -	0.00%		-
Contract Amount Including All Change Orders								\$	610,293.12

CENTRAL SCHOOL - 5 CLASSROOM ADDITION						Total Savings Thus Far:		\$ 32,912.25	
						Less savings per paying w/in terms:		(1,192.55)	
						Tax Savings Thus Far to be Deducted from Contract:		\$ 31,719.70	
A.E. NEW CONSTRUCTION, INC.									
Original Contract Amount						\$ 1,589,300.00			
OWNER-DIRECT PURCHASES									
Date of Review	Invoice Date	PO	Vendor	Invoice #	Check #	Amount Paid	6% Sales Tax	County Surtax	Discount Terms
11/04/2011	10/26/2011	695072	ABC SUPPLY CO	15478123		9,352.00	561.12	25.00	
01/17/2012	1/13/2012	695798	ACOUSTI ENGINEERING	DRAW00001		9,200.00	552.00	25.00	
11/29/2011	10/11/2011	694493	AIR TECH	2113659		31,620.00	1,897.20	25.00	
12/02/2011	11/30/2011	6936396	BELL STEE CO	56881101		78,350.00	4,701.00	25.00	
08/24/2011	8/11/2011	693397	BIG BEND REBAR	BBR-3453		10,150.00	609.00	25.00	
09/29/2011	9/13/2011	694815	BLOCK USA	0000603965		1,732.32	103.94	8.66	
	9/13/2011			0000603964		635.50	38.13	3.18	
10/11/2011	9/30/2011			0000606140		1,984.78	119.09	9.92	
10/19/2011	10/12/2011			0000607692		1,122.30	67.34	3.24	56.12
	10/12/2011			0000607709		1,771.20	106.27		88.56
10/25/2011	10/17/2011			0000608211		2,200.70	132.04		110.03
	10/20/2011			0000608720		1,930.27	115.82		96.51
	10/20/2011			0000608721		1,540.89	92.45		77.04
11/07/2011	10/24/2011			0000608969		545.02	32.70		
	10/24/2011			0000608970		2,616.54	156.99		
	10/25/2011			0000609110		2,695.03	161.70		
	10/28/2011			0000609922		2,266.82	136.01		
	11/2/2011			0000610504		1,575.90	94.55		78.80
	11/2/2011			0000610492		988.80	59.33		49.44
11/10/2011	11/3/2011			0000610688		281.04	16.86		14.05
	11/4/2011			0000610831		2,191.22	131.47		109.56
11/16/2011	11/9/2011			0000611270		2,177.72	130.66		108.89
	11/10/2011			0000611440		771.12	46.27		38.56
	11/10/2011			0000611448		130.05	7.80		6.50
11/29/2011	11/15/2011			0000611696		4,946.34	296.78		
11/28/2011	10/21/2011	695121	CITY ELECTRIC	PNS/031683		71,000.00	4,260.00	25.00	
01/12/2012	12/23/2011	695530	CONSOLIDATED PIPE	7519085-000-000		753.00	45.18	3.77	
	12/23/2011			7519101-000-000		6,594.00	395.64	21.23	
02/15/2012	1/9/2012			7511309-000-002		1,684.00	101.04		
	1/9/2012			7519083-000-002		659.20	39.55		
	1/9/2012			7511771-000-002		18.00	1.08		
	1/9/2012			7511393-000-002		142.40	8.54		
	1/9/2012			7511394-000-002		152.77	9.17		
	1/9/2012			7511772-000-002		380.58	22.83		
	1/9/2012			7519078-000-002		1,705.20	102.31		
	1/11/2012			7512003-000-000		35.00	2.10		
	1/11/2012			7519101-001-000		1,148.02	68.88		
	1/11/2012			7520001-000-000		89.84	5.39		
	1/13/2012			7511948-000-000		7,647.00	458.82		
	1/13/2012			7520012-000-000		478.90	28.73		
	1/24/2012			7520158-000-000		744.94	44.70		
	1/24/2012			7520145-000-000		51.00	3.06		
	1/24/2012			7520123-000-000		48.78	2.93		
	1/25/2012			7520161-000-000		70.32	4.22		
	1/25/2012			7520060-000-000		133.50	8.01		
04/10/2012	1/9/2012			7511312-000-002		12,933.00	775.98		
	1/13/2012			7511947-000-000		3,127.74	187.66		
	2/15/2012			7511986-000-000		39.60	2.38		
	2/23/2012			7519077-001-000		3,165.20	189.91		
	2/29/2012			7520419-000-000		53.30	3.20		
	3/1/2012			7520446-000-000		928.60	55.72		
	3/1/2012			7520447-000-000		275.00	16.50		
	3/29/2012			7511947-000-001		(303.80)	(18.23)		
	3/29/2012			7519101-000-001		(336.10)	(20.17)		
	3/29/2012			7519078-000-700		(223.32)	(13.40)		
	3/29/2012			7511312-000-701		(1,201.64)	(72.10)		
	3/29/2012			7519077-001-700		(73.82)	(4.43)		
02/15/2012	2/9/2012	695858	FERGUSON	0888455	visa	5,782.59	346.96	25.00	
03/06/2012	2/21/2012			0888455-2	visa	400.00	24.00		
03/20/2012	3/1/2012			0888455-3	visa	62.15	3.73		
04/10/2012	2/20/2012			0888455-1	visa	966.77	58.01		
03/08/2012	12/7/2011	694733	HEELY-BROWN COMPANY	8006821-01		743.68	44.62	3.72	
	12/9/2011			8006873-01		10,252.35	615.14	21.28	
	12/9/2011			8006871-01		9,602.11	576.13		
	12/9/2011			8006875-01		3,977.92	238.68		
	12/14/2011			8006919-01		31.90	1.91		
	12/14/2011			8006923-01		1,553.04	93.18		
	12/15/2011			8006948-01		4,508.17	270.49		
	12/15/2011			8006944-01		4,971.88	298.31		
	12/16/2011			8006973-01		1,147.75	68.87		
	12/21/2011			8007036-01		726.00	43.56		
	12/22/2011			8007058-01		180.48	10.83		
	1/5/2012			8007199-01		1,834.72	110.08		
	1/16/2012			8007337-01		349.45	20.97		
	1/17/2012			8007340-01		200.00	12.00		
	1/19/2012			8007389-01		41.87	2.51		
	1/20/2012			8007393-01		40.00	2.40		
	1/20/2012			8007393-02		160.00	9.60		



CENTRAL SCHOOL - 5 CLASSROOM ADDITION					Total Savings Thus Far:					\$	32,912.25	
					Less savings per paying w/in terms:						(1,192.55)	
					Tax Savings Thus Far to be Deducted from Contract:					\$	31,719.70	
A.E. NEW CONSTRUCTION, INC.												
Original Contract Amount											\$	1,589,300.00
OWNER-DIRECT PURCHASES												
Date of Review	Invoice Date	PO	Vendor	Invoice #	Check #	Amount Paid	6% Sales Tax	County Surtax	Discount Terms			
					Cumulative Reduction to Contract for Direct Purchases							
			\$ 551,715.58						➔ (551,715.58)			
				\$ 32,912.25								
Changes in Scope of Work (excluding Direct Purchases)												
						\$ -	0.00%		➔ -			
Contract Amount Including All Change Orders											\$	1,037,584.42



HOLLEY NAVARRE INT - KITCHEN/CAFETERIA						Total Savings Thus Far:		17,671.67	
						Less savings per paying w/in terms:		(783.92)	
						Tax Savings Thus Far to be Deducted from Contract:		16,887.75	
R.D. WARD CONSTRUCTION									
Original Contract Amount						1,599,000.00			
OWNER-DIRECT PURCHASES									
Date of Review	Invoice Date	PO	Vendor	Invoice #	Check #	Amount Paid	6% Sales Tax	County Surtax	Discount Terms
12/02/11	11/14/11	695697	ACOUSTI ENGINEERING	00001		1,996.00	119.76	9.98	
02/21/12	12/14/11			00002		4,700.00	282.00	15.02	
	01/13/12			00003		2,504.00	150.24		
11/29/11	10/11/11	693640	AIR TECH	2113652		30,015.00	1,800.90	25.00	
02/13/12	09/26/11			2113347		5,575.00	334.50		
07/26/11	07/20/11	692845	BIG BEND REBAR	BBR-3428		6,020.00	361.20	25.00	
11/01/11	10/28/11	692850	BILL BURCH BUILDING	5437		5,437.00	326.22	25.00	
07/26/11	07/14/11	693178	BLOCK USA	596519		1,356.64	81.40	6.78	
10/24/11	07/14/11		Per Kelli @ Block USA-Contractor paid w/check	596519					
						(1,356.64)	(81.40)	(6.78)	
10/24/11	09/28/11			605844		1,565.16	93.91	7.83	78.26
	09/28/11			605831		763.25	45.80	3.82	38.16
	10/04/11			606738		1,796.89	107.81	13.35	89.84
12/01/11			correction to surtax on invoice 606738					(4.37)	
				607582		305.50	18.33		15.28
12/01/11			correction to surtax on invoice 607582					1.53	
01/12/12	12/16/11			615138		149.62	8.98	0.75	
	12/16/11			615150		2,249.52	134.97	2.09	
02/01/12	01/11/12			617426		1,495.18	89.71		
	01/16/12			617790		157.50	9.45		
	01/16/12			617800		1,791.68	107.50		
	01/17/12			617933		303.75	18.23		
	01/18/12			618070		235.20	14.11		
	01/19/12			618266		2,359.96	141.60		
02/13/12	01/23/12			618628		1,831.84	109.91		
	01/25/12			618925		2,020.90	121.25		
02/21/12	****			119475		50.39	3.02		2.52
	02/06/12			620263		1,988.80	119.33		99.44
	02/06/12			620345		28.87	1.73		1.44
	01/31/12			619729		1,614.08	96.84		80.70
04/03/12	03/05/12			623713		209.77	12.59		10.49
09/06/11	08/29/11	694177	NUCOR-VULCRAFT	9000114937		19,100.00	1,146.00	25.00	
11/29/11	11/02/11	693841	LANICO	A11-024-1A		20,500.00	1,230.00	25.00	
01/06/12	10/20/11			A11-024-7A		400.00	24.00		
	10/21/11			A11-024-3A		1,830.00	109.80		
	10/30/11			A11 024-6A		606.00	36.36		
	11/07/11			A11-024-4A		904.00	54.24		
	11/10/11			A11-024-2A		1,600.00	96.00		
12/09/11	11/01/11	695350	ROOFERS MART	0203207-IN		4,221.85	253.31	21.11	
	11/01/11			0203308-IN		1,875.00	112.50	3.89	
02/17/12	01/20/12			0205877-IN		16,646.76	998.81		
03/20/12	02/03/12			0206546-IN		9,090.00	545.40		
	02/27/12			0207251-IN		15,976.57	958.59		
10/25/11	09/26/11	693241	SEQUEL	S1255084.003		173.93	10.44	0.87	3.48
	09/26/11			S1255084.005		440.90	26.45	2.20	8.82
	09/26/11			S1255084.001		182.18	10.93	0.91	3.64
	10/13/11			S1283606.001		156.00	9.36	0.78	3.12
	10/14/11			S1282318.001		210.00	12.60	0.76	4.20
			01/18/12 - correction to surtax on S1282318.001		jln			0.29	
	10/17/11			S1255084.011		98.81	5.93	0.36	1.98
			01/18/12 - correction to surtax on S1255084.011		jln			0.13	
	10/17/11			S1255084.013		6,672.95	400.38	18.83	133.46
			01/18/12 - correction to surtax on s1255084.013		jln			(0.13)	
	10/17/11			S1255084.007		1,565.32	93.92		31.31
	10/17/11			S1255084.009		1,369.66	82.18		27.39
11/15/11	11/07/11			S1284003.009		7,519.63	451.18		150.39
12/07/11	11/28/11			S1284003.011		5,649.17	338.95		
01/12/12	11/17/11			S1255089.001		4,281.53	256.89		
	12/12/11			S1284003.013		18,536.05	1,112.16		
01/27/12	10/24/11			S1255084.015		666.67	40.00		
	10/25/11			S1286990.001		60.00	3.60		
	10/27/11			S1284003.001		602.92	36.18		
	10/27/11			S1284003.003		409.25	24.56		
	11/02/11			S1255084.017		7,479.58	448.77		
	11/02/11			S1284003.005		74.05	4.44		
	11/02/11			S1284003.007		58.93	3.54		
	11/03/11			S1255094.001		759.00	45.54		
11/29/11	10/06/11	693842	SILVER SHEET ENTERPRISES	64182		1,693.92	101.64	8.47	
03/28/12	02/27/12			65492		6,203.33	372.20	16.53	
08/03/11	07/14/11	692847	SLONE DOORS	30765		4,535.00	272.10	22.68	
	07/27/11			32132		390.00	23.40	1.95	
09/07/11	08/26/11			30772		3,534.00	212.04	0.37	
10/11/11	10/05/11			32338		16,293.00	977.58		
07/28/11	07/21/11	694027	SUTTON STEEL	694027		9,200.00	552.00	25.00	



HOLLEY NAVARRE INT - KITCHEN/CAFETERIA					Total Savings Thus Far:					17,671.67	
					Less savings per paying w/in terms:					(783.92)	
					Tax Savings Thus Far to be Deducted from Contract:					16,887.75	
R.D. WARD CONSTRUCTION											
Original Contract Amount										1,599,000.00	
OWNER-DIRECT PURCHASES											
Date of Review	Invoice Date	PO	Vendor	Invoice #	Check #	Amount Paid	6% Sales Tax	County Surtax	Discount Terms		
02/17/12	02/06/12	693218	W R TAYLOR	407387		6,535.12	392.11	25.00			
	02/09/12			407413		259.87	15.59				
03/29/12	03/19/12			407718		519.75	31.19				
						276,045.56	16,562.75	325.00	783.92		
							\$ 17,671.67				
			Direct Purchase Totals		Tax Savings Per Chg Order						
	CHANGE ORDER #1	\$	22,873.15	\$	1,371.51	CHECKPOINT FOR CURRENT					
	CHANGE ORDER #2		24,017.41		1,383.41	(33,935.92)					
	CHANGE ORDER #3		32,094.35		2,296.38						
	CHANGE ORDER #3		69,156.12		4,140.96						
	CHANGE ORDER #5		46,994.48		2,695.74						
	CHANGE ORDER #6		27,434.30		1,552.89						
	CHANGE ORDER #8		36,427.58		2,283.79						
	APR 24 BOARD MTG		33,935.92		1,946.99						
						Cumulative Reduction to Contract for Direct Purchases					
		\$	292,933.31			(292,933.31)					
				\$	17,671.67						
	Changes in Scope of Work (excluding Direct Purchases)										
	Change Ordger #4 - 5 rain days						-				
	Change Order #7 - 3 RAIN DAYS						-				
						-	-				
Contract Amount Including All Change Orders											1,306,066.69

Gulf Breeze Elementary ~ Classroom Addition						Total Savings Thus Far:			\$	11,499.31
						Less savings per paying w/in terms:			(1,228.22)	
						Tax Savings Thus Far to be Deducted from Contract:			\$	10,271.09
R.D. Ward Construction, Inc.										
Original Contract Amount						\$ 1,239,200.00				
OWNER-DIRECT PURCHASES										
Date of Review	Invoice Date	PO	Vendor	Invoice #	Check #	Amount Paid	6% Sales Tax	County Surtax	Discount Terms	
2/21/2012	1/31/2012	696079	BLOCK USA	617944		1,607.76	96.47	8.04		
	1/31/2012			619728		1,489.25	89.36	7.45		
	1/31/2012			619735		231.37	13.88	1.16		
	2/1/2012			619939		29.10	1.75	0.15		
	2/3/2012			620254		2,661.80	159.71	8.20		
	2/10/2012			621084		4,017.84	241.07			
	2/13/2012			621122		1,124.16	67.45		56.21	
	2/13/2012			621147		2,041.78	122.51		102.09	
2/22/2012	2/8/2012			620598		2,501.20	150.07		125.06	
	2/8/2012			620597		649.25	38.96		32.46	
3/1/2012	2/16/2012			621526		2,287.28	137.24		114.36	
3/6/2012	2/20/2012			621886		2,651.53	159.09		132.58	
3/20/2012	3/7/2012			623992		2,073.46	124.41		103.67	
3/26/2012	1/24/2012			618757		2,558.12	153.49		127.91	
				618759		2,099.26	125.96		104.96	
4/3/2012	3/13/2012			624599		1,847.74	110.86		92.39	
	3/20/2012			625393		2,022.34	121.34		101.12	
	3/26/2012			626108		360.43	21.63			
4/11/2012	3/29/2012			626693		1,440.40	86.42		72.02	
	4/3/2012			627382		1,127.43	67.65		56.37	
	4/3/2012			627392		140.43	8.43		7.02	
3/6/2012	2/24/2012	696076	CONSOLIDATED PIPE	7511931		11,006.10	660.37	25.00		
	2/24/2012			7511932		3,168.00	190.08			
	2/24/2012			7511933		4,654.60	279.28			
1/23/2012	1/6/2012	695778	CMC REBAR	90681574		6,393.00	383.58	25.00		
2/22/2012	12/07/11	695871	RLF BALDWIN OPERATIONS	21757		1,080.00	64.80	5.40		
	12/8/2011			21767		1,260.00	75.60	6.30		
	12/14/2011			21816		498.00	29.88	2.49		
	12/15/2011			21828		960.00	57.60	4.80		
	12/16/2011			21834		1,320.00	79.20	6.01		
	12/19/2011			21844		180.00	10.80			
	2/9/2012			22180		1,200.00	72.00			
4/4/2012	3/8/2012	696760	SECURE LITE	2047		12,000.00	720.00	25.00		
2/6/2012	01/30/12	696210	SLONE DOORS	32738		4,430.40	265.82	22.15		
2/29/2012	02/10/12			33027		2,820.00	169.20	2.85		
	02/15/12			33080		1,220.00	73.20			
	02/24/12			33111		21,249.00	1,274.94			
	02/24/12			32747		7,495.00	449.70			
2/17/2012	02/10/12	696209	STEEL SALES	1481		46,300.00	2,778.00	25.00		
							-			
4/4/2012	02/10/12	696761	THERMAL WINDOWS	980307 B		5,654.76	339.29	25.00		
						167,850.79	10,071.09	200.00	1,228.22	
				Tax Savings Per Chg Order			\$	11,499.31		
	Direct Purchase Totals									
	CHANGE ORDER #1	\$	11,519.95	\$	696.55	CHECKPOINT FOR CURRENT				
	CHANGE ORDER #2		133,348.08		8,207.82	(33,253.85)				
	APR 24 BOARD MTG		33,253.85		2,594.94					

MILTON HIGH KITCHEN/CAFETERIA EXPANSION						Total Savings Thus Far:		\$ 26,063.38	
						Less savings per paying w/in terms:		-	
						Tax Savings Thus Far to be Deducted from Contract:		\$ 26,063.38	
LARRY HALL CONSTRUCTION, INC.									
Original Contract Amount								\$ 1,925,000.00	
OWNER-DIRECT PURCHASES									
Date of Review	Invoice Date	PO	Vendor	Invoice #	Check #	Amount Paid	6% Sales Tax	County Surtax	Discount Terms
9/28/2011	8/5/2011	693814	AEROMECHANICAL LLC	61220		855.00	51.30	4.28	
	8/10/2011			61263		2,090.00	125.40	10.45	
	8/15/2011			61240		400.00	24.00	2.00	
	8/16/2011			61314		4,180.00	250.80	8.27	
10/20/2011	9/12/2011			61485		710.00	42.60		
	9/29/2011			61559		415.00	24.90		
11/15/2011	9/5/2011			61421		27,975.00	1,678.50		
10/20/2011	9/26/2011	693769	AIR TECH	2113341		5,500.00	330.00	25.00	
1/2/2012	10/11/2011			2113648		18,900.00	1,134.00		
	11/14/2011			2114102		21,590.00	1,295.40		
1/26/2012	1/12/2012	694179	FLEX MEMBRANE	13033		14,303.30	858.20	25.00	
10/5/2011	8/1/2011	693767	GORMAN	S007647192.001		352.92	21.18	1.76	
4/9/2012	3/19/2012	694089	MOBILE FIXTURE	0001		156,218.04	9,373.08	25.00	
2/17/2012	2/7/2012	694178	ROOFERS MART	0206519-IN		10,084.15	605.05	25.00	
1/2/2012	11/18/2011	695283	SILVER SHEET ENTERPRISES	64598		1,607.59	96.46	8.04	
1/26/2012	12/21/2011			64915		5,578.97	334.74	16.96	
	12/29/2011			64965		902.68	54.16		
	1/9/2012			65026		60.84	3.65		
	1/10/2012			65034		2,459.95	147.60		
4/2/2012	1/17/2012			65095		1,373.80	82.43		
	1/27/2012			65214		1,949.11	116.95		
	2/6/2012			65276		768.92	46.14		
	2/16/2012			65392		442.35	26.54		
	2/16/2012			65397		812.47	48.75		
10/6/2011	7/26/2011	693991	SMITH IRONWORKS	44851		5,100.00	306.00	25.00	
				45065		7,850.00	471.00		
1/2/2012	11/21/2011			45286		39,450.00	2,367.00		
1/19/2012	12/15/2011			45673		13,500.00	810.00		
1/2/2012	10/12/2011	693766	STUART IRBY	S006272460.003		1,833.30	110.00	9.17	
	10/19/2011			S006272460.008		2,179.74	130.78	10.90	
	10/26/2011			S006272460.012		3,397.11	203.83	4.93	
	10/26/2011			S006272460.015		2,038.73	122.32		
	10/26/2011			S006272460.017		2,251.76	135.11		
	10/28/2011			S006272460.019		4,253.70	255.22		
	11/1/2011			S006272460.023		3,045.66	182.74		
1/26/2012	10/4/2011			S006272460.001		773.55	46.41		
	10/12/2011			S006272460.005		1,812.58	108.75		
	10/19/2011			S006272460.010		3,762.58	225.75		
	10/28/2011			S006272460.021		14,221.09	853.27		
	12/12/2011			S006272460.025		2,689.50	161.37		
2/14/2012	12/26/2011			S006272460.026		2,200.00	132.00		
	1/26/2012			S006272460.028		4,764.85	285.89		
1/26/2012	12/28/2011	695100	USA WOOD DOORS INC	1860		23,000.00	1,380.00	25.00	
1/27/2012	12/20/2011	693992	WARREN HOLLOW METAL DOORS	84595DC		4,000.00	240.00	20.00	
4/3/2012	1/27/2012			85465DC		2,300.00	138.00	5.00	
	3/13/2012			86370DC		6,200.00	372.00		
	3/20/2012			86659DC		39.20	2.35		
						430,193.44	25,811.62	251.76	-
				Tax Savings Per Chg Order			\$		26,063.38
	Direct Purchase Totals								
	CHANGE ORDER #1	\$	8,377.36	\$	499.44	CHECKPOINT FOR CURRENT			
	CHANGE ORDER #2		20,799.50		1,224.50	(180,340.13)			
	CHANGE ORDER #3		29,653.50		1,678.50				
	CHANGE ORDER #4		120,923.49		6,875.90				
	CHANGE ORDER #5		85,448.64		4,918.75				
	CHANGE ORDER #7		10,714.20		630.05				
	APR 24 BOARD MTG		180,340.13		10,236.24				
						Cumulative Reduction to Contract for Direct Purchases			
		\$	456,256.82						(456,256.82)
					\$	26,063.38			
	Changes in Scope of Work (excluding Direct Purchases)								
	Change Order #6 - 1 rain day					\$	-		
						\$	-	0.00%	-
Contract Amount Including All Change Orders						\$ 1,468,743.18			

WEST NAVARRE INTER. - 5 CLSRM ADDTN					Total Savings Thus Far:				\$	9,134.11		
					Less savings per paying w/in terms:				(584.03)			
					Tax Savings Thus Far to be Deducted from Contract:				\$	8,550.08		
HEWES AND COMPANY, LLC												
Original Contract Amount										\$	913,600.00	
OWNER-DIRECT PURCHASES												
Date of Review	Invoice Date	PO	Vendor	Invoice #	Check #	Amount Paid	6% Sales Tax	County Surtax	Discount Terms			
01/27/12	12/27/11	696271	ARGOS	50071653		3,506.75	210.41	17.53				
02/08/12				50084537		10,080.00	604.80	7.47				
03/01/12	01/31/12			50095682		637.00	38.22					
	02/06/12			50099813		455.00	27.30					
01/30/12	01/15/12	696087	BIG BEND REBAR	BR-361B		13,950.00	837.00	25.00				
01/12/12	12/27/11	695500	BLOCK USA	615880		2,386.98	143.22	11.93				
				615856		2,419.02	145.14	12.10				
01/30/12	01/19/12			618265		1,670.76	100.25	0.97				
	01/12/12			617543		1,334.65	80.08					
	01/12/12			617569		1,695.24	101.71					
	01/23/12			618627		1,847.74	110.86		92.39			
	01/23/12			618612		561.70	33.70		28.09			
02/07/12	01/25/12			618922		2,563.48	153.81					
02/17/12	02/07/12			620346		2,120.72	127.24		106.04			
	02/07/12			620478		401.18	24.07		20.06			
	02/09/12			620856		3,288.72	197.32		164.44			
03/01/12	02/16/12			621630		13.08	0.78		0.65			
	02/16/12			621519		2,591.60	155.50		129.58			
	02/17/12			621714		768.00	46.08		38.40			
04/23/12	03/15/12			624933		87.60	5.26		4.38			
04/02/12	03/20/12	696292	MATHES ELECTRIC	84262-00		2,544.55	152.67	12.72				
	03/20/12			84254-00		80.15	4.81	0.40				
02/29/12	01/19/12	696294	ROOFERS MART	0205878-IN		4,667.62	280.06	23.34				
						5,414.40	324.86	1.66				
						1,088.70	65.32					
						2,234.00	134.04					
						15,608.53	936.51					
11/06/11	11/18/11	695502	SMITH IRONWORKS	45283		2,250.00	135.00	11.25				
01/02/12	12/19/11			45374		1,100.00	66.00	5.50				
02/06/12	01/20/12			45469		14,615.00	876.90	8.25				
04/02/12	02/20/12			45588		25,785.00	1,547.10					
01/30/12	01/18/12	695503	WARREN HOLLOW METAL DOOR	85185DH		2,955.00	177.30	14.78				
01/31/12	01/20/12			85246DH		2,035.00	122.10	10.18				
04/12/12	02/08/12			85777DH		1,295.00	77.70	0.04				
04/02/12	01/16/12	695501	W R TAYLOR	407710		5,313.92	318.84	25.00				
						139,366.09	8,361.96	188.12	584.03			
							\$ 9,134.11					
	Direct Purchase Totals			Tax Savings Per Chg Order								
	CHANGE ORDER #1	\$	2,396.25	\$	146.25	CHECKPOINT FOR CURRENT						
	CHANGE ORDER #2		6,289.89		383.89	(37,250.76)						
	CHANGE ORDER #3		60,308.42		3,613.58							
	CHANGE ORDER #4		41,670.85		2,841.47							
	APR 24 BOARD MTG		37,250.76		2,148.92							
						Cumulative Reduction to Contract for Direct Purchases						
		\$	147,916.17			(147,916.17)						
				\$	9,134.11							
	Changes in Scope of Work (excluding Direct Purchases)											
						\$ -	0.00%					
Contract Amount Including All Change Orders											\$	765,683.83

## Santa Rosa County District Schools

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**Submitted By:** Joseph Harrell

### Administrative Administrative Agenda

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**Title of Item:** Five Year Survey Facilities List

**Description/Introduction:** Facilities List for Educational Plant Survey--Five Year Survey

In order to properly conduct the annual Five Year Survey, the district must utilize an up-to-date, board approved, facility list. This list determines the appropriate classroom, administrative and ancillary spaces needed for specific grade levels. I am requesting approval of the attached facilities lists. The purpose of an educational plant survey is to aid in formulating plans for housing the educational activities of students and staff of the school district for the next several years. The development of this plan is based on a careful study of all available data regarding the current status of educational and ancillary facilities in relation to Capital Outlay Full-Time Equivalency (COFTE) student membership and the projected changes in COFTE student membership. The intent of a regular, formal educational plant survey is to encourage the thoughtful, orderly development of a program for providing educational and ancillary plants to adequately house the educational activities of the district.

A formal educational plant survey is required, by law, to be conducted every five years. It is sometimes necessary to make changes in the survey recommendation between the time of the formal district-wide surveys. In any case, local school administrators are responsible for a regular auditing of survey report recommendations and for the initiation of the request for any necessary changes.

**Recommendation/Action Requested:** Included are the Facilities List for each School Type for Board Approval.

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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### Legal Review

Does item require legal review? No

If Yes, Approval Date

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**ATTACHMENTS:**

Name:

Description:

 [PreK ESE Facilities List.pdf](#)

Pre-K ESE List

 [Elem KG-2.pdf](#)

Elem KG-2 List

 [Elem 3-5.pdf](#)

Elem 3-5 List

 [Elementary KG-5.pdf](#)

Elem KG-5 List

 [Middle Facilities List.pdf](#)

Middle School List

 [High Facilities List.pdf](#)

High School List

 [Combination KG-12.pdf](#)

KG-12 Combination List

 [Combination 7-12.pdf](#)

Grades 7-12 Combination List

 [Vo Tech VE-VE.pdf](#)

Vocational Tech List

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1  
**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

<b>Level:</b>	PRE-K E S E (PK - PK)	<b>Gross Sq. Feet:</b>	31,275
<b>Target Number of Stations:</b>	100	<b>Utilization:</b>	1.000
<b>Total Stations:</b>	100	<b>Acres Required:</b>	4
<b>Total Capacity:</b>	100		

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	10	PK - 03	PRIMARY SKILLS LAB (K-3)	882	882	18	0	1,181
	808		MATERIAL STORAGE	100	100	0	0	134
	813		STUDENT STORAGE	40	40	0	0	53
	814		STUDENT RESTROOM (BOTH SEXES)	60	60	0	0	80
1	14	PK - 05	ELEMENTARY COVERED PLAY AREA	360	360	10	0	482
1	40	PK - 12	RESOURCE ROOM	290	290	10	0	388
	808		MATERIAL STORAGE	100	100	0	0	134
1	50	PK - 05	ART - ELEMENTARY	1,000	1,000	22	0	1,340
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
1	55	PK - 05	MUSIC - ELEMENTARY	1,000	1,000	22	0	1,340
	806		REFERENCE	100	100	0	0	134
	808		MATERIAL STORAGE	100	100	0	0	134
	831		MUSIC PRACTICE ROOM	70	70	0	0	93
15	60	PK - PK	E S E PRE-K	475	7,125	5	75	9,547
	808		MATERIAL STORAGE	100	1,500	0	0	2,010

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	813		STUDENT STORAGE	40	600	0	0	804
	817		STUDENT RESTROOM & BATH	110	1,650	0	0	2,211
1	61	PK - 12	E S E PART-TIME	975	975	15	15	1,306
	808		MATERIAL STORAGE	100	100	0	0	134
	813		STUDENT STORAGE	40	40	0	0	53
	815		STUDENT RESTROOM (MALE)	35	35	0	0	46
	816		STUDENT RESTROOM (FEMALE)	35	35	0	0	46
1	62	PK - 12	E S E FULL-TIME	950	950	10	10	1,273
	808		MATERIAL STORAGE	100	100	0	0	134
	813		STUDENT STORAGE	40	40	0	0	53
	815		STUDENT RESTROOM (MALE)	35	35	0	0	46
	816		STUDENT RESTROOM (FEMALE)	35	35	0	0	46
	817		STUDENT RESTROOM & BATH	110	110	0	0	147
1	65	PK - 12	E S E RESOURCE	380	380	4	0	509
	808		MATERIAL STORAGE	100	100	0	0	134
	813		STUDENT STORAGE	40	40	0	0	53
1	66	PK - 12	E S E SUPPLEMENTARY INSTRUCTION	100	100	2	0	134
	808		MATERIAL STORAGE	100	100	0	0	134
1	67	PK - 12	E S E OBSERVATION BOOTH	150	150	0	0	201
1	68	PK - 12	E S E TIME-OUT ROOM	40	40	0	0	53
3	70	PK - 12	E S E ITINERANT	200	600	4	0	804
	808		MATERIAL STORAGE	100	300	0	0	402



# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	300	PK - VE	PRINCIPAL/DIRECTOR OFFICE	250	250	0	0	335
1	301	PK - VE	ASSISTANT PRINCIPAL/OTHER OFFICE	175	175	0	0	234
1	302	PK - VE	BOOKKEEPING OFFICE	125	125	0	0	167
1	303	PK - VE	SECRETARIAL SPACE	158	158	0	0	211
1	304	PK - VE	RECEPTION AREA	85	85	5	0	113
1	305	PK - VE	PRODUCTION WORKROOM	40	40	5	0	53
1	306	PK - VE	CONFERENCE ROOM	70	70	5	0	93
1	307	PK - VE	CLINIC	30	30	5	0	40
1	314	PK - VE	ITINERANT OFFICE	125	125	0	0	167
2	315	PK - VE	TEACHER PLANNING OFFICE	200	400	10	0	536
1	316	PK - VE	TEACHER LOUNGE/DINING	40	40	10	0	53
1	330	PK - VE	CUSTODIAL RECEIVING	150	150	10	0	201
1	333	PK - VE	FLAMMABLE STORAGE	155	155	0	0	207
1	334	PK - VE	CUSTODIAL EQUIPMENT STORAGE	500	500	0	0	670
1	340	PK - VE	DINING AREA	400	400	10	0	536
1	341	PK - VE	KITCHEN & SERVING AREA	440	440	10	0	589
1	349	PK - VE	KITCHEN CHAIR STORAGE	20	20	5	0	26
1	361	PK - VE	MULTIPURPOSE ROOM (DINING)	310	310	10	0	415
1	380	PK - VE	LIBRARY (READING ROOM/STACKS)	370	370	10	0	495
1	388	PK - VE	MEDIA COPYING ROOM	20	20	10	0	26

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1  
**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

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<b>Level:</b>	ELEMENTARY (KG - 02)	<b>Gross Sq. Feet:</b>	138,512
<b>Target Number of Stations:</b>	950	<b>Utilization:</b>	1.000
<b>Total Stations:</b>	950	<b>Acres Required:</b>	12
<b>Total Capacity:</b>	950		

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
50	1	PK - 03	PRIMARY CLASSROOM (K-3)	882	44,100	18	900	56,007
	808		MATERIAL STORAGE	100	5,000	0	0	6,350
	811		OUTSIDE STORAGE	50	2,500	0	0	3,175
	813		STUDENT STORAGE	40	2,000	0	0	2,540
	814		STUDENT RESTROOM (BOTH SEXES)	60	3,000	0	0	3,810
3	10	PK - 03	PRIMARY SKILLS LAB (K-3)	882	2,646	18	0	3,360
	808		MATERIAL STORAGE	100	300	0	0	381
	813		STUDENT STORAGE	40	120	0	0	152
	814		STUDENT RESTROOM (BOTH SEXES)	60	180	0	0	228
1	13	PK - 05	ELEMENTARY P E STORAGE	315	315	1	0	400
1	14	PK - 05	ELEMENTARY COVERED PLAY AREA	3,420	3,420	95	0	4,343
6	40	PK - 12	RESOURCE ROOM	290	1,740	10	0	2,209
	808		MATERIAL STORAGE	100	600	0	0	762
2	50	PK - 05	ART - ELEMENTARY	1,000	2,000	22	0	2,540
	808		MATERIAL STORAGE	100	200	0	0	254
	812		PROJECT STORAGE	150	300	0	0	381

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
2	55	PK - 05	MUSIC - ELEMENTARY	1,000	2,000	22	0	2,540
	806		REFERENCE	100	200	0	0	254
	808		MATERIAL STORAGE	100	200	0	0	254
	831		MUSIC PRACTICE ROOM	70	140	0	0	177
2	61	PK - 12	E S E PART-TIME	975	1,950	15	30	2,476
	808		MATERIAL STORAGE	100	200	0	0	254
	813		STUDENT STORAGE	40	80	0	0	101
	815		STUDENT RESTROOM (MALE)	35	70	0	0	88
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	88
2	62	PK - 12	E S E FULL-TIME	950	1,900	10	20	2,413
	808		MATERIAL STORAGE	100	200	0	0	254
	813		STUDENT STORAGE	40	80	0	0	101
	815		STUDENT RESTROOM (MALE)	35	70	0	0	88
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	88
	817		STUDENT RESTROOM & BATH	110	220	0	0	279
3	65	PK - 12	E S E RESOURCE	380	1,140	4	0	1,447
	808		MATERIAL STORAGE	100	300	0	0	381
	813		STUDENT STORAGE	40	120	0	0	152
2	66	PK - 12	E S E SUPPLEMENTARY INSTRUCTION	100	200	2	0	254
	808		MATERIAL STORAGE	100	200	0	0	254
1	67	PK - 12	E S E OBSERVATION BOOTH	150	150	0	0	190
1	68	PK - 12	E S E TIME-OUT ROOM	40	40	0	0	50

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
2	70	PK - 12	E S E ITINERANT	200	400	4	0	508
	808		MATERIAL STORAGE	100	200	0	0	254
1	300	PK - VE	PRINCIPAL/DIRECTOR OFFICE	250	250	0	0	317
1	301	PK - VE	ASSISTANT PRINCIPAL/OTHER OFFICE	175	175	0	0	222
1	302	PK - VE	BOOKKEEPING OFFICE	125	125	0	0	158
1	303	PK - VE	SECRETARIAL SPACE	158	158	0	0	200
1	304	PK - VE	RECEPTION AREA	799	799	47	0	1,014
1	305	PK - VE	PRODUCTION WORKROOM	376	376	47	0	477
1	306	PK - VE	CONFERENCE ROOM	658	658	47	0	835
1	307	PK - VE	CLINIC	282	282	47	0	358
1	308	PK - VE	GENERAL SCHOOL STORAGE	470	470	47	0	596
1	309	PK - VE	VAULT/STUDENT RECORDS	282	282	47	0	358
1	310	PK - VE	SCHOOL STORE	94	94	47	0	119
1	311	PK - VE	STUDENT ACTIVITIES	470	470	47	0	596
1	312	PK - VE	COMPUTER AREA	141	141	47	0	179
1	313	PK - VE	CAREERS ROOM	282	282	47	0	358
3	314	PK - VE	ITINERANT OFFICE	125	375	0	0	476
1	315	PK - VE	TEACHER PLANNING OFFICE	1,900	1,900	95	0	2,413
1	316	PK - VE	TEACHER LOUNGE/DINING	380	380	95	0	482
1	330	PK - VE	CUSTODIAL RECEIVING	1,425	1,425	95	0	1,809
1	333	PK - VE	FLAMMABLE STORAGE	155	155	0	0	196
1	334	PK - VE	CUSTODIAL EQUIPMENT STORAGE	500	500	0	0	635

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	340	PK - VE	DINING AREA	3,800	3,800	95	0	4,826
1	341	PK - VE	KITCHEN & SERVING AREA	4,180	4,180	95	0	5,308
1	349	PK - VE	KITCHEN CHAIR STORAGE	188	188	47	0	238
1	361	PK - VE	MULTIPURPOSE ROOM (DINING)	2,945	2,945	95	0	3,740
1	362	PK - VE	MULTIPURPOSE ROOM CHAIR STORAGE	190	190	95	0	241
1	363	PK - VE	STAGE	990	990	1	0	1,257
1	364	PK - VE	STAGE STORAGE	475	475	95	0	603
1	365	PK - VE	STAGE DRESSING ROOM (MALE)	235	235	47	0	298
1	366	PK - VE	STAGE DRESSING ROOM (FEMALE)	235	235	47	0	298
1	367	PK - VE	CONTROL BOOTH/PROJECTION ROOM	100	100	1	0	127
1	368	PK - VE	TEXTBOOK STORAGE	329	329	47	0	417
1	380	PK - VE	LIBRARY (READING ROOM/STACKS)	3,515	3,515	95	0	4,464
1	381	PK - VE	MEDIA TECHNICAL PROCESSING	380	380	95	0	482
1	382	PK - VE	PROFESSIONAL LIBRARY	380	380	95	0	482
1	383	PK - VE	AUDIO VISUAL STORAGE	570	570	95	0	723
1	384	PK - VE	PERIODICAL STORAGE	190	190	95	0	241
1	385	PK - VE	CLOSED CIRCUIT TV LAB	665	665	95	0	844
1	386	PK - VE	CLOSED CIRCUIT STORAGE	475	475	95	0	603
1	387	PK - VE	MEDIA PRODUCTION LAB	475	475	95	0	603
1	388	PK - VE	MEDIA COPYING ROOM	190	190	95	0	241
1	389	PK - VE	MEDIA SMALL GROUP ROOM	94	94	47	0	119
1	390	PK - VE	MEDIA GROUP PROJECTS/INSTRUCTION	475	475	95	0	603

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	391	PK - VE	MEDIA MAINTENANCE/REPAIR	94	94	47	0	119

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1  
**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

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<b>Level:</b>	ELEMENTARY (03 - 05)	<b>Gross Sq. Feet:</b>	138,132
<b>Target Number of Stations:</b>	1,046	<b>Utilization:</b>	1.000
<b>Total Stations:</b>	1,046	<b>Acres Required:</b>	13
<b>Total Capacity:</b>	1,046		

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
17	1	PK - 03	PRIMARY CLASSROOM (K-3)	882	14,994	18	306	19,042
	808		MATERIAL STORAGE	100	1,700	0	0	2,159
	811		OUTSIDE STORAGE	50	850	0	0	1,079
	813		STUDENT STORAGE	40	680	0	0	863
	814		STUDENT RESTROOM (BOTH SEXES)	60	1,020	0	0	1,295
26	2	04 - 08	INTERMEDIATE/MIDDLE CLASSROOM (4-8)	858	22,308	22	572	28,331
	808		MATERIAL STORAGE	100	2,600	0	0	3,302
	811		OUTSIDE STORAGE	50	1,300	0	0	1,651
	815		STUDENT RESTROOM (MALE)	35	910	0	0	1,155
	816		STUDENT RESTROOM (FEMALE)	35	910	0	0	1,155
3	10	PK - 03	PRIMARY SKILLS LAB (K-3)	882	2,646	18	0	3,360
	808		MATERIAL STORAGE	100	300	0	0	381
	813		STUDENT STORAGE	40	120	0	0	152
	814		STUDENT RESTROOM (BOTH SEXES)	60	180	0	0	228
2	11	04 - 08	INTERMEDIATE/MIDDLE SKILLS LAB (4-8)	858	1,716	22	44	2,179
	808		MATERIAL STORAGE	100	200	0	0	254

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	815		STUDENT RESTROOM (MALE)	35	70	0	0	88
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	88
1	13	PK - 05	ELEMENTARY P E STORAGE	315	315	1	0	400
1	14	PK - 05	ELEMENTARY COVERED PLAY AREA	3,744	3,744	104	0	4,754
1	20	04 - 08	INTERMEDIATE/MIDDLE SCIENCE DEMO (4-8)	814	814	22	22	1,033
	808		MATERIAL STORAGE	100	100	0	0	127
	812		PROJECT STORAGE	150	150	0	0	190
1	21	04 - 08	INTERMEDIATE/MIDDLE SCIENCE LAB (4-8)	1,122	1,122	22	22	1,424
	808		MATERIAL STORAGE	100	100	0	0	127
	812		PROJECT STORAGE	150	150	0	0	190
7	40	PK - 12	RESOURCE ROOM	290	2,030	10	0	2,578
	808		MATERIAL STORAGE	100	700	0	0	889
2	50	PK - 05	ART - ELEMENTARY	1,000	2,000	22	0	2,540
	808		MATERIAL STORAGE	100	200	0	0	254
	812		PROJECT STORAGE	150	300	0	0	381
1	51	04 - 08	ART - MIDDLE	1,260	1,260	30	30	1,600
	803		INSTRUCTIONAL DARKROOM	100	100	0	0	127
	805		KILN	60	60	0	0	76
	808		MATERIAL STORAGE	100	100	0	0	127
	812		PROJECT STORAGE	150	150	0	0	190
2	55	PK - 05	MUSIC - ELEMENTARY	1,000	2,000	22	0	2,540
	806		REFERENCE	100	200	0	0	254



# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	808		MATERIAL STORAGE	100	200	0	0	254
	831		MUSIC PRACTICE ROOM	70	140	0	0	177
2	61	PK - 12	E S E PART-TIME	975	1,950	15	30	2,476
	808		MATERIAL STORAGE	100	200	0	0	254
	813		STUDENT STORAGE	40	80	0	0	101
	815		STUDENT RESTROOM (MALE)	35	70	0	0	88
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	88
2	62	PK - 12	E S E FULL-TIME	950	1,900	10	20	2,413
	808		MATERIAL STORAGE	100	200	0	0	254
	813		STUDENT STORAGE	40	80	0	0	101
	815		STUDENT RESTROOM (MALE)	35	70	0	0	88
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	88
	817		STUDENT RESTROOM & BATH	110	220	0	0	279
3	65	PK - 12	E S E RESOURCE	380	1,140	4	0	1,447
	808		MATERIAL STORAGE	100	300	0	0	381
	813		STUDENT STORAGE	40	120	0	0	152
2	66	PK - 12	E S E SUPPLEMENTARY INSTRUCTION	100	200	2	0	254
	808		MATERIAL STORAGE	100	200	0	0	254
1	67	PK - 12	E S E OBSERVATION BOOTH	150	150	0	0	190
1	68	PK - 12	E S E TIME-OUT ROOM	40	40	0	0	50
2	70	PK - 12	E S E ITINERANT	200	400	4	0	508
	808		MATERIAL STORAGE	100	200	0	0	254

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	300	PK - VE	PRINCIPAL/DIRECTOR OFFICE	250	250	0	0	317
1	301	PK - VE	ASSISTANT PRINCIPAL/OTHER OFFICE	175	175	0	0	222
1	302	PK - VE	BOOKKEEPING OFFICE	125	125	0	0	158
1	303	PK - VE	SECRETARIAL SPACE	158	158	0	0	200
1	304	PK - VE	RECEPTION AREA	884	884	52	0	1,122
1	305	PK - VE	PRODUCTION WORKROOM	416	416	52	0	528
1	306	PK - VE	CONFERENCE ROOM	728	728	52	0	924
1	307	PK - VE	CLINIC	312	312	52	0	396
1	308	PK - VE	GENERAL SCHOOL STORAGE	520	520	52	0	660
1	309	PK - VE	VAULT/STUDENT RECORDS	312	312	52	0	396
1	310	PK - VE	SCHOOL STORE	104	104	52	0	132
1	312	PK - VE	COMPUTER AREA	156	156	52	0	198
1	313	PK - VE	CAREERS ROOM	312	312	52	0	396
3	314	PK - VE	ITINERANT OFFICE	125	375	0	0	476
1	315	PK - VE	TEACHER PLANNING OFFICE	2,080	2,080	104	0	2,641
1	316	PK - VE	TEACHER LOUNGE/DINING	416	416	104	0	528
1	330	PK - VE	CUSTODIAL RECEIVING	1,560	1,560	104	0	1,981
1	333	PK - VE	FLAMMABLE STORAGE	155	155	0	0	196
1	334	PK - VE	CUSTODIAL EQUIPMENT STORAGE	500	500	0	0	635
1	340	PK - VE	DINING AREA	4,160	4,160	104	0	5,283
1	341	PK - VE	KITCHEN & SERVING AREA	4,576	4,576	104	0	5,811
1	349	PK - VE	KITCHEN CHAIR STORAGE	208	208	52	0	264

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	361	PK - VE	MULTIPURPOSE ROOM (DINING)	3,224	3,224	104	0	4,094
1	362	PK - VE	MULTIPURPOSE ROOM CHAIR STORAGE	208	208	104	0	264
1	363	PK - VE	STAGE	990	990	1	0	1,257
1	364	PK - VE	STAGE STORAGE	520	520	104	0	660
1	365	PK - VE	STAGE DRESSING ROOM (MALE)	260	260	52	0	330
1	366	PK - VE	STAGE DRESSING ROOM (FEMALE)	260	260	52	0	330
1	367	PK - VE	CONTROL BOOTH/PROJECTION ROOM	100	100	1	0	127
1	368	PK - VE	TEXTBOOK STORAGE	364	364	52	0	462
1	380	PK - VE	LIBRARY (READING ROOM/STACKS)	3,848	3,848	104	0	4,886
1	381	PK - VE	MEDIA TECHNICAL PROCESSING	416	416	104	0	528
1	382	PK - VE	PROFESSIONAL LIBRARY	416	416	104	0	528
1	383	PK - VE	AUDIO VISUAL STORAGE	624	624	104	0	792
1	384	PK - VE	PERIODICAL STORAGE	208	208	104	0	264
1	385	PK - VE	CLOSED CIRCUIT TV LAB	728	728	104	0	924
1	386	PK - VE	CLOSED CIRCUIT STORAGE	520	520	104	0	660
1	387	PK - VE	MEDIA PRODUCTION LAB	520	520	104	0	660
1	388	PK - VE	MEDIA COPYING ROOM	208	208	104	0	264
1	389	PK - VE	MEDIA SMALL GROUP ROOM	104	104	52	0	132
1	390	PK - VE	MEDIA GROUP PROJECTS/INSTRUCTION	520	520	104	0	660
1	391	PK - VE	MEDIA MAINTENANCE/REPAIR	104	104	52	0	132

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1  
**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

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<b>Level:</b>	ELEMENTARY (KG - 05)	<b>Gross Sq. Feet:</b>	126,841
<b>Target Number of Stations:</b>	902	<b>Utilization:</b>	1.000
<b>Total Stations:</b>	902	<b>Acres Required:</b>	12
<b>Total Capacity:</b>	902		

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
29	1	PK - 03	PRIMARY CLASSROOM (K-3)	882	25,578	18	522	32,484
	808		MATERIAL STORAGE	100	2,900	0	0	3,683
	811		OUTSIDE STORAGE	50	1,450	0	0	1,841
	813		STUDENT STORAGE	40	1,160	0	0	1,473
	814		STUDENT RESTROOM (BOTH SEXES)	60	1,740	0	0	2,209
15	2	04 - 08	INTERMEDIATE/MIDDLE CLASSROOM (4-8)	858	12,870	22	330	16,344
	808		MATERIAL STORAGE	100	1,500	0	0	1,905
	811		OUTSIDE STORAGE	50	750	0	0	952
	815		STUDENT RESTROOM (MALE)	35	525	0	0	666
	816		STUDENT RESTROOM (FEMALE)	35	525	0	0	666
3	10	PK - 03	PRIMARY SKILLS LAB (K-3)	882	2,646	18	0	3,360
	808		MATERIAL STORAGE	100	300	0	0	381
	813		STUDENT STORAGE	40	120	0	0	152
	814		STUDENT RESTROOM (BOTH SEXES)	60	180	0	0	228
1	13	PK - 05	ELEMENTARY P E STORAGE	315	315	1	0	400
1	14	PK - 05	ELEMENTARY COVERED PLAY AREA	3,240	3,240	90	0	4,114

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
6	40	PK - 12	RESOURCE ROOM	290	1,740	10	0	2,209
	808		MATERIAL STORAGE	100	600	0	0	762
2	50	PK - 05	ART - ELEMENTARY	1,000	2,000	22	0	2,540
	808		MATERIAL STORAGE	100	200	0	0	254
	812		PROJECT STORAGE	150	300	0	0	381
2	55	PK - 05	MUSIC - ELEMENTARY	1,000	2,000	22	0	2,540
	806		REFERENCE	100	200	0	0	254
	808		MATERIAL STORAGE	100	200	0	0	254
	831		MUSIC PRACTICE ROOM	70	140	0	0	177
2	61	PK - 12	E S E PART-TIME	975	1,950	15	30	2,476
	808		MATERIAL STORAGE	100	200	0	0	254
	813		STUDENT STORAGE	40	80	0	0	101
	815		STUDENT RESTROOM (MALE)	35	70	0	0	88
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	88
2	62	PK - 12	E S E FULL-TIME	950	1,900	10	20	2,413
	808		MATERIAL STORAGE	100	200	0	0	254
	813		STUDENT STORAGE	40	80	0	0	101
	815		STUDENT RESTROOM (MALE)	35	70	0	0	88
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	88
	817		STUDENT RESTROOM & BATH	110	220	0	0	279
3	65	PK - 12	E S E RESOURCE	380	1,140	4	0	1,447
	808		MATERIAL STORAGE	100	300	0	0	381

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	813		STUDENT STORAGE	40	120	0	0	152
2	66	PK - 12	E S E SUPPLEMENTARY INSTRUCTION	100	200	2	0	254
	808		MATERIAL STORAGE	100	200	0	0	254
1	67	PK - 12	E S E OBSERVATION BOOTH	150	150	0	0	190
1	68	PK - 12	E S E TIME-OUT ROOM	40	40	0	0	50
2	70	PK - 12	E S E ITINERANT	200	400	4	0	508
	808		MATERIAL STORAGE	100	200	0	0	254
1	300	PK - VE	PRINCIPAL/DIRECTOR OFFICE	250	250	0	0	317
1	301	PK - VE	ASSISTANT PRINCIPAL/OTHER OFFICE	175	175	0	0	222
1	302	PK - VE	BOOKKEEPING OFFICE	125	125	0	0	158
1	303	PK - VE	SECRETARIAL SPACE	158	158	0	0	200
1	304	PK - VE	RECEPTION AREA	765	765	45	0	971
1	305	PK - VE	PRODUCTION WORKROOM	360	360	45	0	457
1	306	PK - VE	CONFERENCE ROOM	630	630	45	0	800
1	307	PK - VE	CLINIC	270	270	45	0	342
1	308	PK - VE	GENERAL SCHOOL STORAGE	450	450	45	0	571
1	309	PK - VE	VAULT/STUDENT RECORDS	270	270	45	0	342
1	310	PK - VE	SCHOOL STORE	90	90	45	0	114
1	311	PK - VE	STUDENT ACTIVITIES	450	450	45	0	571
1	312	PK - VE	COMPUTER AREA	135	135	45	0	171
1	313	PK - VE	CAREERS ROOM	270	270	45	0	342
3	314	PK - VE	ITINERANT OFFICE	125	375	0	0	476

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	315	PK - VE	TEACHER PLANNING OFFICE	1,800	1,800	90	0	2,286
1	316	PK - VE	TEACHER LOUNGE/DINING	360	360	90	0	457
1	330	PK - VE	CUSTODIAL RECEIVING	1,350	1,350	90	0	1,714
1	333	PK - VE	FLAMMABLE STORAGE	155	155	0	0	196
1	334	PK - VE	CUSTODIAL EQUIPMENT STORAGE	500	500	0	0	635
1	340	PK - VE	DINING AREA	3,600	3,600	90	0	4,572
1	341	PK - VE	KITCHEN & SERVING AREA	3,960	3,960	90	0	5,029
1	349	PK - VE	KITCHEN CHAIR STORAGE	180	180	45	0	228
1	361	PK - VE	MULTIPURPOSE ROOM (DINING)	2,790	2,790	90	0	3,543
1	362	PK - VE	MULTIPURPOSE ROOM CHAIR STORAGE	180	180	90	0	228
1	363	PK - VE	STAGE	990	990	1	0	1,257
1	364	PK - VE	STAGE STORAGE	450	450	90	0	571
1	365	PK - VE	STAGE DRESSING ROOM (MALE)	225	225	45	0	285
1	366	PK - VE	STAGE DRESSING ROOM (FEMALE)	225	225	45	0	285
1	367	PK - VE	CONTROL BOOTH/PROJECTION ROOM	100	100	1	0	127
1	368	PK - VE	TEXTBOOK STORAGE	315	315	45	0	400
1	380	PK - VE	LIBRARY (READING ROOM/STACKS)	3,330	3,330	90	0	4,229
1	381	PK - VE	MEDIA TECHNICAL PROCESSING	360	360	90	0	457
1	382	PK - VE	PROFESSIONAL LIBRARY	360	360	90	0	457
1	383	PK - VE	AUDIO VISUAL STORAGE	540	540	90	0	685
1	384	PK - VE	PERIODICAL STORAGE	180	180	90	0	228
1	385	PK - VE	CLOSED CIRCUIT TV LAB	630	630	90	0	800

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	386	PK - VE	CLOSED CIRCUIT STORAGE	450	450	90	0	571
1	387	PK - VE	MEDIA PRODUCTION LAB	450	450	90	0	571
1	388	PK - VE	MEDIA COPYING ROOM	180	180	90	0	228
1	389	PK - VE	MEDIA SMALL GROUP ROOM	90	90	45	0	114
1	390	PK - VE	MEDIA GROUP PROJECTS/INSTRUCTION	450	450	90	0	571
1	391	PK - VE	MEDIA MAINTENANCE/REPAIR	90	90	45	0	114



# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1  
**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

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<b>Level:</b>	MIDDLE (06 - 08)	<b>Gross Sq. Feet:</b>	160,900
<b>Target Number of Stations:</b>	1,073	<b>Utilization:</b>	0.900
<b>Total Stations:</b>	1,073	<b>Acres Required:</b>	13
<b>Total Capacity:</b>	965		

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
26	2	04 - 08	INTERMEDIATE/MIDDLE CLASSROOM (4-8)	858	22,308	22	572	29,446
	808		MATERIAL STORAGE	100	2,600	0	0	3,432
	811		OUTSIDE STORAGE	50	1,300	0	0	1,716
	815		STUDENT RESTROOM (MALE)	35	910	0	0	1,201
	816		STUDENT RESTROOM (FEMALE)	35	910	0	0	1,201
3	11	04 - 08	INTERMEDIATE/MIDDLE SKILLS LAB (4-8)	858	2,574	22	66	3,397
	808		MATERIAL STORAGE	100	300	0	0	396
	815		STUDENT RESTROOM (MALE)	35	105	0	0	138
	816		STUDENT RESTROOM (FEMALE)	35	105	0	0	138
2	20	04 - 08	INTERMEDIATE/MIDDLE SCIENCE DEMO (4-8)	814	1,628	22	44	2,148
	808		MATERIAL STORAGE	100	200	0	0	264
	812		PROJECT STORAGE	150	300	0	0	396
3	21	04 - 08	INTERMEDIATE/MIDDLE SCIENCE LAB (4-8)	1,122	3,366	22	66	4,443
	808		MATERIAL STORAGE	100	300	0	0	396
	812		PROJECT STORAGE	150	450	0	0	594
4	40	PK - 12	RESOURCE ROOM	290	1,160	10	0	1,531

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	808		MATERIAL STORAGE	100	400	0	0	528
1	51	04 - 08	ART - MIDDLE	1,260	1,260	30	30	1,663
	803		INSTRUCTIONAL DARKROOM	100	100	0	0	132
	805		KILN	60	60	0	0	79
	808		MATERIAL STORAGE	100	100	0	0	132
	812		PROJECT STORAGE	150	150	0	0	198
2	61	PK - 12	E S E PART-TIME	975	1,950	15	30	2,574
	808		MATERIAL STORAGE	100	200	0	0	264
	813		STUDENT STORAGE	40	80	0	0	105
	815		STUDENT RESTROOM (MALE)	35	70	0	0	92
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	92
2	62	PK - 12	E S E FULL-TIME	950	1,900	10	20	2,508
	808		MATERIAL STORAGE	100	200	0	0	264
	813		STUDENT STORAGE	40	80	0	0	105
	815		STUDENT RESTROOM (MALE)	35	70	0	0	92
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	92
	817		STUDENT RESTROOM & BATH	110	220	0	0	290
1	63	PK - 12	E S E VOCATIONAL	1,140	1,140	12	12	1,504
	808		MATERIAL STORAGE	100	100	0	0	132
	815		STUDENT RESTROOM (MALE)	35	35	0	0	46
	816		STUDENT RESTROOM (FEMALE)	35	35	0	0	46
3	65	PK - 12	E S E RESOURCE	380	1,140	4	0	1,504

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	808		MATERIAL STORAGE	100	300	0	0	396
	813		STUDENT STORAGE	40	120	0	0	158
2	66	PK - 12	E S E SUPPLEMENTARY INSTRUCTION	100	200	2	0	264
	808		MATERIAL STORAGE	100	200	0	0	264
1	67	PK - 12	E S E OBSERVATION BOOTH	150	150	0	0	198
1	68	PK - 12	E S E TIME-OUT ROOM	40	40	0	0	52
2	70	PK - 12	E S E ITINERANT	200	400	4	0	528
	808		MATERIAL STORAGE	100	200	0	0	264
1	75	06 - 12	VOCAL MUSIC CLASS (MIDDLE-SR HIGH)	1,425	1,425	25	25	1,881
	806		REFERENCE	100	100	0	0	132
	808		MATERIAL STORAGE	100	100	0	0	132
	830		MUSIC ENSEMBLE	300	300	0	0	396
	831		MUSIC PRACTICE ROOM	70	70	0	0	92
	833		ROBE STORAGE	150	150	0	0	198
	836		SHEET MUSIC STORAGE	150	150	0	0	198
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	528
1	76	06 - 12	BAND CLASS (MIDDLE-SR HIGH)	2,000	2,000	40	40	2,640
	806		REFERENCE	100	100	0	0	132
	808		MATERIAL STORAGE	100	100	0	0	132
	830		MUSIC ENSEMBLE	300	300	0	0	396
	831		MUSIC PRACTICE ROOM	70	70	0	0	92
	832		INSTRUMENT STORAGE	600	600	0	0	792

# FIVE YEAR SURVEY

## Facilities List

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**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	834		UNIFORM STORAGE	300	300	0	0	396
	835		MUSIC STUDIO	180	180	0	0	237
	836		SHEET MUSIC STORAGE	150	150	0	0	198
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	528
1	81	06 - 12	RECORDING ROOM	225	225	5	0	297
1	82	06 - 12	INSTRUMENT REPAIR	0	0	0	0	0
1	90	06 - 12	P E DRESSING ROOM (MALE)	576	576	48	0	760
1	91	06 - 12	P E DRESSING ROOM (FEMALE)	576	576	48	0	760
1	92	06 - 12	P E LOCKER ROOM (MALE)	96	96	48	0	126
1	93	06 - 12	P E LOCKER ROOM (FEMALE)	96	96	48	0	126
1	94	06 - 12	P E SHOWER (MALE)	96	96	48	0	126
1	95	06 - 12	P E SHOWER (FEMALE)	96	96	48	0	126
1	96	06 - 12	P E DRYING AREA (MALE)	96	96	48	0	126
1	97	06 - 12	P E DRYING AREA (FEMALE)	96	96	48	0	126
1	98	06 - 12	P E STORAGE (MIDDLE-SR HIGH)	432	432	48	0	570
1	99	06 - 12	P E TEACHERS SHOWER (MALE)	22	22	1	0	29
1	100	06 - 12	P E TEACHERS SHOWER (FEMALE)	22	22	1	0	29
1	110	06 - 12	P E MULTIPURPOSE ROOM (MIDDLE-SR HIGH)	1,050	1,050	1	0	1,386
1	111	06 - 09	JR HIGH GYMNASIUM	5,800	5,800	80	80	7,656
1	113	06 - 12	GYMNASIUM SEATING	3,072	3,072	96	0	4,055
1	114	06 - 12	P E LAUNDRY	96	96	48	0	126
1	115	06 - 12	P E FIRST AID	96	96	48	0	126

# FIVE YEAR SURVEY

## Facilities List

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**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	116	06 - 12	P E TRAINING ROOM	250	250	1	0	330
1	117	06 - 12	P E WEIGHT ROOM	1,000	1,000	1	0	1,320
1	118	06 - 12	P E WRESTLING ROOM	1,680	1,680	1	0	2,217
1	119	06 - 12	P E GYMNASTICS & DANCE	1,050	1,050	1	0	1,386
1	120	06 - 12	GYMNASIUM STORAGE	144	144	48	0	190
1	230	06 - 09	HOME ECONOMICS EXPLORATION LAB	1,540	1,540	22	22	2,032
	808		MATERIAL STORAGE	100	100	0	0	132
	812		PROJECT STORAGE	150	150	0	0	198
	842		KITCHEN (HOME ECONOMICS)	125	125	0	0	165
	843		LAUNDRY (HOME ECONOMICS)	50	50	0	0	66
	852		VOCATIONAL TECHNOLOGY RESOURCE CENTER	800	800	0	0	1,056
1	240	06 - 09	TECHNOLOGY/INDUSTRY EXPLORATION LAB	2,090	2,090	22	22	2,758
	808		MATERIAL STORAGE	100	100	0	0	132
	849		VOCATIONAL PROJECT STORAGE	310	310	0	0	409
	851		VOCATIONAL TOOL STORAGE (LARGE)	310	310	0	0	409
	852		VOCATIONAL TECHNOLOGY RESOURCE CENTER	800	800	0	0	1,056
1	250	06 - 09	HEALTH EXPLORATION LAB	1,012	1,012	22	22	1,335
	808		MATERIAL STORAGE	100	100	0	0	132
1	260	06 - 09	PUBLIC SERVICE EXPLORATION LAB	1,012	1,012	22	22	1,335
	808		MATERIAL STORAGE	100	100	0	0	132
	810		MATERIAL STORAGE (LARGE)	395	395	0	0	521
1	300	PK - VE	PRINCIPAL/DIRECTOR OFFICE	250	250	0	0	330

# FIVE YEAR SURVEY

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**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	301	PK - VE	ASSISTANT PRINCIPAL/OTHER OFFICE	175	175	0	0	231
1	302	PK - VE	BOOKKEEPING OFFICE	125	125	0	0	165
1	303	PK - VE	SECRETARIAL SPACE	158	158	0	0	208
1	304	PK - VE	RECEPTION AREA	816	816	48	0	1,077
1	305	PK - VE	PRODUCTION WORKROOM	384	384	48	0	506
1	306	PK - VE	CONFERENCE ROOM	672	672	48	0	887
1	307	PK - VE	CLINIC	288	288	48	0	380
1	308	PK - VE	GENERAL SCHOOL STORAGE	480	480	48	0	633
1	309	PK - VE	VAULT/STUDENT RECORDS	288	288	48	0	380
1	310	PK - VE	SCHOOL STORE	96	96	48	0	126
1	311	PK - VE	STUDENT ACTIVITIES	480	480	48	0	633
3	314	PK - VE	ITINERANT OFFICE	125	375	0	0	495
1	315	PK - VE	TEACHER PLANNING OFFICE	1,920	1,920	96	0	2,534
1	316	PK - VE	TEACHER LOUNGE/DINING	384	384	96	0	506
1	330	PK - VE	CUSTODIAL RECEIVING	1,440	1,440	96	0	1,900
1	333	PK - VE	FLAMMABLE STORAGE	155	155	0	0	204
1	334	PK - VE	CUSTODIAL EQUIPMENT STORAGE	500	500	0	0	660
1	340	PK - VE	DINING AREA	3,840	3,840	96	0	5,068
1	341	PK - VE	KITCHEN & SERVING AREA	4,224	4,224	96	0	5,575
1	349	PK - VE	KITCHEN CHAIR STORAGE	192	192	48	0	253
1	351	06 - 12	MIDDLE/SR HIGH COVERED PATIO	3,456	3,456	96	0	4,561
1	361	PK - VE	MULTIPURPOSE ROOM (DINING)	2,976	2,976	96	0	3,928

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	362	PK - VE	MULTIPURPOSE ROOM CHAIR STORAGE	192	192	96	0	253
1	363	PK - VE	STAGE	990	990	1	0	1,306
1	364	PK - VE	STAGE STORAGE	480	480	96	0	633
1	365	PK - VE	STAGE DRESSING ROOM (MALE)	240	240	48	0	316
1	366	PK - VE	STAGE DRESSING ROOM (FEMALE)	240	240	48	0	316
1	367	PK - VE	CONTROL BOOTH/PROJECTION ROOM	100	100	1	0	132
1	368	PK - VE	TEXTBOOK STORAGE	336	336	48	0	443
1	369	06 - VE	STUDENT PERSONAL STORAGE	480	480	96	0	633
1	370	06 - VE	LOBBY	480	480	48	0	633
1	372	06 - VE	TICKET BOOTH	30	30	1	0	39
1	380	PK - VE	LIBRARY (READING ROOM/STACKS)	3,552	3,552	96	0	4,688
1	381	PK - VE	MEDIA TECHNICAL PROCESSING	384	384	96	0	506
1	382	PK - VE	PROFESSIONAL LIBRARY	384	384	96	0	506
1	383	PK - VE	AUDIO VISUAL STORAGE	576	576	96	0	760
1	384	PK - VE	PERIODICAL STORAGE	192	192	96	0	253
1	385	PK - VE	CLOSED CIRCUIT TV LAB	672	672	96	0	887
1	386	PK - VE	CLOSED CIRCUIT STORAGE	480	480	96	0	633
1	387	PK - VE	MEDIA PRODUCTION LAB	480	480	96	0	633
1	388	PK - VE	MEDIA COPYING ROOM	192	192	96	0	253
1	389	PK - VE	MEDIA SMALL GROUP ROOM	96	96	48	0	126
1	390	PK - VE	MEDIA GROUP PROJECTS/INSTRUCTION	480	480	96	0	633
1	391	PK - VE	MEDIA MAINTENANCE/REPAIR	96	96	48	0	126

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
26	815	06 - 12	STUDENT RESTROOM (MALE)	96	2,496	48	0	3,294
26	816	06 - 12	STUDENT RESTROOM (FEMALE)	96	2,496	48	0	3,294



# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1  
**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

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<b>Level:</b>	SENIOR HIGH (09 - 12)	<b>Gross Sq. Feet:</b>	274,223
<b>Target Number of Stations:</b>	2,059	<b>Utilization:</b>	0.950
<b>Total Stations:</b>	2,059	<b>Acres Required:</b>	31
<b>Total Capacity:</b>	1,956		

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
53	3	09 - 12	SENIOR HIGH CLASSROOM (9-12)	800	42,400	25	1,325	56,816
	808		MATERIAL STORAGE	100	5,300	0	0	7,102
4	12	09 - 12	SENIOR HIGH SKILLS LAB (9-12)	800	3,200	25	100	4,288
	808		MATERIAL STORAGE	100	400	0	0	536
2	22	09 - 12	SENIOR HIGH SCIENCE DEMO (9-12)	925	1,850	25	50	2,479
	808		MATERIAL STORAGE	100	200	0	0	268
	812		PROJECT STORAGE	150	300	0	0	402
5	23	09 - 12	SENIOR HIGH SCIENCE LAB (9-12)	1,275	6,375	25	125	8,542
	808		MATERIAL STORAGE	100	500	0	0	670
	812		PROJECT STORAGE	150	750	0	0	1,005
8	40	PK - 12	RESOURCE ROOM	290	2,320	10	0	3,108
	808		MATERIAL STORAGE	100	800	0	0	1,072
1	52	09 - 12	ART - SENIOR HIGH	1,590	1,590	30	30	2,130
	803		INSTRUCTIONAL DARKROOM	100	100	0	0	134
	805		KILN	60	60	0	0	80
	808		MATERIAL STORAGE	100	100	0	0	134

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	812		PROJECT STORAGE	150	150	0	0	201
4	61	PK - 12	E S E PART-TIME	975	3,900	15	60	5,226
	808		MATERIAL STORAGE	100	400	0	0	536
	813		STUDENT STORAGE	40	160	0	0	214
	815		STUDENT RESTROOM (MALE)	35	140	0	0	187
	816		STUDENT RESTROOM (FEMALE)	35	140	0	0	187
4	62	PK - 12	E S E FULL-TIME	950	3,800	10	40	5,092
	808		MATERIAL STORAGE	100	400	0	0	536
	813		STUDENT STORAGE	40	160	0	0	214
	815		STUDENT RESTROOM (MALE)	35	140	0	0	187
	816		STUDENT RESTROOM (FEMALE)	35	140	0	0	187
	817		STUDENT RESTROOM & BATH	110	440	0	0	589
2	63	PK - 12	E S E VOCATIONAL	1,140	2,280	12	24	3,055
	808		MATERIAL STORAGE	100	200	0	0	268
	815		STUDENT RESTROOM (MALE)	35	70	0	0	93
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	93
6	65	PK - 12	E S E RESOURCE	380	2,280	4	0	3,055
	808		MATERIAL STORAGE	100	600	0	0	804
	813		STUDENT STORAGE	40	240	0	0	321
4	66	PK - 12	E S E SUPPLEMENTARY INSTRUCTION	100	400	2	0	536
	808		MATERIAL STORAGE	100	400	0	0	536
1	67	PK - 12	E S E OBSERVATION BOOTH	150	150	0	0	201

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	68	PK - 12	E S E TIME-OUT ROOM	40	40	0	0	53
4	70	PK - 12	E S E ITINERANT	200	800	4	0	1,072
	808		MATERIAL STORAGE	100	400	0	0	536
1	75	06 - 12	VOCAL MUSIC CLASS (MIDDLE-SR HIGH)	1,425	1,425	25	25	1,909
	806		REFERENCE	100	100	0	0	134
	808		MATERIAL STORAGE	100	100	0	0	134
	830		MUSIC ENSEMBLE	300	300	0	0	402
	831		MUSIC PRACTICE ROOM	70	70	0	0	93
	833		ROBE STORAGE	150	150	0	0	201
	836		SHEET MUSIC STORAGE	150	150	0	0	201
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	536
1	76	06 - 12	BAND CLASS (MIDDLE-SR HIGH)	2,000	2,000	50	50	2,680
	806		REFERENCE	100	100	0	0	134
	808		MATERIAL STORAGE	100	100	0	0	134
	830		MUSIC ENSEMBLE	300	300	0	0	402
	831		MUSIC PRACTICE ROOM	70	70	0	0	93
	832		INSTRUMENT STORAGE	600	600	0	0	804
	834		UNIFORM STORAGE	300	300	0	0	402
	835		MUSIC STUDIO	180	180	0	0	241
	836		SHEET MUSIC STORAGE	150	150	0	0	201
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	536
1	78	06 - 12	GENERAL MUSIC CLASS (MIDDLE-SR HIGH)	925	925	25	25	1,239

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	808		MATERIAL STORAGE	100	100	0	0	134
	832		INSTRUMENT STORAGE	600	600	0	0	804
1	81	06 - 12	RECORDING ROOM	225	225	5	0	301
1	82	06 - 12	INSTRUMENT REPAIR	0	0	0	0	0
1	90	06 - 12	P E DRESSING ROOM (MALE)	1,164	1,164	97	0	1,559
1	91	06 - 12	P E DRESSING ROOM (FEMALE)	1,164	1,164	97	0	1,559
1	92	06 - 12	P E LOCKER ROOM (MALE)	194	194	97	0	259
1	93	06 - 12	P E LOCKER ROOM (FEMALE)	194	194	97	0	259
1	94	06 - 12	P E SHOWER (MALE)	194	194	97	0	259
1	95	06 - 12	P E SHOWER (FEMALE)	194	194	97	0	259
1	96	06 - 12	P E DRYING AREA (MALE)	194	194	97	0	259
1	97	06 - 12	P E DRYING AREA (FEMALE)	194	194	97	0	259
1	98	06 - 12	P E STORAGE (MIDDLE-SR HIGH)	873	873	97	0	1,169
1	99	06 - 12	P E TEACHERS SHOWER (MALE)	22	22	1	0	29
1	100	06 - 12	P E TEACHERS SHOWER (FEMALE)	22	22	1	0	29
1	110	06 - 12	P E MULTIPURPOSE ROOM (MIDDLE-SR HIGH)	1,050	1,050	1	0	1,407
1	112	09 - 12	SR HIGH GYMNASIUM	6,500	6,500	70	70	8,710
1	113	06 - 12	GYMNASIUM SEATING	6,240	6,240	195	0	8,361
1	114	06 - 12	P E LAUNDRY	194	194	97	0	259
1	115	06 - 12	P E FIRST AID	194	194	97	0	259
1	116	06 - 12	P E TRAINING ROOM	250	250	1	0	335
1	117	06 - 12	P E WEIGHT ROOM	1,000	1,000	1	0	1,340

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	118	06 - 12	P E WRESTLING ROOM	1,680	1,680	1	0	2,251
1	119	06 - 12	P E GYMNASTICS & DANCE	1,050	1,050	1	0	1,407
1	120	06 - 12	GYMNASIUM STORAGE	291	291	97	0	389
2	212	09 - VE	BUSINESS EDUCATION LAB	1,460	2,920	20	40	3,912
	808		MATERIAL STORAGE	100	200	0	0	268
1	231	09 - 12	PRACTICAL HOME ECONOMICS LAB	1,600	1,600	25	25	2,144
	808		MATERIAL STORAGE	100	100	0	0	134
	843		LAUNDRY (HOME ECONOMICS)	50	50	0	0	67
	852		VOCATIONAL TECHNOLOGY RESOURCE CENTER	800	800	0	0	1,072
1	232	09 - VE	SMALL HOME ECONOMICS LAB	1,100	1,100	20	20	1,474
	812		PROJECT STORAGE	150	150	0	0	201
	852		VOCATIONAL TECHNOLOGY RESOURCE CENTER	800	800	0	0	1,072
1	241	09 - 12	SMALL TECHNOLOGY LAB	1,625	1,625	25	25	2,177
	808		MATERIAL STORAGE	100	100	0	0	134
	852		VOCATIONAL TECHNOLOGY RESOURCE CENTER	800	800	0	0	1,072
1	270	09 - VE	WORK EVALUATION LAB	1,110	1,110	15	0	1,487
	810		MATERIAL STORAGE (LARGE)	395	395	0	0	529
	853		VOCATIONAL TESTING	250	250	0	0	335
1	271	09 - VE	VPI LAB	705	705	15	0	944
	802		INSTRUCTIONAL CONFERENCE ROOM	225	225	0	0	301
	808		MATERIAL STORAGE	100	100	0	0	134
	840		VOCATIONAL RELATED CLASSROOM	680	680	20	0	911

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	846		RECEPTION (VOC ED INSTRUCTION)	90	90	0	0	120
	853		VOCATIONAL TESTING	250	250	0	0	335
1	300	PK - VE	PRINCIPAL/DIRECTOR OFFICE	250	250	0	0	335
3	301	PK - VE	ASSISTANT PRINCIPAL/OTHER OFFICE	175	525	0	0	703
1	302	PK - VE	BOOKKEEPING OFFICE	125	125	0	0	167
1	303	PK - VE	SECRETARIAL SPACE	158	158	0	0	211
1	304	PK - VE	RECEPTION AREA	1,649	1,649	97	0	2,209
1	305	PK - VE	PRODUCTION WORKROOM	776	776	97	0	1,039
1	306	PK - VE	CONFERENCE ROOM	1,358	1,358	97	0	1,819
1	307	PK - VE	CLINIC	582	582	97	0	779
1	308	PK - VE	GENERAL SCHOOL STORAGE	970	970	97	0	1,299
1	309	PK - VE	VAULT/STUDENT RECORDS	582	582	97	0	779
1	310	PK - VE	SCHOOL STORE	194	194	97	0	259
1	311	PK - VE	STUDENT ACTIVITIES	970	970	97	0	1,299
1	312	PK - VE	COMPUTER AREA	291	291	97	0	389
1	313	PK - VE	CAREERS ROOM	582	582	97	0	779
5	314	PK - VE	ITINERANT OFFICE	125	625	0	0	837
1	315	PK - VE	TEACHER PLANNING OFFICE	3,900	3,900	195	0	5,226
1	316	PK - VE	TEACHER LOUNGE/DINING	780	780	195	0	1,045
1	330	PK - VE	CUSTODIAL RECEIVING	2,925	2,925	195	0	3,919
1	333	PK - VE	FLAMMABLE STORAGE	155	155	0	0	207
1	334	PK - VE	CUSTODIAL EQUIPMENT STORAGE	500	500	0	0	670

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	340	PK - VE	DINING AREA	7,800	7,800	195	0	10,452
1	341	PK - VE	KITCHEN & SERVING AREA	8,580	8,580	195	0	11,497
1	349	PK - VE	KITCHEN CHAIR STORAGE	388	388	97	0	519
1	351	06 - 12	MIDDLE/SR HIGH COVERED PATIO	7,020	7,020	195	0	9,406
1	361	PK - VE	MULTIPURPOSE ROOM (DINING)	6,045	6,045	195	0	8,100
1	362	PK - VE	MULTIPURPOSE ROOM CHAIR STORAGE	390	390	195	0	522
1	363	PK - VE	STAGE	990	990	1	0	1,326
1	364	PK - VE	STAGE STORAGE	975	975	195	0	1,306
1	365	PK - VE	STAGE DRESSING ROOM (MALE)	485	485	97	0	649
1	366	PK - VE	STAGE DRESSING ROOM (FEMALE)	485	485	97	0	649
1	367	PK - VE	CONTROL BOOTH/PROJECTION ROOM	100	100	1	0	134
1	368	PK - VE	TEXTBOOK STORAGE	679	679	97	0	909
1	369	06 - VE	STUDENT PERSONAL STORAGE	975	975	195	0	1,306
1	370	06 - VE	LOBBY	970	970	97	0	1,299
1	371	06 - VE	CONCESSIONS	200	200	1	0	268
1	372	06 - VE	TICKET BOOTH	30	30	1	0	40
1	380	PK - VE	LIBRARY (READING ROOM/STACKS)	7,215	7,215	195	0	9,668
1	381	PK - VE	MEDIA TECHNICAL PROCESSING	780	780	195	0	1,045
1	382	PK - VE	PROFESSIONAL LIBRARY	780	780	195	0	1,045
1	383	PK - VE	AUDIO VISUAL STORAGE	1,170	1,170	195	0	1,567
1	384	PK - VE	PERIODICAL STORAGE	390	390	195	0	522
1	385	PK - VE	CLOSED CIRCUIT TV LAB	1,365	1,365	195	0	1,829

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	386	PK - VE	CLOSED CIRCUIT STORAGE	975	975	195	0	1,306
1	387	PK - VE	MEDIA PRODUCTION LAB	975	975	195	0	1,306
1	388	PK - VE	MEDIA COPYING ROOM	390	390	195	0	522
1	389	PK - VE	MEDIA SMALL GROUP ROOM	194	194	97	0	259
1	390	PK - VE	MEDIA GROUP PROJECTS/INSTRUCTION	975	975	195	0	1,306
1	391	PK - VE	MEDIA MAINTENANCE/REPAIR	194	194	97	0	259
1	708	09 - 12	JROTC	1,050	1,050	25	25	1,407
	800		ARMS ROOM	150	150	0	0	201
	801		FIRING RANGE (INDOOR)	2,400	2,400	0	0	3,216
	802		INSTRUCTIONAL CONFERENCE ROOM	225	225	0	0	301
	808		MATERIAL STORAGE	100	100	0	0	134
4	815	06 - 12	STUDENT RESTROOM (MALE)	194	776	97	0	1,039
4	816	06 - 12	STUDENT RESTROOM (FEMALE)	194	776	97	0	1,039



# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1  
**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

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<b>Level:</b>	COMBINATION (KG - 12)	<b>Gross Sq. Feet:</b>	170,730
<b>Target Number of Stations:</b>	964	<b>Utilization:</b>	0.900
<b>Total Stations:</b>	964	<b>Acres Required:</b>	19
<b>Total Capacity:</b>	867		

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
9	1	PK - 03	PRIMARY CLASSROOM (K-3)	882	7,938	18	162	10,636
	808		MATERIAL STORAGE	100	900	0	0	1,206
	811		OUTSIDE STORAGE	50	450	0	0	603
	813		STUDENT STORAGE	40	360	0	0	482
	814		STUDENT RESTROOM (BOTH SEXES)	60	540	0	0	723
7	2	04 - 08	INTERMEDIATE/MIDDLE CLASSROOM (4-8)	858	6,006	22	154	8,048
	808		MATERIAL STORAGE	100	700	0	0	938
	811		OUTSIDE STORAGE	50	350	0	0	469
	815		STUDENT RESTROOM (MALE)	35	245	0	0	328
	816		STUDENT RESTROOM (FEMALE)	35	245	0	0	328
9	3	09 - 12	SENIOR HIGH CLASSROOM (9-12)	800	7,200	25	225	9,648
	808		MATERIAL STORAGE	100	900	0	0	1,206
3	10	PK - 03	PRIMARY SKILLS LAB (K-3)	882	2,646	18	0	3,545
	808		MATERIAL STORAGE	100	300	0	0	402
	813		STUDENT STORAGE	40	120	0	0	160
	814		STUDENT RESTROOM (BOTH SEXES)	60	180	0	0	241

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	11	04 - 08	INTERMEDIATE/MIDDLE SKILLS LAB (4-8)	858	858	22	22	1,149
	808		MATERIAL STORAGE	100	100	0	0	134
	815		STUDENT RESTROOM (MALE)	35	35	0	0	46
	816		STUDENT RESTROOM (FEMALE)	35	35	0	0	46
1	12	09 - 12	SENIOR HIGH SKILLS LAB (9-12)	800	800	25	25	1,072
	808		MATERIAL STORAGE	100	100	0	0	134
1	13	PK - 05	ELEMENTARY P E STORAGE	315	315	1	0	422
1	14	PK - 05	ELEMENTARY COVERED PLAY AREA	3,096	3,096	86	0	4,148
1	20	04 - 08	INTERMEDIATE/MIDDLE SCIENCE DEMO (4-8)	814	814	22	22	1,090
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
1	21	04 - 08	INTERMEDIATE/MIDDLE SCIENCE LAB (4-8)	1,122	1,122	22	22	1,503
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
1	22	09 - 12	SENIOR HIGH SCIENCE DEMO (9-12)	925	925	25	25	1,239
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
1	23	09 - 12	SENIOR HIGH SCIENCE LAB (9-12)	1,275	1,275	25	25	1,708
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
4	40	PK - 12	RESOURCE ROOM	290	1,160	10	0	1,554
	808		MATERIAL STORAGE	100	400	0	0	536

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
2	50	PK - 05	ART - ELEMENTARY	1,000	2,000	22	0	2,680
	808		MATERIAL STORAGE	100	200	0	0	268
	812		PROJECT STORAGE	150	300	0	0	402
1	51	04 - 08	ART - MIDDLE	1,260	1,260	30	30	1,688
	803		INSTRUCTIONAL DARKROOM	100	100	0	0	134
	805		KILN	60	60	0	0	80
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
1	52	09 - 12	ART - SENIOR HIGH	1,590	1,590	30	30	2,130
	803		INSTRUCTIONAL DARKROOM	100	100	0	0	134
	805		KILN	60	60	0	0	80
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
2	55	PK - 05	MUSIC - ELEMENTARY	1,000	2,000	22	0	2,680
	806		REFERENCE	100	200	0	0	268
	808		MATERIAL STORAGE	100	200	0	0	268
	831		MUSIC PRACTICE ROOM	70	140	0	0	187
2	61	PK - 12	E S E PART-TIME	975	1,950	15	30	2,613
	808		MATERIAL STORAGE	100	200	0	0	268
	813		STUDENT STORAGE	40	80	0	0	107
	815		STUDENT RESTROOM (MALE)	35	70	0	0	93
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	93

# FIVE YEAR SURVEY

## Facilities List

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**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
2	62	PK - 12	E S E FULL-TIME	950	1,900	10	20	2,546
	808		MATERIAL STORAGE	100	200	0	0	268
	813		STUDENT STORAGE	40	80	0	0	107
	815		STUDENT RESTROOM (MALE)	35	70	0	0	93
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	93
	817		STUDENT RESTROOM & BATH	110	220	0	0	294
1	63	PK - 12	E S E VOCATIONAL	1,140	1,140	12	12	1,527
	808		MATERIAL STORAGE	100	100	0	0	134
	815		STUDENT RESTROOM (MALE)	35	35	0	0	46
	816		STUDENT RESTROOM (FEMALE)	35	35	0	0	46
3	65	PK - 12	E S E RESOURCE	380	1,140	4	0	1,527
	808		MATERIAL STORAGE	100	300	0	0	402
	813		STUDENT STORAGE	40	120	0	0	160
2	66	PK - 12	E S E SUPPLEMENTARY INSTRUCTION	100	200	2	0	268
	808		MATERIAL STORAGE	100	200	0	0	268
1	67	PK - 12	E S E OBSERVATION BOOTH	150	150	0	0	201
1	68	PK - 12	E S E TIME-OUT ROOM	40	40	0	0	53
2	70	PK - 12	E S E ITINERANT	200	400	4	0	536
	808		MATERIAL STORAGE	100	200	0	0	268
1	75	06 - 12	VOCAL MUSIC CLASS (MIDDLE-SR HIGH)	1,425	1,425	25	25	1,909
	806		REFERENCE	100	100	0	0	134
	808		MATERIAL STORAGE	100	100	0	0	134

# FIVE YEAR SURVEY

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	830		MUSIC ENSEMBLE	300	300	0	0	402
	831		MUSIC PRACTICE ROOM	70	70	0	0	93
	833		ROBE STORAGE	150	150	0	0	201
	836		SHEET MUSIC STORAGE	150	150	0	0	201
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	536
1	76	06 - 12	BAND CLASS (MIDDLE-SR HIGH)	2,000	2,000	40	40	2,680
	806		REFERENCE	100	100	0	0	134
	808		MATERIAL STORAGE	100	100	0	0	134
	830		MUSIC ENSEMBLE	300	300	0	0	402
	831		MUSIC PRACTICE ROOM	70	70	0	0	93
	832		INSTRUMENT STORAGE	600	600	0	0	804
	834		UNIFORM STORAGE	300	300	0	0	402
	835		MUSIC STUDIO	180	180	0	0	241
	836		SHEET MUSIC STORAGE	150	150	0	0	201
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	536
1	81	06 - 12	RECORDING ROOM	225	225	5	0	301
1	82	06 - 12	INSTRUMENT REPAIR	0	0	0	0	0
1	90	06 - 12	P E DRESSING ROOM (MALE)	516	516	43	0	691
1	91	06 - 12	P E DRESSING ROOM (FEMALE)	516	516	43	0	691
1	92	06 - 12	P E LOCKER ROOM (MALE)	86	86	43	0	115
1	93	06 - 12	P E LOCKER ROOM (FEMALE)	86	86	43	0	115
1	94	06 - 12	P E SHOWER (MALE)	86	86	43	0	115

# FIVE YEAR SURVEY

## Facilities List

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	95	06 - 12	P E SHOWER (FEMALE)	86	86	43	0	115
1	96	06 - 12	P E DRYING AREA (MALE)	86	86	43	0	115
1	97	06 - 12	P E DRYING AREA (FEMALE)	86	86	43	0	115
1	98	06 - 12	P E STORAGE (MIDDLE-SR HIGH)	387	387	43	0	518
1	99	06 - 12	P E TEACHERS SHOWER (MALE)	22	22	1	0	29
1	100	06 - 12	P E TEACHERS SHOWER (FEMALE)	22	22	1	0	29
1	110	06 - 12	P E MULTIPURPOSE ROOM (MIDDLE-SR HIGH)	1,050	1,050	1	0	1,407
1	112	09 - 12	SR HIGH GYMNASIUM	6,500	6,500	50	50	8,710
1	113	06 - 12	GYMNASIUM SEATING	2,752	2,752	86	0	3,687
1	114	06 - 12	P E LAUNDRY	86	86	43	0	115
1	115	06 - 12	P E FIRST AID	86	86	43	0	115
1	116	06 - 12	P E TRAINING ROOM	250	250	1	0	335
1	117	06 - 12	P E WEIGHT ROOM	1,000	1,000	1	0	1,340
1	118	06 - 12	P E WRESTLING ROOM	1,680	1,680	1	0	2,251
1	119	06 - 12	P E GYMNASTICS & DANCE	1,050	1,050	1	0	1,407
1	120	06 - 12	GYMNASIUM STORAGE	129	129	43	0	172
1	203	09 - VE	MEDIUM AGRICULTURE LAB	1,600	1,600	20	20	2,144
	806		REFERENCE	100	100	0	0	134
	810		MATERIAL STORAGE (LARGE)	395	395	0	0	529
	818		LOCKERS/RESTROOM/SHOWER (ESE/VOC ED)	225	225	0	0	301
	840		VOCATIONAL RELATED CLASSROOM	680	680	20	0	911
	841		GREENHOUSE	800	800	0	0	1,072

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## Facilities List

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	847		VOCATIONAL FLAMMABLE STORAGE	125	125	0	0	167
	848		VOCATIONAL MACHINERY STORAGE	1,100	1,100	0	0	1,474
	851		VOCATIONAL TOOL STORAGE (LARGE)	310	310	0	0	415
1	231	09 - 12	PRACTICAL HOME ECONOMICS LAB	1,600	1,600	25	25	2,144
	808		MATERIAL STORAGE	100	100	0	0	134
	843		LAUNDRY (HOME ECONOMICS)	50	50	0	0	67
	852		VOCATIONAL TECHNOLOGY RESOURCE CENTER	800	800	0	0	1,072
1	270	09 - VE	WORK EVALUATION LAB	1,110	1,110	15	0	1,487
	810		MATERIAL STORAGE (LARGE)	395	395	0	0	529
	853		VOCATIONAL TESTING	250	250	0	0	335
1	271	09 - VE	VPI LAB	705	705	15	0	944
	802		INSTRUCTIONAL CONFERENCE ROOM	225	225	0	0	301
	808		MATERIAL STORAGE	100	100	0	0	134
	840		VOCATIONAL RELATED CLASSROOM	680	680	20	0	911
	846		RECEPTION (VOC ED INSTRUCTION)	90	90	0	0	120
	853		VOCATIONAL TESTING	250	250	0	0	335
1	300	PK - VE	PRINCIPAL/DIRECTOR OFFICE	250	250	0	0	335
1	301	PK - VE	ASSISTANT PRINCIPAL/OTHER OFFICE	175	175	0	0	234
1	302	PK - VE	BOOKKEEPING OFFICE	125	125	0	0	167
1	303	PK - VE	SECRETARIAL SPACE	158	158	0	0	211
1	304	PK - VE	RECEPTION AREA	731	731	43	0	979
1	305	PK - VE	PRODUCTION WORKROOM	344	344	43	0	460

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	306	PK - VE	CONFERENCE ROOM	602	602	43	0	806
1	307	PK - VE	CLINIC	258	258	43	0	345
1	308	PK - VE	GENERAL SCHOOL STORAGE	430	430	43	0	576
1	309	PK - VE	VAULT/STUDENT RECORDS	258	258	43	0	345
1	310	PK - VE	SCHOOL STORE	86	86	43	0	115
1	311	PK - VE	STUDENT ACTIVITIES	430	430	43	0	576
1	312	PK - VE	COMPUTER AREA	129	129	43	0	172
1	313	PK - VE	CAREERS ROOM	258	258	43	0	345
3	314	PK - VE	ITINERANT OFFICE	125	375	0	0	502
1	315	PK - VE	TEACHER PLANNING OFFICE	1,720	1,720	86	0	2,304
1	316	PK - VE	TEACHER LOUNGE/DINING	344	344	86	0	460
1	330	PK - VE	CUSTODIAL RECEIVING	1,290	1,290	86	0	1,728
1	333	PK - VE	FLAMMABLE STORAGE	155	155	0	0	207
1	334	PK - VE	CUSTODIAL EQUIPMENT STORAGE	500	500	0	0	670
1	340	PK - VE	DINING AREA	3,440	3,440	86	0	4,609
1	341	PK - VE	KITCHEN & SERVING AREA	3,784	3,784	86	0	5,070
1	349	PK - VE	KITCHEN CHAIR STORAGE	172	172	43	0	230
1	351	06 - 12	MIDDLE/SR HIGH COVERED PATIO	3,096	3,096	86	0	4,148
1	361	PK - VE	MULTIPURPOSE ROOM (DINING)	2,666	2,666	86	0	3,572
1	362	PK - VE	MULTIPURPOSE ROOM CHAIR STORAGE	172	172	86	0	230
1	363	PK - VE	STAGE	990	990	1	0	1,326
1	364	PK - VE	STAGE STORAGE	430	430	86	0	576



# FIVE YEAR SURVEY

## Facilities List

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	365	PK - VE	STAGE DRESSING ROOM (MALE)	215	215	43	0	288
1	366	PK - VE	STAGE DRESSING ROOM (FEMALE)	215	215	43	0	288
1	367	PK - VE	CONTROL BOOTH/PROJECTION ROOM	100	100	1	0	134
1	368	PK - VE	TEXTBOOK STORAGE	301	301	43	0	403
1	369	06 - VE	STUDENT PERSONAL STORAGE	430	430	86	0	576
1	370	06 - VE	LOBBY	430	430	43	0	576
1	371	06 - VE	CONCESSIONS	200	200	1	0	268
1	372	06 - VE	TICKET BOOTH	30	30	1	0	40
1	380	PK - VE	LIBRARY (READING ROOM/STACKS)	3,182	3,182	86	0	4,263
1	381	PK - VE	MEDIA TECHNICAL PROCESSING	344	344	86	0	460
1	382	PK - VE	PROFESSIONAL LIBRARY	344	344	86	0	460
1	383	PK - VE	AUDIO VISUAL STORAGE	516	516	86	0	691
1	384	PK - VE	PERIODICAL STORAGE	172	172	86	0	230
1	385	PK - VE	CLOSED CIRCUIT TV LAB	602	602	86	0	806
1	386	PK - VE	CLOSED CIRCUIT STORAGE	430	430	86	0	576
1	387	PK - VE	MEDIA PRODUCTION LAB	430	430	86	0	576
1	388	PK - VE	MEDIA COPYING ROOM	172	172	86	0	230
1	389	PK - VE	MEDIA SMALL GROUP ROOM	86	86	43	0	115
1	390	PK - VE	MEDIA GROUP PROJECTS/INSTRUCTION	430	430	86	0	576
1	391	PK - VE	MEDIA MAINTENANCE/REPAIR	86	86	43	0	115
7	815	06 - 12	STUDENT RESTROOM (MALE)	86	602	43	0	806
7	816	06 - 12	STUDENT RESTROOM (FEMALE)	86	602	43	0	806

# FIVE YEAR SURVEY

## Facilities List

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<b>Level:</b>	COMBINATION (07 - 12)	<b>Gross Sq. Feet:</b>	121,382
<b>Target Number of Stations:</b>	716	<b>Utilization:</b>	0.900
<b>Total Stations:</b>	716	<b>Acres Required:</b>	14
<b>Total Capacity:</b>	644		

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
4	2	04 - 08	INTERMEDIATE/MIDDLE CLASSROOM (4-8)	858	3,432	22	88	4,598
	808		MATERIAL STORAGE	100	400	0	0	536
	811		OUTSIDE STORAGE	50	200	0	0	268
	815		STUDENT RESTROOM (MALE)	35	140	0	0	187
	816		STUDENT RESTROOM (FEMALE)	35	140	0	0	187
9	3	09 - 12	SENIOR HIGH CLASSROOM (9-12)	800	7,200	25	225	9,648
	808		MATERIAL STORAGE	100	900	0	0	1,206
1	11	04 - 08	INTERMEDIATE/MIDDLE SKILLS LAB (4-8)	858	858	22	22	1,149
	808		MATERIAL STORAGE	100	100	0	0	134
	815		STUDENT RESTROOM (MALE)	35	35	0	0	46
	816		STUDENT RESTROOM (FEMALE)	35	35	0	0	46
2	12	09 - 12	SENIOR HIGH SKILLS LAB (9-12)	800	1,600	25	50	2,144
	808		MATERIAL STORAGE	100	200	0	0	268
1	20	04 - 08	INTERMEDIATE/MIDDLE SCIENCE DEMO (4-8)	814	814	22	22	1,090
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201

# FIVE YEAR SURVEY

## Facilities List

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	21	04 - 08	INTERMEDIATE/MIDDLE SCIENCE LAB (4-8)	1,122	1,122	22	22	1,503
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
1	22	09 - 12	SENIOR HIGH SCIENCE DEMO (9-12)	925	925	25	25	1,239
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
1	23	09 - 12	SENIOR HIGH SCIENCE LAB (9-12)	1,275	1,275	25	25	1,708
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
3	40	PK - 12	RESOURCE ROOM	290	870	10	0	1,165
	808		MATERIAL STORAGE	100	300	0	0	402
1	52	09 - 12	ART - SENIOR HIGH	1,590	1,590	30	30	2,130
	803		INSTRUCTIONAL DARKROOM	100	100	0	0	134
	805		KILN	60	60	0	0	80
	808		MATERIAL STORAGE	100	100	0	0	134
	812		PROJECT STORAGE	150	150	0	0	201
2	61	PK - 12	E S E PART-TIME	975	1,950	15	30	2,613
	808		MATERIAL STORAGE	100	200	0	0	268
	813		STUDENT STORAGE	40	80	0	0	107
	815		STUDENT RESTROOM (MALE)	35	70	0	0	93
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	93
2	62	PK - 12	E S E FULL-TIME	950	1,900	10	20	2,546

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	808		MATERIAL STORAGE	100	200	0	0	268
	813		STUDENT STORAGE	40	80	0	0	107
	815		STUDENT RESTROOM (MALE)	35	70	0	0	93
	816		STUDENT RESTROOM (FEMALE)	35	70	0	0	93
	817		STUDENT RESTROOM & BATH	110	220	0	0	294
1	63	PK - 12	E S E VOCATIONAL	1,140	1,140	12	12	1,527
	808		MATERIAL STORAGE	100	100	0	0	134
	815		STUDENT RESTROOM (MALE)	35	35	0	0	46
	816		STUDENT RESTROOM (FEMALE)	35	35	0	0	46
2	65	PK - 12	E S E RESOURCE	380	760	4	0	1,018
	808		MATERIAL STORAGE	100	200	0	0	268
	813		STUDENT STORAGE	40	80	0	0	107
2	66	PK - 12	E S E SUPPLEMENTARY INSTRUCTION	100	200	2	0	268
	808		MATERIAL STORAGE	100	200	0	0	268
1	67	PK - 12	E S E OBSERVATION BOOTH	150	150	0	0	201
1	68	PK - 12	E S E TIME-OUT ROOM	40	40	0	0	53
2	70	PK - 12	E S E ITINERANT	200	400	4	0	536
	808		MATERIAL STORAGE	100	200	0	0	268
1	75	06 - 12	VOCAL MUSIC CLASS (MIDDLE-SR HIGH)	1,425	1,425	25	25	1,909
	806		REFERENCE	100	100	0	0	134
	808		MATERIAL STORAGE	100	100	0	0	134
	830		MUSIC ENSEMBLE	300	300	0	0	402

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
	831		MUSIC PRACTICE ROOM	70	70	0	0	93
	833		ROBE STORAGE	150	150	0	0	201
	836		SHEET MUSIC STORAGE	150	150	0	0	201
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	536
1	76	06 - 12	BAND CLASS (MIDDLE-SR HIGH)	2,000	2,000	35	35	2,680
	806		REFERENCE	100	100	0	0	134
	808		MATERIAL STORAGE	100	100	0	0	134
	830		MUSIC ENSEMBLE	300	300	0	0	402
	831		MUSIC PRACTICE ROOM	70	70	0	0	93
	832		INSTRUMENT STORAGE	600	600	0	0	804
	834		UNIFORM STORAGE	300	300	0	0	402
	835		MUSIC STUDIO	180	180	0	0	241
	836		SHEET MUSIC STORAGE	150	150	0	0	201
	837		MUSIC EQUIPMENT STORAGE	400	400	0	0	536
1	90	06 - 12	P E DRESSING ROOM (MALE)	384	384	32	0	514
1	91	06 - 12	P E DRESSING ROOM (FEMALE)	384	384	32	0	514
1	92	06 - 12	P E LOCKER ROOM (MALE)	64	64	32	0	85
1	93	06 - 12	P E LOCKER ROOM (FEMALE)	64	64	32	0	85
1	94	06 - 12	P E SHOWER (MALE)	64	64	32	0	85
1	95	06 - 12	P E SHOWER (FEMALE)	64	64	32	0	85
1	96	06 - 12	P E DRYING AREA (MALE)	64	64	32	0	85
1	97	06 - 12	P E DRYING AREA (FEMALE)	64	64	32	0	85

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Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	98	06 - 12	P E STORAGE (MIDDLE-SR HIGH)	288	288	32	0	385
1	99	06 - 12	P E TEACHERS SHOWER (MALE)	22	22	1	0	29
1	100	06 - 12	P E TEACHERS SHOWER (FEMALE)	22	22	1	0	29
1	110	06 - 12	P E MULTIPURPOSE ROOM (MIDDLE-SR HIGH)	1,050	1,050	1	0	1,407
1	112	09 - 12	SR HIGH GYMNASIUM	6,500	6,500	40	40	8,710
1	113	06 - 12	GYMNASIUM SEATING	2,048	2,048	64	0	2,744
1	114	06 - 12	P E LAUNDRY	64	64	32	0	85
1	115	06 - 12	P E FIRST AID	64	64	32	0	85
1	116	06 - 12	P E TRAINING ROOM	250	250	1	0	335
1	117	06 - 12	P E WEIGHT ROOM	1,000	1,000	1	0	1,340
1	118	06 - 12	P E WRESTLING ROOM	1,680	1,680	1	0	2,251
1	119	06 - 12	P E GYMNASTICS & DANCE	1,050	1,050	1	0	1,407
1	120	06 - 12	GYMNASIUM STORAGE	96	96	32	0	128
1	203	09 - VE	MEDIUM AGRICULTURE LAB	1,600	1,600	20	20	2,144
	806		REFERENCE	100	100	0	0	134
	810		MATERIAL STORAGE (LARGE)	395	395	0	0	529
	818		LOCKERS/RESTROOM/SHOWER (ESE/VOC ED)	225	225	0	0	301
	840		VOCATIONAL RELATED CLASSROOM	680	680	20	0	911
	841		GREENHOUSE	800	800	0	0	1,072
	847		VOCATIONAL FLAMMABLE STORAGE	125	125	0	0	167
	848		VOCATIONAL MACHINERY STORAGE	1,100	1,100	0	0	1,474
	851		VOCATIONAL TOOL STORAGE (LARGE)	310	310	0	0	415

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**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	231	09 - 12	PRACTICAL HOME ECONOMICS LAB	1,600	1,600	25	25	2,144
	808		MATERIAL STORAGE	100	100	0	0	134
	843		LAUNDRY (HOME ECONOMICS)	50	50	0	0	67
	852		VOCATIONAL TECHNOLOGY RESOURCE CENTER	800	800	0	0	1,072
1	270	09 - VE	WORK EVALUATION LAB	1,110	1,110	15	0	1,487
	810		MATERIAL STORAGE (LARGE)	395	395	0	0	529
	853		VOCATIONAL TESTING	250	250	0	0	335
1	271	09 - VE	VPI LAB	705	705	15	0	944
	802		INSTRUCTIONAL CONFERENCE ROOM	225	225	0	0	301
	808		MATERIAL STORAGE	100	100	0	0	134
	840		VOCATIONAL RELATED CLASSROOM	680	680	20	0	911
	846		RECEPTION (VOC ED INSTRUCTION)	90	90	0	0	120
	853		VOCATIONAL TESTING	250	250	0	0	335
1	300	PK - VE	PRINCIPAL/DIRECTOR OFFICE	250	250	0	0	335
1	301	PK - VE	ASSISTANT PRINCIPAL/OTHER OFFICE	175	175	0	0	234
1	302	PK - VE	BOOKKEEPING OFFICE	125	125	0	0	167
1	303	PK - VE	SECRETARIAL SPACE	158	158	0	0	211
1	304	PK - VE	RECEPTION AREA	544	544	32	0	728
1	305	PK - VE	PRODUCTION WORKROOM	256	256	32	0	343
1	306	PK - VE	CONFERENCE ROOM	448	448	32	0	600
1	307	PK - VE	CLINIC	192	192	32	0	257
1	308	PK - VE	GENERAL SCHOOL STORAGE	320	320	32	0	428

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	309	PK - VE	VAULT/STUDENT RECORDS	192	192	32	0	257
1	310	PK - VE	SCHOOL STORE	64	64	32	0	85
1	311	PK - VE	STUDENT ACTIVITIES	320	320	32	0	428
2	314	PK - VE	ITINERANT OFFICE	125	250	0	0	335
1	315	PK - VE	TEACHER PLANNING OFFICE	1,280	1,280	64	0	1,715
1	316	PK - VE	TEACHER LOUNGE/DINING	256	256	64	0	343
1	330	PK - VE	CUSTODIAL RECEIVING	960	960	64	0	1,286
1	333	PK - VE	FLAMMABLE STORAGE	155	155	0	0	207
1	334	PK - VE	CUSTODIAL EQUIPMENT STORAGE	500	500	0	0	670
1	340	PK - VE	DINING AREA	2,560	2,560	64	0	3,430
1	341	PK - VE	KITCHEN & SERVING AREA	2,816	2,816	64	0	3,773
1	349	PK - VE	KITCHEN CHAIR STORAGE	128	128	32	0	171
1	351	06 - 12	MIDDLE/SR HIGH COVERED PATIO	2,304	2,304	64	0	3,087
1	361	PK - VE	MULTIPURPOSE ROOM (DINING)	1,984	1,984	64	0	2,658
1	362	PK - VE	MULTIPURPOSE ROOM CHAIR STORAGE	128	128	64	0	171
1	363	PK - VE	STAGE	990	990	1	0	1,326
1	364	PK - VE	STAGE STORAGE	320	320	64	0	428
1	365	PK - VE	STAGE DRESSING ROOM (MALE)	160	160	32	0	214
1	366	PK - VE	STAGE DRESSING ROOM (FEMALE)	160	160	32	0	214
1	367	PK - VE	CONTROL BOOTH/PROJECTION ROOM	100	100	1	0	134
1	368	PK - VE	TEXTBOOK STORAGE	224	224	32	0	300
1	369	06 - VE	STUDENT PERSONAL STORAGE	320	320	64	0	428



# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1

**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	370	06 - VE	LOBBY	320	320	32	0	428
1	371	06 - VE	CONCESSIONS	200	200	1	0	268
1	372	06 - VE	TICKET BOOTH	30	30	1	0	40
1	380	PK - VE	LIBRARY (READING ROOM/STACKS)	2,368	2,368	64	0	3,173
1	381	PK - VE	MEDIA TECHNICAL PROCESSING	256	256	64	0	343
1	382	PK - VE	PROFESSIONAL LIBRARY	256	256	64	0	343
1	383	PK - VE	AUDIO VISUAL STORAGE	384	384	64	0	514
1	384	PK - VE	PERIODICAL STORAGE	128	128	64	0	171
1	385	PK - VE	CLOSED CIRCUIT TV LAB	448	448	64	0	600
1	386	PK - VE	CLOSED CIRCUIT STORAGE	320	320	64	0	428
1	387	PK - VE	MEDIA PRODUCTION LAB	320	320	64	0	428
1	388	PK - VE	MEDIA COPYING ROOM	128	128	64	0	171
1	389	PK - VE	MEDIA SMALL GROUP ROOM	64	64	32	0	85
1	390	PK - VE	MEDIA GROUP PROJECTS/INSTRUCTION	320	320	64	0	428
1	391	PK - VE	MEDIA MAINTENANCE/REPAIR	64	64	32	0	85
4	815	06 - 12	STUDENT RESTROOM (MALE)	64	256	32	0	343
4	816	06 - 12	STUDENT RESTROOM (FEMALE)	64	256	32	0	343

# FIVE YEAR SURVEY

## Facilities List

**Survey:** Number 4 - Version 1  
**District:** 57-SANTA ROSA COUNTY SCHOOL DISTRICT

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<b>Level:</b>	VOCATIONAL TECHNICAL (VE - VE)	<b>Gross Sq. Feet:</b>	5,263
<b>Target Number of Stations:</b>	0	<b>Utilization:</b>	1.200
<b>Total Stations:</b>	0	<b>Acres Required:</b>	20
<b>Total Capacity:</b>	0		

Spaces	Design	Grades	Description	NSF / Space	Total NSF	Cap. / Space	Total Stns.	Total GSF
1	270	09 - VE	WORK EVALUATION LAB	1,110	1,110	15	0	1,487
	810		MATERIAL STORAGE (LARGE)	395	395	0	0	529
	853		VOCATIONAL TESTING	250	250	0	0	335
1	271	09 - VE	VPI LAB	705	705	15	0	944
	802		INSTRUCTIONAL CONFERENCE ROOM	225	225	0	0	301
	808		MATERIAL STORAGE	100	100	0	0	134
	840		VOCATIONAL RELATED CLASSROOM	680	680	20	0	911
	846		RECEPTION (VOC ED INSTRUCTION)	90	90	0	0	120
	853		VOCATIONAL TESTING	250	250	0	0	335
1	314	PK - VE	ITINERANT OFFICE	125	125	0	0	167

# Santa Rosa County District Schools

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**Submitted By:** Lewis Lynn, Asst. Supt./Human Resources

## Human Resources Action Agenda

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**Title of Item:** Human Resource Action Agenda  
**Description/Introduction:** Human Resource action items needing Board approval.  
**Recommendation/Action Requested:** Please approve.

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

❏ [ACTION\\_agenda\\_04-24-12.docx](#)

❏ [Pinner.pdf](#)

❏ [Requesting\\_Bd\\_Approval\\_New\\_Administrative\\_Eval\\_System\\_Eff\\_Jul\\_2012.docx](#)

❏ [Admin\\_Eval\\_eff\\_July\\_2012.docx](#)

❏ [Crosswalk\\_Bd\\_Members.docx](#)

❏ [ACTION\\_addendum\\_04-24-12.docx](#)

Description:

Action Agenda

Pinner

Memo Requesting Bd Approval 2012 Admin Eval System  
2012 Admin Eval System

Crosswalks for new Administrative Evaluation System

Action Agenda Addendum



Don Lewis Lynn, Jr.  
Asst. Superintendent/Human Resources  
5086 Canal Street Milton, Florida 32570-6706  
Phone: 850/983-5030  
Suncom: 689-5030  
Facsimile: 850/983-5039  
E-mail: LynnL@mail.santarosa.k12.fl.us

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## **ACTION AGENDA**

April 24, 2012

### **MEMORANDUM**

**TO:** Mr. Tim Wyrosdick, Superintendent of Schools  
**FROM:** Lewis Lynn, Assistant Superintendent for Human Resources  
**RE:** Human Resource Items for Action Agenda of School Board

The following personnel items are submitted for your recommendation and the approval of the School Board of Santa Rosa County:

**I. ADMINISTRATIVE APPOINTMENTS**  
NONE

**II. DISCIPLINARY ACTIONS**

**A. UNAPPROVED LEAVES**  
NONE

**B. OTHER DISCIPLINARY ACTIONS**

1. Pinner, Maria, Bus Driver, Transportation, Suspension Without Pay (Effective April 16 – May 24, 2012) with Recommendation for Termination Effective May 25, 2012

**III. JOB DESCRIPTIONS**  
NONE

**IV. ADMINISTRATIVE EVALUATION SYSTEM FOR 2012**

DISTRICT 1  
Diane Scott

DISTRICT 2  
Hugh Winkles

DISTRICT 3  
Diane Coleman

DISTRICT 4  
JoAnn Simpson

DISTRICT 5  
Scott Peden

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**INTEROFFICE MEMORANDUM**

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**TO:** BOARD MEMBERS  
TIM WYROSDICK, SUPERINTENDENT

**FROM:** DON LEWIS LYNN, JR.  
ASST. SUPT./HUMAN RESOURCES

**SUBJECT:** NEW ADMINISTRATIVE EVALUATION SYSTEM - EFFECTIVE JULY 2012

**DATE:** 04/16/2012

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The State of Florida Department of Education has rewritten the Principal Leadership Standards which are used as the basis for evaluating administrators. The legislation also requires each district to submit a new evaluation system for administrators which is research based focused on these new standards and requiring that fifty percent of the evaluation be based on student achievement.

This is our proposed Administrative Evaluation System that we would like to submit to the state pending your approval. Their deadline for submission is May 1, 2012. The basic structure of our administrative evaluation has not changed:

Section I – Verification of Demographic Data and Teaching Assignment	0% of Total
Section II Surveys -	15% of Total
- School Based Administrator (Student, Parent, Teacher)	
- District Administrator (Parent, Teacher, Principal Support Card)	
Section III – Professional Development Plan	10% of Total
Section IV – Supervisor Evaluates Administrator on Standards	25% of Total
Section V – Student Performance/Assessment	50% of Total
Section VI - Totals	

The Administrative Evaluation System contains 207 pages and is included as an attachment. Please review the following three sections as you consider approval of this new evaluation system:

Self Assessment (pages 24-28)

Evaluation Process Diagram (page 128)

Sample Evaluation (pages 197-207)

Note: The section including crosswalks (Attachment L, pages 132-136) is not complete as of April 17, 2012. I am meeting with The Studer Group this week to draft these crosswalks. I will provide this to you before the meeting on April 24, 2012.

**If you have any questions, please call me at 983-5030.**

# *Santa Rosa District Schools*



## *Administrative Evaluation System*

*Tim Wyrosdick  
Superintendent of Schools  
Adopted April 24, 2012  
Effective July 1, 2012*

DISTRICT 1

Diane Scott

DISTRICT 2

E. Hugh Winkles

DISTRICT 3

Diane Coleman

DISTRICT 4

JoAnn Simpson

DISTRICT 5

Scott Peden

**Need new page 2- supt. and school  
board approval memo/letter**

**Santa Rosa District Schools  
Administrative Evaluation System  
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## Administrative Evaluation System

### Explanation of Terms

**Assessment** – measurement of student achievement.

**Deliberate Practice** – means the research-based cause and effect relationships between specific professional learning behaviors and highly effective performance, which are measured during an evaluation period.

**Domain** – There are four domain groupings of the ten Leadership Standards; domain 1 – standards 1 and 2; domain 2 – standards 3,4, and 5; domain 3 – standards 6,7,8, and 9; domain 4 – standard 10. The broad distinguishable areas of professional knowledge and responsibility that are priorities for a performance evaluation.

**Effective** – a final overall evaluation category just below “highly effective.” This rating would qualify for performance pay. The “Effective” level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of “satisfactory” and “unsatisfactory” does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

**Evaluation** – an assessment of an individual’s performance over a period of time based on evidence from multiple measures that reflect the performance level of the individual’s work on a student learning, practice, and job responsibilities.

**Evidence** – the employee’s observed practices, behaviors, and data and of those impacted by the employee’s work performance that represents an individual’s performance on the measures and indicators in the evaluation system.

**Feedback** – means the timely information, specific to the evaluation system’s rubrics and indicators, that is provided about evidence collected in the evaluation system, which serves to improve the quality of future actions or depth of understanding on performance expectations.

**Florida Alternative Assessment (FAA)** – the test used to measure learning gains with our most challenged ESE students. The results from this test will be used to measure our ESE teachers.

**Florida Comprehensive Assessment Test (FCAT)** – the major test used to measure student performance in the State of Florida core area classes. It is scheduled to be replaced by End of Course Exams by school year 2014-2015.

**Florida Multidimensional Leadership Assessment System** – provides the philosophical and research basis of the new administrative evaluation system.

## Administrative Evaluation System

### Explanation of Terms

**Florida Principal Leadership Standards** – developed by the Florida Department of Education. These standards identify the standards required of a highly effective school administrator. One of the goals of the Administrative Evaluation System is to measure each administrator’s ability to demonstrate their mastery of these standards.

**Florida School Leader Assessment (FSLA)** – This is the name given to the administrative evaluation adopted by the Florida DOE.

**High Effect Size Strategies** – means the research-based instructional and school leadership strategies that have a significantly higher probability of impact on student learning growth than other practices. They are components within the core standards and expectations described in the FEAPs (Rule 6A-5.065, F.A.C) and FPLS (Rule 6A-5.080, F.A.C)

**Highly Effective** – the highest category on the overall teacher evaluation system. This rating would qualify the teacher for performance pay. The “Highly Effective” level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to “Effective” in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with “deliberate practice.” In brief, the “Highly Effective” leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some indicators, but very few leaders will be rated highly effective as a summative performance level.

**Indicators** – the descriptions of the expectations for quality practice that are included in observation and evaluation instruments.

**Needs Improvement** – a final overall evaluation rating. It is above “unsatisfactory” but below “effective.” It does not qualify for performance pay. For teachers at Level III – V, this rating replaces “developing” as a rating. The “Needs Improvement” level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school leaders toward increasingly effective performance.

**Newly Hired** – the first year in which instructional personnel are employed by the district in a full-time instructional position. Such personnel are “newly hired” for their first year of employment in a district regardless of their prior work experience elsewhere.

**Observation** – the monitoring actions in evaluation systems that contribute evidence on performance or the impact of performance on others. Evidence collected through observation is used for formative feedback and contribute to the summative evaluation rating. Observations may be formal or informal, and announced or unannounced. observations may be contributed by supervisors, mentors, or peers, and through walkthroughs, conferences, collegial professional learning processes, and artifacts or records relevant to evaluation elements.

**Peer Assistant Program** – The district provides a mentor (trained veteran administrator) to help the teacher work on their Professional Improvement Plan.

### Santa Rosa District Schools

## Administrative Evaluation System

### Explanation of Terms

**Performance Levels** – The summative ratings of performance over the evaluation period based on accumulated evidence of proficiency in each of the criteria of the evaluation system. There are four performance levels: highly effective; effective; needs improvement, or, for teachers in the first three years of employment, developing; and unsatisfactory.

**Potential School Leaders (PSL)** – Class designed and taught by Santa Rosa District Schools that introduces teachers to the Florida Principal Leadership Standards and begins to prepare them for a career in School Administration.

**Proficiency Levels** – The formative judgments of performance on indicators or clusters of indicators in the instructional or leadership practice component of an evaluation process.

**Professional Development Plan (PDP)** – All administrators complete a PDP each year and completion of the plan will count ten percent of their overall evaluation. The plan should consider student learning goals, the school improvement plan, and focus on the teacher's professional development.

**Professional Improvement Plan (PIP)** – a document that guides the improvement of an administrator who has received an evaluation of “needs improvement” or “unsatisfactory.” It specifies the area to be improved and defines a time period for completion.

**Proficiency Level** – refers to student results on state wide assessments where learning gains are not measured (e.g., FCAT Writes).

**Reeves, Douglas** – A leading authority in the field of Administrative Evaluation System. His work with the Multidimensional Leadership Assessment System is endorsed by the Florida Department of Education.

**Rubric** – a set of criteria used to distinguish between performance of proficiency levels.

**Studer Group** – Research group that supports the Santa Rosa School District in various ways including conducting and interpreting surveys and providing leadership training.

**TrueNorthLogic** – This is a company the Santa Rosa School District works with to provide our evaluation system in an electronic format. This company will work with us to incorporate the student assessment data to complete teacher evaluations.

**Unsatisfactory** – This is the lowest overall rating on the teacher evaluation system. It does not qualify for performance pay. Performance at the “Unsatisfactory” level describe leaders who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.



# Santa Rosa District Schools

## Administrative Evaluation System

### Overview of System

In school year 2010-2011, the State of Florida and Santa Rosa District Schools received the Race to the Top grant which required major revisions of the Instructional and Administrative Evaluation Systems. This same year, the Florida legislature passed the Student Success Act which required all school districts in Florida to rewrite their Instructional and Administrative Evaluation Systems and count student learning as 50% of each administrator's evaluation. This document is the result of the Santa Rosa District Schools efforts to comply with these requirements.

Santa Rosa District Schools was one of a few school districts in the State of Florida to submit and receive approval for a new administrative evaluation in school year 2011-2012. This document has been revised for the 2012-2013 school year to incorporate the newly adopted leadership standards (**Attachment A**). In addition to help from the Florida DOE, SRDS also consulted with Learning Services International in this effort to help ensure all requirements were addressed.

In preparation for this project, the Florida Department of Education sponsored a series of statewide webinars and multiday academies for teacher evaluations. It also included workshops in May 2011 and January 2012 dedicated to developing administrative evaluations. Santa Rosa District Schools participated in each one of these activities. These webinars and academies focused on the research into teacher and administrative evaluations. Although the Race to the Top requirements call for developing new administrative evaluations during school year 2011-2012 to be used in 2012-2013, Santa Rosa District Schools decided to implement these changes during school year 2011-2012. This decision was made based on the following philosophy: The District did not want to set new expectations from our teachers that we did not also expect from our Administrators. The District consulted with the Studer Group throughout the development of this new evaluation system. The District has also consulted with True North Logic, a company we currently work with to provide our evaluation system online. The Santa Rosa District Schools plans to use this online delivery method with our new evaluation system.

To complete the writing and construction of this new Instructional Evaluation System the Santa Rosa District Schools appointed a committee of administrators and the union president. This committee included:

Vickie Beagle, Director of Inservice and Instructional Technology  
Rhonda Chavers, President of Santa Rosa Professional Educators  
Richard Cobb, Principal, Gulf Breeze Middle School  
Sherry Diamond, Director of Elementary Education  
Jerilyn Hughes, Principal, East Milton Elementary School  
Lewis Lynn, Assistant Superintendent, Human Resources  
Brian Noack, Principal, Navarre High School  
Sharon Patrick, Assistant Principal, Sims Middle School  
Melanie Pattullo, Personnel Assistant, Human Resources

In addition to attending the webinars and academies, this committee met several times during the day and evenings. This document will be presented to the Santa Rosa School Board for approval in May 2011 before being submitted to the Department of Education for approval in June 2011. Training for administrators took place in July and August of

2011 with implementation to begin in the school year 2011-2012. Training on the administrative evaluation for administrators will continue in school year 2012-2013 and will become part of our regular training schedule. This committee will meet each summer to make revisions to the system as needed.

#### School Principal Preparation Program

In order to properly describe the evaluation system used in Santa Rosa District Schools for Administrators, it is necessary to briefly describe the process used to identify and select those candidates. A description of the requirements to earn principalship certification is also included. Teachers who aspire to become school administrators in the Santa Rosa District Schools must meet the following requirements: Master's degree or higher from an accredited institution, currently hold or be eligible for certification in Educational Leadership or Administration and Supervision with a passing score on the Florida Educational Leadership Examination (FELE), five years of successful experience in public school education, and successful completion of the Potential School leader Program, the administrative internship, and/or other administrative experience. The PSL class involves 36 hours of face to face presentations with district and school board administrators who review responsibilities and use real world scenarios to teach the ten Florida Principal Leadership Standards. In addition to these classes, the candidate must complete an online Technology, Ethics and Diversity module through the W.C. Golden website. Once a candidate has completed these requirements and applied for admission to our Assistant Principal pool, they must pass a behavioral interview, written exam, and complete the ASAP Leadership Assessment. When these tasks are successfully completed, each candidate is scored and ranked in our pool of eligible candidates. When a vacancy occurs, the Superintendent decides how many candidates are to be interviewed from that list in rank order.

After a candidate is selected, he/she begins a two or three year training program where he/she works with a team of administrators documenting their mastery of the Florida Principal Leadership Standards. As part of this program the candidate completes a portfolio which is reviewed on a quarterly basis by the support team. During this time, the new administrator is being observed and evaluated on a periodic basis by members of his/her team which includes their immediate supervisor. At the conclusion of this program, when the supervisor and support team have certified the administrator's documentation of mastery of the Leadership Standards, the administrator has to pass one last oral interview with the Superintendent and the four Assistant Superintendents. If she/he successfully completes this interview, the Superintendent will recommend they add principalship to her/his certificate.

It is the intent of the Santa Rosa District Schools to rewrite the curriculum content of this program during school year 2012-2013. We will incorporate the new leadership standards in this document and reevaluate the structure of the program based on the new philosophy of the administrative evaluation system.

#### Statement of Purpose

The focus of the new administrator evaluation system is to increase student achievement growth by improving the proficiency of instructional, administrative, and supervisory staff. Santa Rosa District Schools have a long history of high student performance. We believe this is due in part to the high expectations set by our school administrators. Consistent leadership has played a factor in this success. Mr. Timothy Wyrosdick is only the fourth Superintendent to serve in our district in over fifty-six years. We have many district level administrators and school principals who have served in these positions for many years. Santa Rosa District Schools have an administrative staff dedicated to high expectations on the part of teachers and students. We also have tremendous support from parents and our communities in these efforts. As we redesigned our Administrative Evaluation we included surveys from students, teachers, and parents.

In 2011 we reviewed the Florida Multidimensional Leadership Assessment System based on the research of Dr. Douglas Reeves we found many aspects we wanted included in our system. We have added the Dimensions of Resilience and Faculty Development to the ten Leadership Standards. Santa Rosa District Schools will use a modified Marzano model to evaluate teachers beginning in school year 2011-2012. As administrators demonstrate the standards of Instructional Leadership and faculty development they will lead their faculties improving instruction through focus on this research based model. For school year 2011-2012, we weighted each of these twelve areas the same. For school year 2012-2013 we will use the state adopted FSLA short form feedback summaries (**Attachment B**) to evaluate the new leadership standards. Supervisors and administrators will use the FSLA Proficiency Areas with Indicators-Medium Form (**Attachment C**) to conduct an annual self-assessment. The data collection and feedback protocol - long form (**Attachments D, E, F and G**) matrix will be used as a reference when questions arise concerning indicator behaviors or performance ratings. The Santa Rosa District Schools Administrative Evaluation System does include a Professional Development Plan in place of the deliberate practice session. A Professional Improvement Plan for administrators is also included as **Attachment S**. This evaluation system is based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development. It also is fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

#### Evaluation Process

All Administrators will be evaluated by their immediate supervisor each year: Principals evaluate Assistant Principals, Directors evaluate Principals, Assistant Superintendents evaluate Directors and Coordinators and the Superintendent evaluates Assistant Superintendents. Training will be provided to all supervisors on an annual basis as part of the Administrative Conference held near the beginning of August. This training will be followed up periodically at Principal meetings held once a month during the school year. As part of this training Administrators will cover topics including the evaluation purpose, research base giving feedback, use of forms and timelines. This Evaluation System will be reviewed each summer and the Administrative Evaluation Committee will make recommendations for adjustments as needed.

The evaluation process for administrators begins each year with an annual orientation and update of the evaluation system. This update will be conducted each summer at the annual administrative conference attended by all school administrators. This update is followed by an initial meeting between the administrator and their supervisor where the administrator will have completed a self-assessment. The supervisor will add their initial evaluation to this document and together they will arrive at a consensus evaluation. During this initial meeting the administrator and supervisor will decide on five indicators which the administrator will focus on during the upcoming school year. This initial meeting will take place during the first nine weeks of the school year. This meeting will be followed by three follow-up observations conducted by the supervisor where feedback will be given after each observation. One observation should take place during each of the remaining three quarters of the school year. This evaluation process will conclude with a final meeting which will take place during the summer session where the supervisor will review the administrator's final evaluation.

#### Evaluation Instrument Organization

The Administrative Evaluation instrument is organized into six sections. These sections are described below including the assigned percentages for each and a timeline for each section. Each section will be evaluated on a four point scale: (4) Highly effective; (3) Effective; (2) Needs improvement; and (1) Unsatisfactory.

Section I – Verify Assignments

In this section, the employee will complete demographic data and review their administrative assignment and location. They will also verify the assessment/percentages to be used in their annual evaluation.

Section II—Surveys

This section will have four parts: student surveys, parent surveys, teacher surveys, and principal surveys. School based administrators (Assistant Principals and Principals) will use student, parent, and teacher surveys only. District level administrators (Coordinators, Directors, and Assistant Superintendents) will use parent, teacher, and principal surveys only. This section will count 15% of the total evaluation for all administrators. The Santa Rosa District Schools have worked with the Studer Group in the construction, administration and reporting of the results of these surveys. The Studer Group also provides leadership training to our administration throughout the school year. More information on the Studer Group is provided in **Attachment K**.

The surveys will be given twice during the year: once in September and once in May. The September scores will be for informational purposes. The May scores will be used in the Administrator’s Evaluation. This section should be completed by June 1 of each school year. Copies of the surveys are included as attachments: Student survey—**Attachment M**; Parent survey—**Attachment N**; Teacher survey—**Attachment O**; Principal survey—**Attachment P**.

The Studer Group’s research with surveys is based on a 5.0 scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. The Studer Group believes changing this scale would not support the research conducted on surveys. The State of Florida’s evaluation system is based on a 4.0 scale: 1 = Unsatisfactory, 2 = Needs Improvement, 3 = Effective and 4 = Highly Effective. In order to use the results of the Studer surveys (student, parent, employee, and principal) we will use the following conversion scale:

<u>Studer Group Survey Results</u>	<u>Evaluation Score</u>
4.00 – 5.00	Highly Effective (4.0)
2.75 – 3.99	Effective (3.0)
2.00 – 2.74	Needs Improvement (2.0)
Below 2.00	Unsatisfactory (1.0)

A crosswalk has been developed with the help of the Studer Group which aligns the survey questions used on the student, parent and faculty surveys with the Florida Principal Leadership Standards. This crosswalk is included as **Attachment L**.

Section III—Professional Development Plan

Santa Rosa District Schools have decided to include an administrator’s Professional Development Plan as part of their evaluation in place of the Deliberate Practice section of the state model. Every administrator in Santa Rosa District Schools is required to complete a Professional Development Plan. The Professional development goal will reflect disaggregated student data for the current school year, School Improvement Plan needs as well as District Strategic Plan needs. Each Professional Development Plan will provide an outcome statement at the end of each year that will identify areas of improvement and needs not met. Data from the outcome statements will be used in a continuous cycle to formulate new goals and identify areas of needed improvement for each following year’s School Improvement Plan, District Strategic Plan, and individual goal statement. These plans are initiated by the end of the first quarter of the school year. A space on the PDP is provided at the top of the second page for supervisors to document ongoing support and monitoring of progress relative to the goal. This section should be completed by June 1 of each school year. The Professional Development Plan will count 10% of the total evaluation for school

based administrators and district level administrators. See Section II of the evaluation instrument for a copy of the Professional Development Plan.

#### Section IV—Supervisor’s Evaluation of the Florida Principal Leadership Standards

This section of the evaluation is where the supervisor measures the newly revised Leadership Standards. **Attachment B** is a copy of the short form provided by the State of Florida. Supervisors will evaluate administrators by rating each proficiency area. Supervisors will mark each indicator below these proficiency areas as supporting documentation of the proficiency area rating. **Attachments D, E, F, and G** provide a detailed rubric for rating the Leadership Standards. They are provided for supervisors and administrators to clarify questions that might arise in defining the evaluation categories for each standard. **Attachment I** is the Department of Education’s High Effect Size Indicators for school leaders. This attachment is provided to administrators and supervisors to help guide their implementation of the leadership standards. The language in this document should become part of the dialogue of administrators as they work to improve their effectiveness. This resource should be used as supervisors conduct observations and complete evaluations. Supervisors will conduct a minimum of four informal observations of the administrator during the course of a school year. Supervisors will provide the administrator feedback after each of these observations. Observations may include scheduled and unscheduled events, walk throughs, meetings, and examination of materials that reflect the administrator’s work or the impact of the administrator’s work on others. This section should be completed by June 1 of each school year. It will count 25% of the total evaluation for all administrators.

#### Section V—Student Performance

This section will count 50% of the total administrator evaluation. This section will be completed within two weeks of the date the district receives the information from the State. To help understand which assessments will be used at each grade level and what percentages would be used, Santa Rosa District School System brought all school principals together by grade levels to make suggestions as to how we would propose implementing this section for school year 2011-2012. After long debates, the documents listed under **Attachment Q** show how each grade level would be evaluated. Much time was spent in discussion between “proficiency level” and “performance level”. Some assessments only provide one or the other. At the bottom of each grade level sheet is the scale that would be used in the evaluation process of translating student performance into administrator evaluation.

VAM scores will be used where available using the scale listed in **Attachment Q**. SRDS will use 2011-2012 as the first year of student learning growth data for assessment purposes. In 2012-2013, we will use two years of student learning growth data (2011-2013), and in school year 2013-2014 we will use three years of student learning growth data (2011-2014).

#### Defaults

Many of our job titles have multiple assessments. There is a possibility some job titles could include an assessment with no students being assessed. The following is a list of defaults (school wide scores) to be used in case there are any scenarios when an instructional employee would have no scores for a particular assessment.



Assessment	First Default	Second Default
Brigance-Yellow	VB-Mapp Pre-K	
VB-Mapp Pre-K	Brigance-Yellow	
VB Mapp K-2	DEA Reading	
Brigance-Green	VB Mapp K-2	DEA Reading
EOC Geometry	EOC Algebra	
FAA Science	FAA Reading	
FAA Writing	FAA Reading	
Industry Certification	FCAT Reading	
GED	TABE	
TABE	GED	
*ALL Remaining Tests	FCAT Reading VAM Score	

\*For any assessment not listed where a teacher receives a “zero” score, the school wide FCAT Reading VAM score will be used to replace that zero score.

#### Section VI—Overall Annual Evaluation Rating

This section totals the previous four sections and identifies an overall annual evaluation rating. This section will be completed within two weeks of the date the district receives student performance data from the state. The supervisor must send a copy of the evaluation to the administrator within 10 days of the completion of the evaluation. The supervisor must discuss the overall evaluation with the administrator. The administrator shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file. The supervisor may amend an evaluation based upon assessment data from the current school year if the data becomes available 90 days after the close of the school year.

To determine the overall evaluation, each section will be totaled and weighted using the assigned percentages. The total evaluation will use the following ratings to determine the overall evaluation:

Highly Effective	4.00 – 3.50
Effective	3.49 – 2.25
Needs Improvement	2.24 – 1.75
Unsatisfactory	Below 1.75

The Santa Rosa District Schools will work with TrueNorthLogic during the 2011-2012 school year to create an electronic version of this administrative evaluation. More information concerning TrueNorthLogic is included as **Attachment R**.

### Newly Hired Administrators

Most newly hired administrators are hired during the months of May and June with a starting date of July 1. They then receive support as described on page 7 under School Principal Preparation Program. For these administrators, the selection of their support team, initial meeting with that support team, and orientation and training for the evaluation process take place in July and August following their starting date.

For those few administrators who start at other times of the year, we provide the same orientation and training on an individual basis. This training is enhanced by monthly administrative meetings where new administrators in their first year meet one hour prior to the district-wide meeting to review issues such as the evaluation process.

### Training

SRDS administrators conduct an administrative conference once each year in late July or early August. This conference lasts two or three full days and attendance is mandatory for all school administrators. Topics include new policies/procedures, or changes to existing policies/procedures. The evaluation process for administrators and instructional personnel is reviewed at this time. We also have monthly meetings after the conference during the school year. Principals and district staff meet on the first Thursday of each month and Assistant Principals meet on the third Wednesday of each month. Policies and issues are reviewed and updated during these meetings. These meetings provide a major delivery for training administrators and create a systematic and continuous reinforcement of the evaluation indicators. In addition to these meetings, administrative training takes place throughout the year online and through face to face sessions held at our Professional Development Center. A major objective of the training is to achieve inter-rater reliability – similar ratings and feedback consistent across the district.

### Professional Improvement Plan

Any returning administrator who receives an overall rating of needs improvement or unsatisfactory the previous year will be placed on a Professional Improvement Plan and receive assistance through our Peer Assistance Program. This improvement plan will spell out the deficiency in performance and outline a plan for improvement. The administrator needing assistance will be assigned a mentor by the Assistant Superintendent for Human Resources. This mentor will not work at the school site of the administrator needing assistance. This peer mentor will be given release time to work with the administrator. The peer mentor will not be involved in the evaluation process and will help the administrator meet the goals of the Professional Improvement Plan. Administrators who are identified by the Supervisor as in need of a Professional Improvement Plan may be placed on one at any time during the school year. These plans should be specific in the nature of the area of improvement and should be limited to less than the length of a school year. See **Attachment S** for a copy of the Professional Improvement Plan.

References used in creating this Santa Rosa District School Evaluation System are included in **Attachment T**.

#### Annual Review

The Administrative Evaluation Committee will meet each summer prior to the Administrative Conference to review and revise the Administrative Evaluation System. They will review recent legislation on the subject, review data collected from the previous year's evaluations, and prepare the annual report on the status of the evaluation implementation. The results of this review will be used in the writing of the district and school improvement plans, professional development planning (district master inservice plan), and the continuous improvement process.

#### Posting of This Document

Within thirty days of approval of this document by the Florida Department of Education it will be posted on the Santa Rosa District Schools website at [www.santarosa.k12.fl.us](http://www.santarosa.k12.fl.us).

# Attachment A

## Florida Principal Leadership Standards

# Florida Principal Leadership Standards

## Purpose and Structure of the Standards

**Purpose:** The Standards are set forth in rule as Florida’s core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

**Structure.** There are ten Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

### Domain 1: Student Achievement:

#### **Standard 1: Student Learning Results.**

**Effective school leaders achieve results on the school’s student learning goals.**

- a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and
- b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

#### **Standard 2: Student Learning as a Priority.**

**Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.** The leader:

- a. Enables faculty and staff to work as a system focused on student learning;
- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

### Domain 2: Instructional Leadership:

#### **Standard 3: Instructional Plan Implementation.**

**Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.** The leader:

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

**Standard 4: Faculty Development.**

**Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.** The leader:

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
- e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

**Standard 5: Learning Environment.**

**Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.** The leader:

- a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
- f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

**Standard 6: Decision Making.**

**Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.** The leader:

- a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
- b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
- d. Empowers others and distributes leadership when appropriate; and
- e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

**Standard 7: Leadership Development.**

**Effective school leaders actively cultivate, support, and develop other leaders within the organization.** The leader:

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

**Standard 8: School Management.**

**Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:**

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

**Standard 9: Communication.**

**Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:**

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;
- b. Recognizes individuals for effective performance;
- c. Communicates student expectations and performance information to students, parents, and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- f. Utilizes appropriate technologies for communication and collaboration; and
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

**Domain 4: Professional and Ethical Behavior:**

**Standard 10: Professional and Ethical Behaviors.**

**Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:**

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
- e. Demonstrates willingness to admit error and learn from it;
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

SBE Rule 6A-5.080 Revised November 15, 2011

*Rulemaking Authority 1001.02, 1012.34, 1012.55, 1012.986 FS.*

*Law Implemented 1012.55, 1012.986, 1012.34 FS. History—New 5-24-05, Formerly 6B-5.0012, Amended 11-15-11.*

# Attachment B

## FSLA Short Form

### Feedback Summaries



**Florida School Leader Assessment (FSLA)**  
**Conference Summary/Proficiency Status Update - Short Form**

<b>Leader:</b>
<b>Supervisor:</b>
This form summarizes feedback about proficiency on the indicators, standards, and domains marked below based on consideration of evidence encountered during this timeframe:

<b>Domain 1: Student Achievement</b>				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
<b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels.				
<b>Proficiency Area 1 - Student Learning Results:</b> Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 1.1 – Academic Standards	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.2 – Performance Data	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.3 – Planning and Goal Setting	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.4 - Student Achievement Results	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
<b>Proficiency Area 2 - Student Learning as a Priority:</b> Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 2.1 - Learning Organization	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.2 - School Climate	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.3 - High Expectations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.4 - Student Performance Focus	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

<b>Domain 2: Instructional Leadership</b>				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
<b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels.				
<b>Proficiency Area 3 - Instructional Plan Implementation:</b> Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 3.1 - FEAPs	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.2- Standards based Instruction	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.3 - Learning Goals Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.4 - Curriculum Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.5 - Quality Assessments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.6 - Faculty Effectiveness	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
<b>Proficiency Area 4 - Faculty Development:</b> Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 4.1 - Recruitment and Retention	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.2- Feedback Practices	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.3 - High effect size strategies	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.4 - Instructional Initiatives	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.5 - Facilitating & Leading Prof. Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.6 –Faculty Development Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.7 - Actual Improvement	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

<b>Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</b>				
<b>( ) Highly Effective</b>	<b>( ) Effective</b>	<b>( ) Needs Improvement</b>	<b>( ) Unsatisfactory</b>	
Indicator 5.1 - Student Centered	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.2 - Success Oriented	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.3- Diversity	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.4 - Achievement Gaps	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

Domain 3 - Organizational Leadership				
( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels.				
Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.				
( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory	
Indicator 6.1- Prioritization Practices	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.2- Problem Solving.	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.3 - Quality Control	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.4 - Distributive Leadership	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 6.5 - Technology Integration	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.				
Indicator 7.1- Leadership Team	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 7.2 - Delegation	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 7.3 - Succession Planning	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 7.4 - Relationships	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.				
( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory	
Indicator 8.1 - Organizational Skills	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 8.2- Strategic Instructional Resourcing	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 8.3 – Collegial Learning Resources	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.				
( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory	
Indicator 9.1— Constructive Conversations	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 9.2 - Clear Goals and Expectations	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 9.3 - Accessibility	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 9.4 - Recognitions	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

<b>Domain 4 - Professional and Ethical Behaviors</b> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory <b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels.</i>				
<b>Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</b>				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.1 – Resiliency	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.2 - Professional Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.3 - Commitment	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.4 – Professional Conduct	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

# Attachment C

FSLA Proficiency

Areas With Indicators

Medium Form

SRDS Self Assessment

# Santa Rosa District Schools

## Administrative Evaluation System

### SELF ASSESSMENT

**Domain 1: The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what's important, understanding what's needed, and taking actions that get results.**

<b>Domain 1: Student Achievement 2 Proficiency Areas – 8 Indicators</b>	<b>Administra- tor's Self Assessment</b>	<b>Supervisor's Initial Assessment</b>	<b>Consensus Assessment</b>	<b>Five Indicators of Focus Check 5</b>
<b>Proficiency Area 1 – Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.</b>	HE E NI US	HE E NI US	HE E NI US	
Indicator 1.1 – <u>Academic Standards</u> : The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).	HE E NI US	HE E NI US	HE E NI US	
Indicator 1.2 – <u>Performance Data</u> : The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.	HE E NI US	HE E NI US	HE E NI US	
Indicator 1.3 – <u>Planning and Goal Setting</u> : The leader demonstrates planning and goal setting to improve student achievement.	HE E NI US	HE E NI US	HE E NI US	
Indicator 1.4 - <u>Student Achievement Results</u> : The leader demonstrates evidence of student improvement through student achievement results.	HE E NI US	HE E NI US	HE E NI US	
<b>Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.</b>	HE E NI US	HE E NI US	HE E NI US	
Indicator 2.1 - <u>Learning Organization</u> : The leader enables faculty and staff to work as a system focused on student learning, and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	HE E NI US	HE E NI US	HE E NI US	
Indicator 2.2 - <u>School Climate</u> : The leader maintains a school climate that supports student engagement in learning.	HE E NI US	HE E NI US	HE E NI US	
Indicator 2.3 - <u>High Expectations</u> : The leader generates high expectations for learning growth by all students.	HE E NI US	HE E NI US	HE E NI US	
Indicator 2.4 - <u>Student Performance Focus</u> : The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.	HE E NI US	HE E NI US	HE E NI US	

**Domain 2: The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.**

<b>Domain 2: Instructional Leadership 3 Proficiency Areas – 17 Indicators</b>	<b>Administra- tor's Self Assessment</b>	<b>Supervisor's Initial Assessment</b>	<b>Consensus Assessment</b>	<b>Five Indicators of Focus Check 5</b>
<b>Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.</b>	HE E NI US	HE E NI US	HE E NI US	
Indicator 3.1 – <u>FEAPs</u> : The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (FEAPs) (Rule 6A-5.065, F.A.C.), and models use of Florida's common language of instruction to guide faculty and staff's implementation of the foundational principles and practices.	HE E NI US	HE E NI US	HE E NI US	

Indicator 3.2 - <u>Standards-based Instruction</u> : The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.	HE E NI US	HE E NI US	HE E NI US	
Indicator 3.3 - <u>Learning Goals Alignments</u> : The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.	HE E NI US	HE E NI US	HE E NI US	
Indicator 3.4 - <u>Curriculum Alignments</u> : The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.	HE E NI US	HE E NI US	HE E NI US	
Indicator 3.5 - <u>Quality Assessments</u> : The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	HE E NI US	HE E NI US	HE E NI US	
Indicator 3.6 - <u>Faculty Effectiveness</u> : The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.	HE E NI US	HE E NI US	HE E NI US	
<b>Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.</b>	HE E NI US	HE E NI US	HE E NI US	
Indicator 4.1 - <u>Recruitment and Retention</u> : The leader employs a faculty with the instructional proficiencies needed for the school population served.	HE E NI US	HE E NI US	HE E NI US	
Indicator 4.2 - <u>Feedback Practices</u> : The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.	HE E NI US	HE E NI US	HE E NI US	
Indicator 4.3 - <u>High Effect Size Strategies</u> : Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.	HE E NI US	HE E NI US	HE E NI US	
Indicator 4.4 - <u>Instructional Initiatives</u> : District-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.	HE E NI US	HE E NI US	HE E NI US	
Indicator 4.5 - <u>Facilitating and Leading Professional Learning</u> : The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.	HE E NI US	HE E NI US	HE E NI US	
Indicator 4.6 - <u>Faculty Development Alignments</u> : The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.	HE E NI US	HE E NI US	HE E NI US	
Indicator 4.7 - <u>Actual Improvement</u> : The leader improves the percentage of effective and highly effective teachers on the faculty.	HE E NI US	HE E NI US	HE E NI US	

<b>Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</b>	HE E NI US	HE E NI US	HE E NI US	
Indicator 5.1 – <u>Student-Centered</u> : The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning, and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.	HE E NI US	HE E NI US	HE E NI US	
Indicator 5.2 – <u>Success-Oriented</u> : The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.	HE E NI US	HE E NI US	HE E NI US	
Indicator 5.3 - <u>Diversity</u> : To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.	HE E NI US	HE E NI US	HE E NI US	
Indicator 5.4 - <u>Achievement Gaps</u> : The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.	HE E NI US	HE E NI US	HE E NI US	

**Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.**

<b>Domain 3 - Operational Leadership 4 Proficiency Areas – 16 Indicators</b>	<b>Administra- tor's Self Assessmen</b>	<b>Supervisor s Initial Assessmen t</b>	<b>Consensus Assessmen t</b>	<b>Five Indicators of Focus Check 5</b>
<b>Proficiency Area 6 - Decision-Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.</b>	HE E NI US	HE E NI US	HE E NI US	
Indicator 6.1- <u>Prioritization Practices</u> : The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.	HE E NI US	HE E NI US	HE E NI US	
Indicator 6.2 – <u>Problem-Solving</u> : The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.	HE E NI US	HE E NI US	HE E NI US	
Indicator 6.3 - <u>Quality Control</u> : The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed.	HE E NI US	HE E NI US	HE E NI US	
Indicator 6.4 - <u>Distributive Leadership</u> : The leader empowers others and distributes leadership when appropriate.	HE E NI US	HE E NI US	HE E NI US	
Indicator 6.5 - <u>Technology Integration</u> : The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.	HE E NI US	HE E NI US	HE E NI US	
<b>Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.</b>	HE E NI US	HE E NI US	HE E NI US	

Indicator 7.1 - <u>Leadership Team</u> : The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.	HE E NI US	HE E NI US	HE E NI US	
Indicator 7.2 – <u>Delegation</u> : The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.	HE E NI US	HE E NI US	HE E NI US	
Indicator 7.3 - <u>Succession Planning</u> : The leader plans for and implements succession management in key positions.	HE E NI US	HE E NI US	HE E NI US	
Indicator 7.4 - <u>Relationships</u> : The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.	HE E NI US	HE E NI US	HE E NI US	
<b>Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.</b>	HE E NI US	HE E NI US	HE E NI US	
Indicator 8.1 - <u>Organizational Skills</u> : The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.	HE E NI US	HE E NI US	HE E NI US	
Indicator 8.2 - <u>Strategic Instructional Resourcing</u> : The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.	HE E NI US	HE E NI US	HE E NI US	
Indicator 8.3 – <u>Collegial Learning Resources</u> : The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.	HE E NI US	HE E NI US	HE E NI US	
<b>Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.</b>	HE E NI US	HE E NI US	HE E NI US	
Indicator 9.1 - <u>Constructive Conversations</u> : The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.	HE E NI US	HE E NI US	HE E NI US	
Indicator 9.2 - <u>Clear Goals and Expectations</u> : The leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.	HE E NI US	HE E NI US	HE E NI US	
Indicator 9.3 - <u>Accessibility</u> : The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.	HE E NI US	HE E NI US	HE E NI US	
Indicator 9.4 - <u>Recognitions</u> : The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.	HE E NI US	HE E NI US	HE E NI US	



**Domain 4: The focus is on the leader’s professional conduct and leadership practices that represent quality leadership.**

Domain 4 - Professional and Ethical Behaviors 1 Proficiency Area – 4 Indicators		Administra- tor’s Self Assessment	Supervisor’s Initial Assessment	Consensus Assessment	Five Indicators of Focus Check 5
<b>Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</b>		HE E NI US	HE E NI US	HE E NI US	
Indicator 10.1 – <u>Resiliency</u> : The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.		HE E NI US	HE E NI US	HE E NI US	
Indicator 10.2 – <u>Professional Learning</u> : The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.		HE E NI US	HE E NI US	HE E NI US	
Indicator 10.3 – <u>Commitment</u> : The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well being of the school, families, and local community.		HE E NI US	HE E NI US	HE E NI US	
Indicator 10.4 – <u>Professional Conduct</u> : The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the Education Profession (Rule 6B-1.006, F.A.C.).		HE E NI US	HE E NI US	HE E NI US	

# Attachment D

## FSLA Data Collection and Feedback Protocol Long Form Domain 1

## Domain 1 - Student Achievement

Narrative: Student achievement results in the student growth measures (SGM) segment of evaluation represent student results on specific statewide or district assessments or end-of-course exams. The leadership practice segment of evaluation, through the proficiency areas and indicators in this domain, focus on leadership behaviors that influence the desired student results.

Narrative: This proficiency area focuses on the leader's knowledge and actions regarding academic standards, use of performance data, planning and goal setting related to targeted student results, and capacities to understand what results are being obtained. This proficiency area is aligned with Florida Principal Leadership Standard #1.

**Proficiency Area 1. Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.**

**Indicator 1.1 - Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).**

Narrative: Standards-based instruction is an essential element in the state's plan of action for preparing Florida's students for success in a 21st century global economy. This indicator is focused on the leader's understanding of what students are to know and be able to do. School leaders need to know the academic standards teachers are to teach and students are to master.

Note: Every credit course has specific academic standards assigned to it. NGSSS and Common Core standards assigned to each course are found in [www.floridastandards.org](http://www.floridastandards.org).

### Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
<p>Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p> <p>Every faculty meeting and staff development forum is focused on student achievement on the common core and NGSSS, including periodic reviews of student work.</p> <p>The leader can articulate which common core standards are designated for implementation in multiple courses.</p>	<p>Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to course standards.</p> <p>The leader is able to recognize whether or not learning goals and student activities are related to standards in the course description.</p>	<p>Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>Common Core and New generation Sunshine State Standards are accessible to faculty and students and required training on standards-based instruction has been conducted, but the link between standards and student performance is not readily evident to many faculty or students.</p> <p>Assignments and activities in most but not all courses relate to the standards in the course description.</p>	<p>Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> <p>Classroom learning goals and curriculum is not monitored for alignment to standards or is considered a matter of individual discretion regardless of course descriptions requirements.</p> <p>The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards in the course description.</p> <p>Training for the faculty on standards-based instruction does not occur and the leader does not demonstrate knowledge of how to access standards.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>School leader extracts data on standards associated with courses in the master schedule from the course description and monitor for actual implementation.</li> <li>Lesson plans are monitored for alignment with correct standards.</li> <li>Agendas, memorandum, etc. reflect leader's communications to</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Lesson plans identify connections of activities to standards.</li> <li>Teacher leaders' meeting records verify recurring review of progress on state standards.</li> <li>Students can articulate what they are expected to learn in a course and their perceptions align with standards in the course description.</li> </ul>	

<p>faculty on the role of state standards in curriculum, lesson planning, and tracking student progress.</p> <ul style="list-style-type: none"> <li>Common core standards shared by multiple courses are identified and teachers with shared common core standards are organized by the leader into collegial teams to coordinate instruction on those shared standards.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers routinely access course descriptions to maintain alignment of instruction with standards.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p> <input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b> </p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

### Reflection Questions for Indicator 1.1

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Do you routinely share examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement on the Common Core or NGSSS?	How do you support teacher conversations about how they recognize student growth toward mastery of the standards assigned to their courses?	How do you monitor what happens in classrooms to insure that instruction and curriculum are aligned to academic standards?	Where do you find the standards that are required for the courses in your master schedule?

**Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.**

Narrative: This indicator addresses the leader's proficiency in use of student and adult performance data to make instructional leadership decisions. What does test data and other sources of student performance data related to targeted academic goals say about what is needed? What does data about teacher proficiency or professional learning needs indicate needs to be done? The focus is what the leader does with data about student and adult performance to make instructional decisions that impact student achievement.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.  The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.  The leader has coached school administrators in other schools to improve their data analysis skills. To inform instructional decision making.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.  The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges.  The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance and data insights are regularly the subject of faculty meetings and professional development sessions.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.  The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.  Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) is seldom used to inform instructional leadership decisions.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.  The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"><li>• Data files and analyses on a wide range of student performance assessments are in routine use by the leader.</li><li>• Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs.</li><li>• Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs.</li><li>• Leader's agendas, memoranda, etc. reflect recurring attention to performance data and data analyses.</li><li>• Other leadership evidence of proficiency on this indicator.</li></ul>		<ul style="list-style-type: none"><li>• Teachers use performance data to make instructional decisions.</li><li>• Department and team meetings reflect recurring attention to student performance data.</li><li>• Teacher leaders identify changes in practice within their teams or departments based on performance data analyses.</li><li>• Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices.</li><li>• Other impact evidence of proficiency on this indicator.</li></ul>	
<b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			
<b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 1.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you aggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance?	How do you verify that all faculty have sufficient grasp of the significance of student performance data to formulate rational improvement plans?	By what methods do you enable faculty to participate in useful discussions about the relationship between student performance data and the instructional actions under the teachers control?	How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?

**Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.**

Narrative: Knowing the standards and making use of performance data is expected to play a significant role in planning and goal setting. This indicator is focused on the leader's alignment of planning and goal setting with improvement of student achievement.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.</p>	<p>Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.</p> <p>Priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions of the staff and students.</p>	<p>Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement nor planning for methods of monitoring improvements.</p> <p>Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of the some staff.</p>	<p>Planning for improvement in student achievement is not evident and goals are neither measurable nor specific.</p> <p>The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.</p>
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"><li>Clearly stated goals are accessible to faculty and students.</li><li>Agenda, memoranda, and other documents reflect a comprehensive planning process that resulted in formulation of the adopted goals.</li><li>Leader's presentations to faculty provide recurring updates on the status of plan implementation and progress toward goals.</li><li>Leader's presentations to parents focus on the school goals for student achievement.</li><li>Other leadership evidence of proficiency on this indicator.</li></ul>		<ul style="list-style-type: none"><li>Faculty members are able to describe their participation in planning and goal setting processes.</li><li>Goals relevant to students and teachers actions are evident and accessible.</li><li>Students are able to articulate the goals for their achievement which emerged from faculty and school leader planning.</li><li>Teachers and student tracking their progress toward accomplishment of the stated goals.</li><li>Other impact evidence of proficiency on this indicator.</li></ul>	
<b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			
<b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

**Reflection Questions for Indicator 1.3**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What methods of sharing successful planning processes with other school leaders are most likely to generate district wide improvements?	How will you monitor progress toward the goals so that adjustments needed are evident in time to make "course corrections"?	How do you engage more faculty in the planning process so that there is a uniform faculty understanding of the goals set?	How are other school leaders implementing planning and goal setting?

**Indicator 1.4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.**

Narrative: Engagement with the standards, using data, making plans and setting goals are important. This indicator shifts focus to the leader's use of evidence of actual improvement to build support for continued effort and further improvement.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.</p>	<p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>Results on accomplished goals are used to maintain gains and stimulate future goal setting.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p>	<p>Accumulation and exhibition of student improvement results are inconsistent or untimely.</p> <p>Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> <p>The leader has taken some decisive actions to make some changes in time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed generate improvements for all students.</p>	<p>Evidence of student improvement is not routinely gathered and used to promote further growth.</p> <p>Indifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• The leader generates data that describes what improvements have occurred.</li><li>• Agendas, memoranda, and other documents for faculty and students communicate the progress made and relate that progress to teacher and student capacity to make further gains.</li><li>• Evidence on student improvement is routinely shared with parents.</li><li>• Other leadership evidence of proficiency on this indicator.</li></ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• Teachers routinely inform students and parents on student progress on instructional goals.</li><li>• Posters and other informational signage informing of student improvements are distributed in the school and community.</li><li>• Team and department meetings minutes reflect attention to evidence of student improvements.</li><li>• Other impact evidence of proficiency on this indicator.</li></ul>	
<p><b>Scale Levels:</b> (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			



Reflection Questions for Indicator 1.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you share with other school leaders how to use student improvement results to raise expectations and improve future results?	How do you engage students in sharing examples of their growth with other students?	How do you engage faculty in routinely sharing examples of student improvement?	What processes should you employ to gather data on student improvements?

**Proficiency Area 2. Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.**

Narrative: This proficiency area is aligned with Florida Principal Standard #2. A learning organization has essential elements regarding the behavior of people in the organization. When all elements are present and interacting, productive systemic change is possible. This proficiency area is focused on the degree to which learning organization elements exist in the school and reflect the following priorities on student learning:

- Supports for personal mastery of each person's job focus on job aspects related to student learning
- Team learning among faculty is focused on student learning
- Processes for exploring and challenging mental models that hamper understanding and progress on student learning are in use
- A shared vision has student learning as a priority
- Systems thinking is employed to align various aspects of school life in ways that promote learning

**Indicator 2.1 – Learning Organization: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.**

Narrative: Are the elements of a learning organization present among the adults in the school? Are the learning organization elements focused on student learning? Is the system in operation at the school engaging faculty in improving results for under-achieving sub-groups?. This indicator address the systemic processes than make gap reduction possible. Is the leader proficient in building capacity for change?

Note: Indicator 5.4 addresses actual success in reducing achievement gaps.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school.</p> <p>There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning and the leader routinely shares with colleagues throughout the district the effective leadership practices learned from proficient implementation of the essential elements of a learning organization.</p>	<p>The leader's actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all student's learning and closing learning performance gaps among student subgroups within the school.</p>	<p>The leader's actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking), are emerging but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.</p>	<p>There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization.</p> <p>Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.</p>

<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> <li>Principal's support for team learning processes focused on student learning are evident throughout the school year.</li> <li>Principal's in team learning processes focused on student learning.</li> <li>Principal's meeting agendas reflect student learning topics routinely taking precedence over other issues as reflected by place on the agenda and time committed to the issues.</li> <li>School Improvement Plan reflects a systemic analysis of the actionable causes of gaps in student performance and contains goals that support systemic improvement.</li> <li>The principal supports through personal action professional learning by self and faculty, exploration of mental models, team learning, shared vision, and systems thinking practices focused on improving student learning.</li> <li>Dialogues with faculty and staff on professional learning goes beyond learning what is needed for meeting basic expectations and is focused on learning that enhances the collective capacity to create improved outcomes for all students.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>Team learning practices are evident among the faculty and focused on performance gaps among student subgroups within the school.</li> <li>Professional learning actions by faculty address performance gaps among student subgroups within the school.</li> <li>Performance gaps among student subgroups within the school show improvement trends.</li> <li>Faculty department, team, and cross-curricular meetings focus on student learning.</li> <li>Data Teams, Professional Learning Communities, and/or Lesson Study groups show evidence of recurring meetings and focus on student learning issues.</li> <li>Faculty and staff talk about being part of something larger than themselves, of being connected, of being generative of something truly important in students' lives.</li> <li>There is systemic evidence of celebrating student success with an emphasis on reflection on why success happened.</li> <li>Teacher or student questionnaire results addressing learning organization essential elements.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:  <input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

### Reflection Questions for Indicator 2.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Has your leadership resulted in people continually expanding their capacity to create the results they truly desire? Is there evidence that new and expansive patterns of thinking are nurtured? Are the people who make up your school community continually learning to see the whole together?	Where the essential elements of a learning organization are in place and interacting, how do you monitor that what you are creating collectively is focused on student learning needs and making a difference for all students?	What essential elements of a learning organization have supports in place and which need development?  Understanding that systemic change does not occur unless all of the essential elements of the learning organization are in operation, interacting, and focused on student learning as their priority function, what gaps do you need to fill in your supporting processes and what leadership actions will enable all faculty and staff to get involved?	What happens in schools that are effective learning organizations that does not happen in this school?  How can you initiate work toward a learning organization by developing effective collaborative work systems (e.g., Data Teams, Professional Learning Communities, Lesson Studies)?

**Indicator 2.2 – School Climate: The leader maintains a school climate that supports student engagement in learning.**

Narrative: “Climate” at a school is determined by how people treat one another and what is respected and what is not. School leaders who promote a school climate where learning is respected, effort is valued, improvement is recognized, and it is safe to acknowledge learning needs have provided students support for sustained engagement in learning.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader ensures that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school.</p> <p>Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty.</p> <p>The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students.</p> <p>School wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students.</p> <p>Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background.</p> <p>Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.</p>	<p>Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernable sub-groups who do not perceive the school climate as supportive of their needs.</p> <p>The school climate does not generate a level of school wide student engagement that leads to improvement trends in all student sub groups.</p> <p>The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all sub-groups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.</p>	<p>Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernable across the school population and there are no or minimal leadership actions to change school climate.</p> <p>Student sub-groups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		
<ul style="list-style-type: none"> <li>• The leader organizes, allocates, and manages the resources of time, space, and attention so that the needs of all student sub-groups are recognized and addressed.</li> <li>• There are recurring examples of the leader's presentations, documents, and actions that reflect respect for students' cultural, linguistic and family background.</li> <li>• The leader maintains a climate of openness and inquiry and supports student and faculty access to leadership.</li> <li>• The school's vision, mission, values, beliefs, and goals reflect an expectation that student learning needs and cultural, linguistic and family backgrounds are respected and school rules consistent with those beliefs are routinely implemented.</li> <li>• Professional learning is provided to sustain faculty understanding of student needs.</li> <li>• Procedures are in place and monitored to ensure students have effective means to express concerns over any aspect of school climate.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom rules and posted procedures stress positive expectations and not just “do not’s”.</li> <li>• All student sub-groups participate in school events and activities.</li> <li>• A multi-tiered system of supports that accommodates the differing needs and diversity of students is evident across all classes.</li> <li>• Students in all sub-groups express a belief that the school responds to their needs and is a positive influence on their future well-being.</li> <li>• Walkthroughs provide recurring trends of high student engagement in lessons.</li> <li>• Student services staff/counselors anecdotal evidence of trends in student attitudes toward the school and engagement in learning.</li> <li>• Teacher /student/parent survey or questionnaire results.</li> <li>• The availability of and student participation in academic supports outside the classroom that assist student engagement in learning.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>		

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
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**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**[ ] Unsatisfactory**

\_\_\_\_\_

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that supports student engagement in learning?	<p>What strategies have you considered that would ensure that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school?</p> <p>How could you share with your colleagues across the district the successes or not of your efforts?</p>	How might you structure a plan that establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students?	What might be the importance of developing a shared vision, mission, values, beliefs, and goals to establish and maintain a school climate that supports student engagement in learning?

**Indicator 2.3 – High Expectations: The leader generates high expectations for learning growth by all students.**

Narrative: The leader who expects little from students and faculty will get less than they are capable of accomplishing. “Every child can learn” takes on new meaning when supported by faculty and school leader expectations that students can and will learn a lot...not just a minimum to get by. Expecting quality is a measure of respect.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations.</p> <p>Benchmarking expectations to the performance of the state's, nation's, and world's highest performing schools.</p> <p>Creating systems and approaches to monitor the level of academic expectations.</p> <p>Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student.</p> <p>Ensuring that students are consistently learning, respectful, and on task.</p> <p>Setting clear expectations for student academics and establishing consistent practices across classrooms.</p> <p>Ensuring the use of instructional practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</p>	<p>The leader creates and supports high academic expectations by setting clear expectations for student academics but is inconsistent or occasionally fails to hold all students to these expectations.</p> <p>Setting expectations but failing to empower teachers to set high expectations for student academic performance.</p>	<p>The leader does not create or support high academic expectations by accepting poor academic performance.</p> <p>Fails to set high expectations or sets unrealistic or unattainable goals.</p> <p>Perceptions among students, faculty, or community that academic shortcomings of student sub-groups are explained by inadequacy of parent involvement, community conditions, or student apathy are not challenged by the school leader.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• School Improvement Plan targets meaningful growth beyond what normal variation might provide.</li> <li>• Test specification documents and state standards are used to identify levels of student performance and performance at the higher levels of implementation are stressed.</li> <li>• Samples of written feedback provided teachers regarding student goal setting practices are focuses on high expectations.</li> <li>• Agendas/Minutes from collaborative work systems (e.g., Data Teams, Professional Learning Communities) address processes for “raising the bar”.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<p><b>Teacher Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Rewards and recognitions are aligned with effort for the more difficult rather than easier outcomes.</li> <li>• Learning goals routinely identify performance levels above the targeted implementation level.</li> <li>• Teachers can attest to the leader's support for setting high academic expectations.</li> <li>• Students can attest to the teacher's high academic expectations.</li> <li>• Parents can attest to the teacher's high academic expectations.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

<b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i> <input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			
<b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):          			

**Reflection Questions for Indicator 2.3**

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies have you considered using that would increase the professional knowledge opportunities for colleagues across the school district in the area of setting high academic expectations for students?	How might you incorporate community members and other stakeholder groups into the establishment and support of high academic expectations?	What are 2-3 key strategies you have thought about using that would increase your consistency in creating and supporting high academic expectations for every student?	What might be some strategies you could use to create or support high academic expectations of students?

**Indicator 2.4 – Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.**

Narrative: Lots of talk about high expectations, goal setting, working hard, rigor, and getting results is important, but leaders need to know where students' actual performance levels are to be able to track real progress. Knowing annual test results is useful but not enough. What does the leader do to know whether progress is being made or not and whether "mid-course" corrections are required?

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Assessment data generated at the school level provides an on-going perspective of the current reality of student proficiency on academic standards.</p> <p>There is evidence of decisive changes in teacher assignments and curriculum based on student and adult performance data.</p> <p>Case studies of effective decisions based on performance data are shared widely with other leaders and throughout the district.</p>	<p>Each academic standard has been analyzed and translated into student-accessible language and processes for tracking student progress are in operation.</p> <p>Power (high priority) standards are widely shared by faculty members and are visible throughout the building. Assessment on student progress on them is a routine event.</p> <p>The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</p>	<p>Standards have been analyzed, but are not translated into student-accessible language.</p> <p>School level assessments are inconsistent in their alignment with the course standards.</p> <p>Power (high priority) standards are developed, but not widely known or used by faculty, and/or are not aligned with assessment data on student progress.</p> <p>Student work is posted, but does not reflect proficient work throughout the building.</p>	<p>There is no or minimal coordination of assessment practices to provide on-going data about student progress toward academic standards.</p> <p>School level assessments are not monitored for alignment with the implementation level of the standards.</p> <p>No processes in use to analyze standards and identify assessment priorities.</p> <p>No high priority standards are identified and aligned with assessment practices.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• Documents, charts, graphs, tables, and other forms of graphic displays reflecting students current levels of performance are routinely used by the leader to communicate "current realities".</li><li>• Documents, charts, graphs, tables, and other forms of graphic displays reflecting trend lines over time on student growth on learning priorities.</li><li>• Teacher schedule changes based on student data.</li><li>• Curriculum materials changes based on student data.</li><li>• Other leadership evidence of proficiency on this indicator.</li></ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• Faculty tracking student progress practices.</li><li>• Students tracking of their own progress on leaning goals.</li><li>• Current examples of student work posted with teacher comments reflecting how the work aligns with priority goals.</li><li>• Other impact evidence of proficiency on this indicator.</li></ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			



Reflection Questions for Indicator 2.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What data other than end of year state assessments would be helpful in understanding student progress at least every 3-4 weeks?	What data other than end of year state assessments would be helpful in understanding student progress on at least a quarterly basis?	What data other than end of year state assessments would be helpful in understanding student progress on at least a semi-annual basis?	What data other than end of year state assessments would be helpful in understanding student progress on at least a semi-annual basis?

# Attachment E

## FSLA Data Collection and Feedback Protocol Long Form Domain 2

## Domain 2 - Instructional Leadership

Narrative: School leaders do many things. Domain 2 of the FSLA addresses a core of leader behaviors that impact the quality of essential elements for student learning growth. The skill sets and knowledge bases employed for this domain generate 40% of the FSLA Score. The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential to student achievement.

Narrative: Proficiency Area 3 is focused on Florida Principal Leadership Standard #3 (FPLS). Aligning the key issues identified in the indicators into an efficient system is the leader's responsibility. This area stresses the leader's proficiency at understanding the current reality of what faculty and students know and can do regarding priority practices and goals.

**Proficiency Area 3. Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.**

Indicator 3.1 – FEAPs: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of the Florida common language of instruction to guide faculty and staff implementation of the foundational principles and practices.

Narrative: Indicator 3.1 is focused on the school leader's understanding of the Florida Educator Accomplished Practices (FEAPs) and ability to use Florida's common language of instruction. To be effective participants in school, district and statewide communities of practice working collegially for high quality implementation of the FEAPs, educators at the school level must be able to communicate and organize their efforts using the terms and concepts in the FEAPs and the Florida common language of instruction. This indicator is about the school leader's proficiency in making that happen by using a core set of expectations (the FEAPs) and terminology (the common language) to guide and focus teacher discussions on instructional improvements. Florida's common language of instruction is used so that educators in Florida use the core terms in the same way and with a common understanding.

Note: The FEAPs, a FEAPs brochure, and Florida's common language may be explored at <http://www.floridaschoolleaders.org>.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The instructional program and practices are fully aligned with the FEAPs. Faculty and staff implementation of the FEAPs is consistently proficient and professional conversations among school leadership and faculty about instruction use the Florida common language of instruction and the terminology of the FEAPs.</p> <p>The leader's use of FEAPs and common language resources results in all educators at the school site having access to and making use of the FEAPs and common language.</p> <p>Teacher-leaders at the school use</p>	<p>The leader's use of FEAPs content and terms from the common language is a routine event and most instructional activities align with the FEAPs.</p> <p>Coordinated processes are underway that link progress on student learning growth with proficient FEAPs implementation.</p> <p>The leader's use of FEAPs and common language resources results in most faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>The leader uses the common language to enable faculty to</p>	<p>The leader demonstrates some use of the FEAPs and common language to focus faculty on instructional improvement, but is inconsistent in addressing the FEAPs.</p> <p>The leader's use of FEAPs and common language resources results in some faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>There are gaps in alignment of ongoing instructional practices at the school site with the FEAPs. There is some correct use of terms in the common language but errors or omissions are evident.</p>	<p>There is no or minimal evidence that the principles and practices of the FEAPs are presented to the faculty as priority expectations.</p> <p>The leader does not give evidence of being conversant with the FEAPs or the common language.</p> <p>The leader's use of FEAPs and common language resources results in few faculty at the school site having access to and making use of the FEAPs and common language.</p>

the FEAPs and common language.	recognize connections between the FEAPs, the district's evaluation indicators, and contemporary research on effective instructional practice.		
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> <li>The leader's documents, agendas, memorandum, etc. make reference to the content of the FEAPs and make correct use of the common language.</li> <li>School improvement documents reflect concepts from the FEAPs and common language.</li> <li>Faculty meetings focus on issues related to the FEAPs.</li> <li>The leader's monitoring practices result in written feedback to faculty on quality of alignment of instructional practice with the FEAPs.</li> <li>The leader's communications to parents and other stakeholders reflect use of FEAPs and common language references.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>Teachers are conversant with the content of the FEAPs.</li> <li>Teachers use the common language and attribute their use to the leader providing access to the online resources.</li> <li>School level support programs for new hires include training on the FEAPs.</li> <li>FEAPs brochures and excerpts from the common language are readily accessible to faculty.</li> <li>Faculty members are able to connect indicators in the district's instructional evaluation system with the FEAPs.</li> <li>Sub-ordinate leaders (e.g. teacher leaders, assistant principals) use FEAPs and common language terms accurately in their communications.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>	
<b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			
<b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

### Reflection Questions for Indicator 3.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How are you able to provide specific feedback to teachers on improving proficiency in the FEAPs and/or common language?	How do you recognize practices reflected in the FEAPs and/or common language as you conduct teacher observations?	Do you review the FEAPs and/or common language resources frequently enough to be able to recall the main practices and principles contained in them?	Do you know where to find the text of the FEAPs and common language?

**Indicator 3.2 – Standards-Based Instruction: The leader delivers an instructional program that implements the state’s adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by:**

- **aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and**
- **communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.**

Narrative: Florida’s plan of action for educating our children for the 21<sup>st</sup> century is based on standards-based instruction. Course descriptions specify the standards that are to be learned in each course. All of the course content in courses for which students receive credit toward promotion/graduation is expected to be focused on the standards in the course description. This indicator addresses the leader’s proficiency at making sure all students receive rigorous, culturally relevant standards-based instruction by aligning key practices with the state’s academic standards (Common Core, NGSSS, Access Points). The leader does what is necessary to make sure faculty recognize and act on the cause and effect relationship between good instruction (i.e., research-based strategies, rigorous, culturally relevant,) on the “right stuff” (the state standards adapted based on data about student needs).

Note: Course descriptions and the standards for each course may be explored at [www.floridastandards.org](http://www.floridastandards.org).

### Rating Rubric

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course.  The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students.  Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills.  The leader provides quality assistance to other school leaders in effective ways to communicate the cause and effect relationship between effective standards-based instruction and student growth.	Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course.  Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students.  The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses.  Collegial faculty teamwork is evident in coordinating instruction on Common Core standards that are addressed in more than one course.	Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course.  Instruction is aligned with the standards in some courses.  Instruction is delivered in a rigorous manner in some courses.  Instruction is culturally relevant for some students.  The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.	There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects.  The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum and instruction that are culturally, racially, or ethnically insensitive and/or inappropriate.  The leader does not know and/or chooses not to interact with staff about teaching using research-based instructional strategies to obtain high levels of achievement for all students.
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> <li>• The leader’s faculty, department, grade-level meeting agendas, minutes, and other documents focus on the alignment of curriculum and instruction with state standards.</li> <li>• School Improvement Plan goals and actions are linked to targeted academic standards.</li> </ul>		<ul style="list-style-type: none"> <li>• Faculty members routinely access or provide evidence of using content from <a href="http://www.floridastandards.org">www.floridastandards.org</a></li> <li>• Faculty have and make use of the list of standards associated with their course(s).</li> <li>• Teachers can describe a school wide “plan of action” that aligns curriculum and standards and provide examples of how they</li> </ul>	

<ul style="list-style-type: none"> <li>• The leader's presentations to faculty on proficiency expectations include illustrations of what "rigor" and "culturally relevant" mean.</li> <li>• Monitoring documents indicate frequent review of research-based instructional practices regarding alignment, rigor and cultural relevance.</li> <li>• Results of monitoring on research-based instruction are used to increase alignment to standards, rigor, and/or cultural relevance.</li> <li>• School's financial documents reflect expenditures supporting standards-based instruction, rigor, and/or cultural relevance.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• implement that plan in their courses.</li> <li>• Teachers attest to the leader's efforts to preserve instructional time for standards-based instruction.</li> <li>• Teachers attest to the leader's frequent monitoring of research-based instructional practices and application of those practices in pursuit of student progress on the course standards.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

### Reflection Questions for Indicator 3.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What procedures might you establish to increase your ability to help your colleagues lead the implementation of the district's curriculum to provide instruction that is standards-based, rigorous, and culturally relevant?</p> <p>What can you share about your leadership actions to ensure that staff members have adequate time and support, and effective monitoring and feedback on proficiency in use of research-based instruction focused on the standards?</p>	<p>In what ways can you offer professional learning for individual and collegial groups within the school or district that illustrate how to provide rigor and cultural relevance when delivering instruction on the standards?</p> <p>How do you engage teachers in deliberate practice focused on mastery of standards-based instruction?</p>	<p>What might be 2-3 key leadership strategies that would help you to systematically act on the belief that all students can learn at high levels?</p> <p>How can your leadership in curriculum and instruction convey respect for the diversity of students and staff?</p> <p>How might you increase the consistency with which you monitor and support staff to effectively use research-based instruction to meet the learning needs of all students?</p> <p>What are ways you can ensure that staff members are aligning their instructional practices with state standards?</p>	<p>Where do you go to find out what standards are to be addressed in each course?</p> <p>How might you open up opportunities for all students to meet high expectations through your leadership in curriculum and instruction?</p> <p>Do you have processes to monitor how students spend their learning time?</p> <p>In what ways are you monitoring teacher implementation of effective, research-based instruction?</p> <p>In what ways are you monitoring teacher instruction in the state's academic standards?</p>

**Indicator 3.3 – Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state’s adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubric to guide tracking progress toward student mastery.**

Narrative: “Learning goals” is a high-effect size strategy that uses scales or progressive levels to monitor student growth on the way to mastery of a state academic standard. Learning goals typically take 2-9 weeks of student time to master so are more comprehensive than daily objectives. The essential issue is that the teacher creates “scales” or levels of progress toward mastery of the learning goal. Teacher and students use those scales to track progress toward mastery of the goal(s). This indicator addresses the leader’s proficiency at monitoring and providing feedback on teacher and student use of priority learning goals with scales. The leader is expected to go beyond low levels of monitoring that address whether the teacher provides such goals and attends to the levels of student understanding and engagement with the learning goals, Do the student pursue those goals? Do they track their own progress? Is celebrations of success on learning goals focused on how success was achieved more than that is was obtained?

Note: Beginning in the 2012-13 school year, professional learning about learning goals and sample learning goals may be explored at [www.floridastandards.org](http://www.floridastandards.org), [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org), and [www.startwithsuccess.org](http://www.startwithsuccess.org).

### Rating Rubric

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals.</p> <p>Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained.</p> <p>The leader routinely shares examples of effective learning goals that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of leaning goals in standards-based instruction.</p>	<p>Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state’s adopted student academic standards, is an instructional strategy in routine use in courses school wide.</p> <p>Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged.</p> <p>The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students.</p> <p>Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.</p>	<p>Specific and measurable learning goals with progress scales, aligned to the state’s adopted student academic standards in the course description, are in use in some but not most of the courses.</p> <p>Learning goals are posted/provided in some classes are not current, do not relate to the students current assignments and/or activities, or are not recognized by the students as priorities for their own effort.</p> <p>Learning goals tend to be expressed at levels of text complexity not accessible by the targeted students and/or at levels of complexity too simplified to promote mastery of the associated standards.</p> <p>Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.</p>	<p>Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are <u>not</u> systematically provided across the curriculum to guide student learning, or learning goals, where provided, <u>or</u> are <u>not</u> aligned to state standards in the course description.</p> <p>The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of learning goals with state standards for the course).</p> <p>There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of learning goals with scales to</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal</li> </ul>	

<p>engage students in focusing on what they are to understand and be able to do.</p> <ul style="list-style-type: none"> <li>• Teacher observation and feedback practices routinely address learning goals and tracking student progress.</li> <li>• Procedures are in place to monitor and promote faculty collegial discussion on the implementation levels of learning goals to promote alignment with the implementation level of the associated state standards.</li> <li>• Leader's communications to students provide evidence of support of students making progress on learning goals.</li> <li>• Progress monitoring of adult and student performance on targeted priority learning goals is documented, charted, and posted in high traffic areas of the school.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<p>are posted or easily assessable to students.</p> <ul style="list-style-type: none"> <li>• Teacher lesson plans provide evidence of the connection of planned activities and assignments to learning goals.</li> <li>• Teacher documents prepared for parent information make clear the targeted learning goals for the students.</li> <li>• Students are able to express their learning goals during walkthroughs or classroom observations.</li> <li>• Students are able to explain the relationship between current activities and assignments and priority learning goals.</li> <li>• Lesson study groups and other collegial learning teams routinely discuss learning goals and scales for progression</li> <li>• Methods of both teachers and students tracking student progress toward learning goals are evident.</li> <li>• Celebrations of student success include reflections by teachers and students on the reasons for the success</li> <li>• Other impact evidence of proficiency on this indicator</li> </ul>
<p><b>Scale Levels:</b> (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

### Reflection Questions for Indicator 3.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What specific strategies have you employed to measure improvements in teaching and innovations in use of learning goals and how can you use such measures as predictors of improved student achievement?	What system supports are in place to ensure that the best ideas and thinking on learning goals are shared with colleagues and are a priority of collegial professional learning?	To what extent do learning goals presented to the students reflect a clear relationship between the course standards and the assignments and activities students are given?	What have I done to deepen my understanding of the connection between the instructional strategies of learning goals and tracking student progress?



**Indicator 3.4 – Curriculum Alignments: Systemic processes are implemented to ensure alignment of curriculum resources with state standards for the courses taught.**

Narrative: Academic standards are determined at the state level and the curriculum used to enable students to master those standards are determined at the district and school level. Curriculum must be aligned with the standards if it is to support standards-based instruction. Curriculum resources may or may not be fully aligned with the standards assigned to a specific course. The learning needs of students in specific classes may require additional or adapted curriculum materials to address issues of rigor, cultural relevance, or support for needed learning goals. School leaders maintain processes to monitor the appropriateness and alignment of curriculum to standards and intervene to make adjustments as needed to enable students to access curriculum that supports the standards.

Note: Where gaps or misalignments are noted by the processes addressed in this indicator, the leader's actions relevant to Indicator 8.2 (Strategic Instructional Resourcing) should be addressed.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available.</p> <p>The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement.</p> <p>Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.</p>	<p>Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards.</p> <p>Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards.</p> <p>Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum.</p> <p>Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement.</p> <p>Curriculum resources aligned to state standards by text publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>Curriculum is presented to faculty and students as the content reflected in course descriptions rather than the content in a textbook.</li> <li>School procedures for acquisition of instructional materials include assessment of their usefulness in helping students master state standards and include processes to address gaps or misalignments.</li> <li>Course descriptions play a larger role in focusing course content than do test item specification documents.</li> <li>Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of curriculum being a vehicle for enabling students to master standards in the course description</li> </ul>		<ul style="list-style-type: none"> <li>Teachers can describe the strengths and weaknesses of primary texts in regard to alignment with standards in the state course description.</li> <li>Students are able to characterize text books and other school provided resources tools as aids in student mastery of course standards.</li> <li>Pacing guides focus assignments and activities planned for students on learning goals and state standards rather than coverage of chapters in a text.</li> <li>Teachers can identify supplementary material used to deepen student mastery of standards.</li> </ul>	

<ul style="list-style-type: none"> <li>• .</li> <li>• Media center acquisitions reflect a systematic effort to build curriculum supports that support student mastery of content standards at various levels of implementation.</li> <li>• NGSSS and Common Core standards are routinely used to frame discussions on the quality and sufficiency of curriculum support materials.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback/questionnaire results indicate recognition that the school is focused on standards-based instruction rather than covering topics or chapters.</li> <li>• Student feedback/questionnaire results indicate recognition that the curriculum is focused on what students are to understand and be able to do.</li> <li>• Results on student growth measures show steady improvements in student learning.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

### Reflection Questions for Indicator 3.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What system is in place to ensure that your best ideas and thinking on using curriculum to enable students to master standards are shared with colleagues, particularly when there is evidence at your school of improved student achievement?	What specific school improvement strategies have you employed to measure improvements in teaching and innovations in curriculum that serve as predictors of improved student achievement?	How can you monitor whether the activities and assignments student get that involve use of curriculum resources are aligned with learning goals and standards?	Do you know which standards are addressed in your curriculum?

**Indicator 3.5 – Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.**

Narrative: How do we know what our students already know, what they need to know, and how they are doing as we move forward with instruction? The school leader needs “assessment literacy” to address these questions. Where indicator 1.2 addresses the leader’s proficiency in use of student performance data, this indicator focuses on actions taken at the school site to generate interim assessment data and make sure faculty use formative assessment practices to monitor and adjust instruction. Assessment of student progress toward academic standards is an important aspect of tracking student progress. Leaders need to make use of data on interim and formative assessments to guide goal setting and progress monitoring. They need to provide teachers access to quality assessments and promote teacher use of formative assessments as a routine strategy. The leader needs on-going assessment data to inform a variety of decisions regarding such issues as resource allocations, student and teacher schedules, professional learning impacts, and adjustments in plans.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..
<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement.</p> <p>Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.</p>	<p>The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis.</p> <p>The leader routinely shares knowledge with staff to increase students’ achievement.</p> <p>Formative assessment practices are employed routinely as part of the instructional program.</p> <p>The leader uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.</p>	<p>The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis.</p> <p>The leader inconsistently shares knowledge with staff to increase student achievement.</p> <p>There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership.</p> <p>There is rudimentary use of assessment data from state, district, school, and classroom.</p>	<p>The leader has little knowledge and/or skills of assessment literacy and data analysis.</p> <p>There is little or no evidence of interaction with staff concerning assessments.</p> <p>The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership.</p> <p>Student achievement remains unchanged or declines.</p> <p>The leader does not use assessment data from state, district, school, and classroom.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Samples of written feedback are provided to teachers regarding effective assessment practices.</li> <li>• Collaborative work systems’ (e.g., data teams, professional learning communities) agendas and minutes reflect recurring engagements with interim and formative assessment data.</li> <li>• Faculty meeting agendas and minutes reflect attention to formative and interim assessment processes.</li> <li>• Classroom walkthrough data reveals routine use of formative assessment practices in the classrooms.</li> <li>• Assessment rubrics are being used by the school.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Teachers can describe interactions with the leader where effective assessment practices are promoted.</li> <li>• Teachers attest to the leader’s efforts to apply knowledge and skills of effective assessment practices.</li> <li>• Teachers attest to the leader’s frequent monitoring of assessment practices.</li> <li>• Student folders and progress tracking records reflect use of formative data.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

☐ **Highly Effective**      ☐ **Effective**      ☐ **Needs Improvement**      ☐ **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

### Reflection Questions for Indicator 3.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How might you engage other school leaders in sharing quality examples of formative assessment and use of interim assessment data?</p> <p>What procedures might you establish to increase your ability to help your colleagues provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?</p>	<p>How might you engage teacher leaders in sharing quality examples of formative assessment practices with other faculty?</p> <p>How can you provide ongoing professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?</p>	<p>How are you systematically seeking, synthesizing, and applying knowledge and skills of assessment literacy and data analysis? In what ways are you sharing your knowledge with staff to increase all students' achievement?</p> <p>In what ways are you using state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions to increase student achievement?</p>	<p>How are you expanding your knowledge and/or skills of assessment literacy and data analysis?</p> <p>What strategies have you considered that would increase your interaction with staff concerning assessments?</p> <p>How are you using your knowledge and skills of assessment literacy to change schedules, instruction, and curriculum or leadership practices to increase student achievement?</p>

**Indicator 3.6 – Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district’s instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.**

Narrative: School leaders are responsible for monitoring the effectiveness of classroom teachers. This indicator addresses the proficiency and focus of the leader’s monitoring processes to maintain awareness of faculty effectiveness and the use of monitoring data to improve student and faculty performance. The focus here is on monitoring teacher use of strategies supported by contemporary research, teacher proficiency on issues contained in the district’s teacher evaluation system, what teachers do to improve student achievement, and faculty proficiency on the FEAPs.

Note: Indicator 3.1 is focused on the leader’s grasp of the FEAPs whereas this indicator focuses on monitoring the faculties’ grasp of the FEAPs. Indicator 4.2 is focused on the leader’s use of monitoring data to provide timely feedback.

**Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader’s monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system.</p> <p>The leader shares productive monitoring methods with other school leaders to support district wide improvements.</p>	<p>The leader’s effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies.</p> <p>The leader’s monitoring practices are consistently implemented in a supportive and constructive manner.</p>	<p>The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement.</p> <p>The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.</p>	<p>Monitoring does not comply with the minimum requirements of the district teacher evaluation system.</p> <p>Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>Schedules for classroom observation document monitoring of faculty.</li> <li>Records or notes indicate the frequency of formal and informal observations.</li> <li>Data from classroom walkthroughs is focused on high-effect size strategies and other FEAPs implementation.</li> <li>Notes and memorandum from follow-up conferences regarding feedback on formal or informal observations reflect attention to FEAPs issues and research-based practices.</li> <li>Agendas for meetings address faculty proficiency issues arising from the monitoring process.</li> <li>Leadership team agendas or memoranda focused on issues arising from monitoring.</li> <li>Principals resource allocation actions are adjusted based on monitoring data.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>The teachers document that the leader initiated professional development focused on issues arising from faculty effectiveness monitoring.</li> <li>Teacher-leader meeting agendas or memoranda reflect follow-up actions based on feedback from leadership monitoring on FEAPs, teacher evaluation indicators, or research-based strategies.</li> <li>Lesson study, PLC, or teacher team work is initiated to address issues arising from monitoring process.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>	

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

☐ Highly Effective      ☐ Effective      ☐ Needs Improvement      ☐ Unsatisfactory

☐ Unsatisfactory

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

### Reflection Questions for Indicator 3.6

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>How do you convey to highly effective teachers specific feedback that would move them toward even higher levels of proficiency?</p> <p>How do you engage highly effective teachers in sharing a vision of high quality teaching with their colleagues so that there is no plateau of "good enough"?</p>	<p>How do you improve your conferencing skills so your feedback to teachers is both specific enough to be helpful and perceived as support rather than negative criticism?</p>	<p>How do you restructure your use of time so that you spend enough time on monitoring the proficiency of instructional practices and giving feedback to be an effective support for the faculty?</p>	<p>How do you improve your own grasp of what the FEAPs require so that your monitoring has a useful focus?</p>

**Proficiency Area 4: Faculty Development:** Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

Narrative: This proficiency area is aligned with FPLS standard 4. It moves the focus from “what is the current reality” of faculty proficiency to continuous progress toward what the faculty can achieve with effort and focus.

**Indicator 4.1 – Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.**

Narrative: The focus of this indicator is on the leader’s actions to staff the school with the best faculty possible for the needs of the school population. It addresses actions taken to anticipate staffing needs, seek out quality applicants, and efforts to retain quality staff once on the faculty.

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process.</p> <p>The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers.</p> <p>Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon the school population served.</p> <p>The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews.</p> <p>A hiring selection tool that helps interviewers focus on key instructional proficiencies that are aligned with the teacher evaluation criteria is developed and effectively utilized.</p> <p>A hiring process is clearly communicated including how staff is involved.</p>	<p>The leader relies on the district office to post notices of vacancies and identify potential applicants.</p> <p>Efforts to identify replacements tend to be slow and come after other schools have made selections.</p> <p>Interview processes are disorganized, not focused on the schools needs, and do not improve from year to year.</p>	<p>The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint.</p> <p>Consequently, the process may not be well thought out, is disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.</p> <p>No coherent plan or process is employed to encourage quality staff to remain on the faculty.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Samples of hiring documents (e.g., posting notices, interview questions with look/listen for) that identify highly desirable instructional proficiencies needed in teacher applicants.</li> <li>• Documentation that the recruitment and select process is subjected to an in-depth review and evaluation for continuous improvement purposes.</li> <li>• Evidence that the leader has shared successful hiring practices with other administrators and colleagues within the district.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Teachers can describe a hiring process that incorporates a specific focus on essential instructional proficiencies needed for the school population served.</li> <li>• Teachers confirm that a critical part of the hiring process includes an evaluation of the effectiveness of the process.</li> <li>• Teacher leaders are involved in monitoring staffing needs and providing input to the leader.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

☐ **Highly Effective**      ☐ **Effective**      ☐ **Needs Improvement**      ☐ **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

#### Reflection Questions for Indicator 4.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What can be done to encourage quality teachers to stay with your school and quality applicants to seek to join the faculty?	What connections do you have to reach potential applicants other than the district's personnel office?	Have you gathered data about why teachers choose to leave your faculty? What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	At what point in the school year do you check on staff retention and estimate future staffing needs? In what ways are professional learning opportunities linked to individual faculty needs?



**Indicator 4.2 – Feedback Practices: The leader monitors, evaluates proficiency, and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.**

Narrative: Where indicator 3.6 focuses on monitoring to maintain awareness of faculty effectiveness, this indicator focuses on the use of the monitoring process to provide quality and timely feedback to teachers. The feedback processes need to deepen teacher understanding of the impact of their practices on student learning.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency.</p> <p>The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p>	<p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.</p>	<p>The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback is not timely or not focused on priority improvement needs.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.</p>	<p>There is no or only minimal monitoring that results in feedback on proficiency.</p> <p>Formal feedback, when provided, is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Samples of written feedback provided teachers regarding prioritized instructional practices.</li> <li>• School improvement plan reflects monitoring data analyses.</li> <li>• Evidence the leader has a system for securing feedback from teachers specific to prioritized instructional practices.</li> <li>• Documentation of an instructional monitoring schedule that supports frequent instructional monitoring.</li> <li>• The leader's use of time results in about ½ the work month spent on instructional issues, including monitoring and feedback practices.</li> <li>• The leader provides feedback that describes ways to enhance performance and reach the next level of proficiency.</li> <li>• Feedback reflects judgment on proficiency, not just a "yes-no" checklist approach.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Teachers can attest to regularly scheduled formal and informal observations.</li> <li>• Teachers report recognition as team members and as individuals.</li> <li>• Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new levels.</li> <li>• Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

**Scale Levels:** *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*  
☐ **Highly Effective**      ☐ **Effective**      ☐ **Needs Improvement**      ☐ **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 4.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance and that of the school? What might you do to ensure that they see this important connection?</p>	<p>What are some examples of focused, constructive, and meaningful feedback that you provide to your staff? How does this support their learning?</p>	<p>In what ways do you currently recognize faculty in providing feedback and affirmation to them?</p> <p>To what extent do you acknowledge the efforts of teams, as well as that of individuals?</p>	<p>How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?</p>

**Indicator 4.3 – High effect size strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size strategies.**

Narrative: Teaching is a complex process. The “right thing to do” varies with conditions in the classroom. However, teachers need proficiency on a core repertoire of high importance strategies. These are strategies all teachers are expected to be able to use effectively. This indicator is focused on the leader’s proficiency in focusing faculty attention on improvement of those “high effect size” strategies – those with higher probabilities of causing student growth when done correctly and in appropriate circumstances.

Note: Department lists of high-effect size strategies are posted at [www.fldoe.org](http://www.fldoe.org) and [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org)

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..
<p>The leader uses a variety of creative ways to provide positive and corrective feedback on the implementation of high effect size strategies. As a result, the correct and appropriate implementation of high effect size instructional strategies across the curriculum and grades is a routine part of all the learning environment for all students.</p> <p>The entire organization reflects the leader’s focus on accurate, timely, and specific recognition of correct and appropriate implementation of high effect size strategies.</p> <p>The leader balances individual recognition on high effect size strategies with team and organization-wide recognition.</p>	<p>In addition to the formal feedback consistent with the district evaluation system indicators, the leader provides recurring informal feedback on high effect size strategies to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of high effect size strategies.</p> <p>Corrective and positive feedback on high effect size strategies is linked to organizational goals.</p> <p>Both the leader and employees can cite examples of where feedback on high effect size strategies is used to improve individual and organizational performance.</p>	<p>The leader adheres to the district evaluation system requirements for providing formal feedback on high effect size strategies, but the feedback is general rather than providing details that improve teaching or organizational performance related to high effect size strategies.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than two way communications where the leader also learns from the teachers expertise.</p>	<p>The leader is not aware of the high effect size strategies expected to be used in district schools or fails to communicate them to faculty.</p> <p>Feedback on high effect size strategies is rare, nonspecific, and not constructive.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Professional learning supports on the high effective size strategies are readily available to faculty.</li> <li>Samples of written feedback provided teachers high effect size instructional strategies.</li> <li>School improvement plan includes actions to improve proficiency in high effect size strategies.</li> <li>Evidence the leader has a system for securing specific feedback from teachers on their implementation of high effect size strategies correctly and in appropriate circumstances.</li> <li>Documentation of an instructional monitoring schedule that supports frequent (every other week) instructional monitoring of</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Teachers can attest to regularly scheduled formal and informal observations with feedback on high effect strategies.</li> <li>Teachers report recognition as team members and as individuals for quality work on high effect strategies.</li> <li>Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new levels.</li> <li>Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback on high effect size strategies.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>	



**Indicator 4.4 -Instructional Initiatives:** District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.

Narrative: The Department of Education and/or district-supported initiatives focused on improving student performance require school leader support to be successful at the school site. This indicator addresses the leader's proficiency in supporting such initiatives. Indicator 4.4 also focuses on professional learning needed to implement priority initiatives.

Note: District and FLDOE websites provide support and information about priority initiatives.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..
All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.	Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.	Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative.	District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring.
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"><li>• Leader's agendas, memoranda, etc. reflect presentations to faculty on the targeted initiatives.</li><li>• MTSS is fully implemented.</li><li>• Rtl is fully implemented.</li><li>• Reading Strategies from Just Read, Florida! are implemented.</li><li>• The leader can identify all of the initiatives in use and describe how progress is monitored for each.</li><li>• Other leadership evidence of proficiency on this indicator.</li></ul>		<ul style="list-style-type: none"><li>• Classroom teachers describe how they implement the various initiatives.</li><li>• Teachers have participated in professional development. associated with the initiative and implemented the strategies learned.</li><li>• Other impact evidence of proficiency on this indicator.</li></ul>	
<b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			
<b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

### Reflection Questions for Indicator 4.4

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
How do you engage your faculty in communities of practice where practices related to the initiatives are shared with faculty in other schools or districts?	How do you use monitoring of these initiatives to identify faculty professional development needs that, if addressed, would improve the quality of implementation?	How do you communicate with district and state resources to learn more about what these initiatives can contribute to my school?	How do you find out what initiatives should be implemented?

**Indicator 4.5 – Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.**

Narrative: Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Professional learning on-the-job is an essential aspect of effective schools. School leaders who manage the school in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader's personal participation in professional learning plays a major role in making professional learning efforts pay off. This indicator addresses the leader's role as a leader in professional development.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..
<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies.</p> <p>The leader is personally involved in the learning activities of the faculty in ways that both show support and deepen understanding of what to monitor.</p> <p>The entire organization reflects the leader's focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>The leader provides recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs.</p> <p>The leader removes barriers to time for professional learning and provides needed resources as a priority.</p> <p>Participation in specific professional learning that target improved instruction and student learning is recognized by the faculty as a school priority.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency at high effect size strategies.</p> <p>Time for professional learning is provided but is not a consistent priority.</p> <p>Minimal effort expended to assess the impact of professional learning on instructional proficiency.</p> <p>Leadership monitoring of professional learning is focused primarily participation with minimal attention given to the impact of instructional proficiency on student learning.</p>	<p>Focused professional development on priority learning needs is not operational.</p> <p>Few faculty members have opportunities to engage in collegial professional development processes on the campus.</p> <p>Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development.</li> <li>Documents generated by or at the direction of the leader establish a clear pattern of attention to collegial professional development.</li> <li>Schedules provide evidence of recurring time allocated for professional learning.</li> <li>Budget records verify resources allocated to support prioritized professional learning.</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Faculty members describe an organizational climate supportive of professional learning and can provide examples of personal involvement.</li> <li>Minutes and/or summary records of lesson study teams, book study groups, and/or PLCs provide evidence that these collegial opportunities are active on the campus.</li> <li>Agendas, documents, or anecdotal records of teams and/or department meetings reflect recurring engagement in professional learning.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>	

- Documents generated provide evidence that administrators are monitoring faculty participation in professional learning.
- Other leadership evidence of proficiency on this indicator.

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

☐ Highly Effective      ☐ Effective      ☐ Needs Improvement      ☐ Unsatisfactory

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

### Reflection Questions for Indicator 4.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies have you implemented so that you spread your learning about providing professional learning for individual and collegial groups within your school to your colleagues across the school system?	What might be some creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies?	As you think about your leadership in providing professional learning, what are key strategies for you to consider that would help you provide recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs?	How would you describe your efforts to make certain that your professional learning is focused on student needs or faculty proficiency at high effect size strategies?

**Indicator 4.6 – Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by:**

- **generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan,**
- **identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement),**
- **aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals,**
- **and using instructional technology as a learning tool for students and faculty.**

Narrative: Faculty development has many aspects. This indicator addresses the leader's proficiency at developing faculty capacity to implement culturally relevant differentiated instruction by aligning the various faculty developments processes and practices with certain key issues (Standards-based content, research-based methods, data for planning, etc. as specified in the text of the standard.)

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..
<p>The leader has demonstrated a record of differentiated professional learning for faculty based on student needs.</p> <p>The leader has developed a system of job-embedded professional learning that differentiates training and implementation of instructional priorities based on teacher needs, which help retain proficient and highly exemplary staff.</p> <p>The leader routinely shares professional learning opportunities with other schools, departments, districts, and organizations.</p>	<p>Professional learning includes a plan for the implementation of the prioritized instructional needs (e.g., research-based instruction, data analysis, instructional technology, culturally relevant) aligned to school improvement plan and some effort has been made to differentiate (coaching, mentoring, collaborative teams, coaching) and embed professional development to meet the needs of all faculty members. The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain proficient and exemplary faculty members.</p>	<p>The leader attempts to implement all of the priority instructional needs without a plan for doing so.</p> <p>The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc. in order to meet the unique needs of staff.</p>	<p>Professional learning is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Documentation that professional learning is determined on the basis of student achievement and teacher competency data.</li> <li>• Evidence that professional learning includes culturally relevant instructional practices.</li> <li>• Individualized professional development plans approved by the principal are clearly aligned with school improvement priorities.</li> <li>• Meeting agendas and memorandum to faculty provide evidence of on-going monitoring of the implementation of critical initiatives (e.g., data analysis, text complexity), standards-based instructional program, multi-tiered system of supports, and differentiated instruction.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Staff describe ways that professional learning is culturally relevant to the population served and differentiated to meet their unique instructional needs.</li> <li>• Teachers can articulate a process to help them develop individualized learning plans.</li> <li>• Faculty requests for professional learning are filtered to ensure that they relate to identified needs within the school improvement plan.</li> <li>• Teachers can identify their learning needs as they relate to student learning needs.</li> <li>• Faculty can demonstrate their use of course descriptions as the source of learning goals and objectives.</li> <li>• Faculty can provide evidence of culturally relevant and differentiated instruction.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	



**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

☐ Highly Effective      ☐ Effective      ☐ Needs Improvement      ☐ Unsatisfactory

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

☐ Highly Effective      ☐ Effective      ☐ Needs Improvement      ☐ Unsatisfactory

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

### Reflection Questions for Indicator 4.6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?	What system do you use to prioritize learning needs and empower faculty to create individual learning plans?	What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	In what ways are professional learning opportunities linked to individual faculty needs?

**Indicator 4.7 – Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.**

Narrative: An indicator required by 1012.34 F.S., the focus is on whether the accumulated impact of the leader's actions result in positive trend lines on teacher effectiveness. Evidence gathered from proficiency area #3 provide a base line that, along with teacher rating in the district's teacher evaluation system and student growth measures, enable assessment of whether actual improvement in teacher's proficiency is occurring.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.  The percentage of teachers rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines.  Student growth measure and instructional practice ratings are in substantial agreement for at least 75 percent of the faculty.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.  The percentage of teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific improvements in student growth measures or proficiency in high effect size strategies.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.  There is no evidence of improvement in student growth measures for the majority of the teachers rated as effective, needs improvement, or unsatisfactory.  There is significant variation between teachers student growth measures and principal's assessment of instructional practices.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..  The percentage of teachers rated effective or highly effective declines and cannot be explained by changes in staff membership.  There is no evidence of improvement in student growth measures for the majority of the teachers rated as needs improvement or unsatisfactory.
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following: <ul style="list-style-type: none"><li>Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on student growth measures and identifies those making demonstrable progress.</li><li>Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on high effect size strategies and identifies those making demonstrable progress.</li><li>Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members rated as needs improvement or unsatisfactory and can identify specific areas of improvement.</li><li>Other leadership evidence of proficiency on this indicator.</li></ul>		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following: <ul style="list-style-type: none"><li>The percentage of teachers rated highly effective increases.</li><li>The percentage of teachers rated effective increases.</li><li>The percentage of teachers previously rated as needing improvement (developing) or unsatisfactory decreases.</li><li>The percentage of teachers ranking at or above the district average on student growth measures increases.</li><li>The percentage of teachers with highly effective rating on high effect size instructional strategies increases.</li><li>Other impact evidence of proficiency on this indicator.</li></ul>	
<b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			
<b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

## Reflection Questions for Indicator 4.7

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How well aligned are your assessments of instructional practice with the results of student growth measures?</p> <p>In what ways are you assisting the better performing teachers to improve as much as you are assisting the lower performers?</p>	<p>How would you describe your efforts to improve instruction?</p> <p>In what ways are you providing feedback on instructional practice that result in improved student learning for those teachers most in need of growth?</p>	<p>How would you describe your efforts to understand what instructional improvements are needed and then communicate that in useful ways?</p> <p>What information are you collecting to help you know what is or is not happening in the classrooms where teachers need improvement?</p>	<p>How are you making a difference in the quality of teaching in your school?</p> <p>What are some of the strategies you are employing that help you be aware of where the greatest problems are in terms of instructional proficiency?</p>

**Proficiency Area 5: Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.**

Narrative: This proficiency area is aligned with FPLS standard 5. Much of what student's experience in school is a result of decisions and actions by the adults in the school. Learning environments that are success oriented, student centered, treat diversity as an asset, and focus on eliminating achievement gaps support students preparation for fulfilling lives.

**Indicator 5.1 – Student Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.**

Narrative: School leaders who monitor what students experience by being enrolled in the leader's school have better insights on how to make the system work than those who do not monitor impact of policies and practices on students. It is the leader's responsibility to know whether student life is equitable, respectful, and supportive of engagement in learning.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact..
<p>The leader provides clear, convincing, and consistent evidence that they ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district.</p> <p>Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.</p>	<p>The leader provides clear evidence that they create and maintain a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions.</p> <p>Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.</p>	<p>The leader provides limited evidence that they create a safe school either in planning or actions.</p> <p>Collects data on curricular and extra-curricular student involvement.</p>	<p>The leader provides little to no evidence that s/he make plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise.</p> <p>Does not collect data on curricular and extra-curricular student involvement.</p>
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"><li>• Documents that establish safe, respectful, and inclusive school-wide common expectations for students and staff.</li><li>• Agendas, meeting minutes, etc., show recurring attention to student needs.</li><li>• Leader has procedures for students to express needs and concerns direct to the leader.</li><li>• School policies, practices, procedures are designed to address student needs.</li><li>• Other leadership evidence of proficiency on this indicator.</li></ul>		<ul style="list-style-type: none"><li>• Teachers can describe a specific policies, practices, and procedures that result in a safe, respectful, and inclusive student-centered learning environment.</li><li>• Student questionnaire results reflect satisfaction with school attention to student needs and interests.</li><li>• Parent questionnaire results reflect satisfaction with schools attention to student needs and interests.</li><li>• Other impact evidence of proficiency on this indicator.</li></ul>	
<b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<input type="checkbox"/> <b>Highly Effective</b>		<input type="checkbox"/> <b>Effective</b>	
<input type="checkbox"/> <b>Needs Improvement</b>		<input type="checkbox"/> <b>Unsatisfactory</b>	

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

### Reflection Questions for Indicator 5.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What practices have you engaged in to increase professional knowledge opportunities for colleagues across the school system regarding your efforts to ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	What evidence would you accept you were ensuring the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	How would you describe your efforts to provide clear evidence that you create and maintain a learning environment that is generally conducive to ensure effective teaching and learning, although there may be some exceptions?	What strategies are you intentionally implementing to create and maintain a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise?

**Indicator 5.2 - Success Oriented: Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.**

Narrative: The issues in 5.1 focus on monitoring how school policy and practice affect the quality of student lives. This indicator shifts focus from those broad issues to what happens at the school that creates opportunities for student success and students' perceptions that school life is organized to do something good for them. School should be rigorous and demanding but also implemented in ways that create recurring opportunities for success.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction).</p> <p>Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring).</p> <p>Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs.</p> <p>Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.</p>	<p>Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students.</p> <p>Celebrations of student success are common events and are focused on recognition of the methods and effort expended so student understand what behaviors led to the success.</p> <p>Most grades and subject track student learning growth on priority instructional targets.</p> <p>MTSS operational across the grades and subjects.</p>	<p>Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students.</p> <p>Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded.</p> <p>MTSS operational in some classes.</p>	<p>No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success.</p> <p>MTSS not operational.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Agendas, memorandum, and other documents provide direction on implementation of MTSS.</li> <li>Agendas, memorandum, and other documents reflect recurring discussion with faculty on continuous progress monitoring practices.</li> <li>Leader solicits student input on processes that support or hamper their success.</li> <li>Leader does surveys and other data collections that assess school conditions that impact student well-being.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Teachers' records reveal data-based interventions and progress monitoring.</li> <li>Teacher-directed celebrations of student success identify causes of success.</li> <li>Supplemental supports are provided in classes.</li> <li>Teacher and student tracking of progress results in data on student success.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>	

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

☐ **Highly Effective**      ☐ **Effective**      ☐ **Needs Improvement**      ☐ **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

### Reflection Questions for Indicator 5.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What supports do you need to provide to deepen the faculty's capacity to provide intensive individual supports?	How do you enable teachers proficient at MTSS to share the process with other teachers?	How do you monitor instructional practice to assess the quality of implementation of MTSS?	How do you obtain training on what the MTSS model requires and how do you convey the expectations inherent in the model to your faculty?
How do you share effective continuous progress practices with other school leaders?	What continuous progress practices should be shared with the entire faculty?	How do you monitor the impact of targeted supplemental supports?	
		What barriers to student success are not being addressed in your school?	

**Indicator 5.3 – Diversity:** To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.

Narrative: “Diversity practices” refers to the capacity of teachers and school leaders to recognize the many variations in students that impact learning growth (e.g. learning processes, prior learning experiences, family and cultural backgrounds); implement practices that respect diversity in learning needs (e.g. multi-tiered system of supports) and make adjustments at the classroom level that make use of student strengths and promote growth needs.

### Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader shares with others throughout the district strategies that help them put into action their belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader provides an instructional program where recurring adaptations in instructional to address variations in student learning needs, styles, and learning strengths are routine events in all classes.</p>	<p>The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>Classroom practices consistently reflect appropriate adjustments based on cultural, racial, ethnic backgrounds of students.</p> <p>The leader's expectations that teachers adapt instructional strategies to meet individual student needs are an accepted part of the shared vision of the leader and faculty.</p>	<p>The leader inconsistently acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs and such individualization is evident in some but not most classes.</p>	<p>The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• Documents that support the use of diversity as an asset in the development and implementation of procedures and practices.</li><li>• Agendas, memorandum, etc., reflecting recurring attention at faculty meetings to capacity to recognize diversity issues and adapt instruction accordingly.</li><li>• Leader's actions in providing professional learning for faculty that deepens understanding of a range of diversity issues and evidence of monitoring for implementation in the classroom of appropriate diversity practices.</li><li>• School policies, practices, procedures that validate and value similarities and differences among students.</li><li>• Other leadership evidence of proficiency on this indicator.</li></ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• Teachers can describe a specific policies, practices, and procedures that validate and value similarities and differences among students.</li><li>• Student questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty.</li><li>• Parent questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty.</li><li>• A multi-tiered system of supports (MTSS) is implemented in the classrooms in ways that respect and make adjustments for diversity factors.</li><li>• Other impact evidence of proficiency on this indicator.</li></ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			



**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 5.3**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What procedures might you establish to increase your ability to help your colleagues develop curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	What strategies might you employ so that you could share with others throughout the district practices that help them put into action your belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	How might you increase the consistency with which you act on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	How might you expand the opportunities for all students to meet high expectations by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?

**Indicator 5.4 – Achievement Gaps: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.**

Narrative: Where indicator 5.3 is focused on the broad array of diversity factors that impact success of individual students and student sub-groups, indicator 5.4 focuses on academic growth of specific sub-groups whose academic performance lags behind what they are capable of achieving. The leader is expected to prepare the faculty to do what is needed to meet the academic improvement needs of the sub-group(s).

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another.</p> <p>Achievements gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.</p>	<p>Processes to minimize achievement gaps within all impacted sub-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups.</p> <p>The leader consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>	<p>Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes.</p> <p>Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results.</p> <p>The leader inconsistently applies the process of inquiry and/or has enabled only limited efforts to develop of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>	<p>The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps.</p> <p>No changes in practices or processes have been implemented under the leader's direction that are designed to address achievement gaps.</p> <p>The leader does not apply the process of inquiry and/or develop processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• Statistical analyses identifying academic needed of sub-group members.</li><li>• Documents reflecting the leader's work in deepening faculty understanding of cultural and development issues related to improvement of academic learning growth by sub-group students.</li><li>• School policies, practices, procedures that validate and value similarities and differences among students.</li><li>• Leader's actions in support of engaging sub-group students in self-help processes and goal setting related to academic achievement.</li><li>• Leader's actions in aligning parent and community resources with efforts to reduce achievement gaps.</li><li>• Other leadership evidence of proficiency on this indicator.</li></ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• Teachers can describe a specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning.</li><li>• Teacher records reflecting tracking sub-group student progress on targeted learning goals related to academic achievement.</li><li>• Student questionnaire results (from sub-group students) reflecting recognition of school efforts to improve their academic performance.</li><li>• Parent questionnaire results from sub-group parents reflecting recognition of school efforts to improve student achievement.</li><li>• Lesson study groups focused on improving lessons to impact achievement gap.</li><li>• Other impact evidence of proficiency on this indicator.</li></ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

#### Reflection Questions for Indicator 5.4

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies might you employ to increase your ability to help your colleagues understand how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?	What are one or two critical steps you could take that would shift your examination of culture to a point that they become a self-regulating system based on data that guarantees regular and predictable success even if conditions change?	How might you systematically apply the process of inquiry to develop methods of generating greater understanding of the cultures of individuals within the building and how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment) to improve student achievement?	<p>Why do sub-groups students like those in your school not perform as well as similar groups in other schools?</p> <p>In what ways might you demonstrate greater understanding of cultures and their impact on the current systems in your school to improve student learning?</p>

# Attachment F

## FSLA Data Collection and Feedback Protocol Long Form Domain 3

## Domain 3: Organizational Leadership

Narrative: This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Narrative: This proficiency area is aligned to FPLS standard #6. How decisions are made can be as important as what decisions are made. The leader's proficiency at balancing the various aspects of decision-making is the focus of this area.

**Indicator 6.1 – Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.**

Narrative: Leaders make many decisions. Those that impact student learning and teacher proficiency require priority attention. The focus is the leader's ability to make sure that decisions on student learning and faculty proficiency are not lost among the lower priority issues or given inadequate attention because of all the other things leaders do.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader produces clear, convincing, and consistent evidence that demonstrates an understanding of learning, teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning.</p> <p>The leader produces clear, convincing, and consistent evidence that, on an ongoing basis, all decisions are made in a way that promotes the school's vision and mission.</p> <p>Effective decision-making practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader's decisions consistently demonstrate an understanding of learning, teaching, and student development.</p> <p>The leader produces clear evidence of making most decisions in a way that supports the school's vision and mission regarding student learning and faculty proficiency.</p>	<p>The leader provides limited evidence that demonstrates understanding of learning, teaching, and student development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning.</p> <p>The leader produces limited evidence that the school's vision and mission impacts decision making.</p>	<p>The leader provides little or no evidence that demonstrate awareness of learning, teaching, and student development to inform decisions.</p> <p>The leader produces little to no evidence of making decisions that are linked to the school's vision and mission.</p> <p>Decisions adverse to student growth and/or faculty development are made.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>The school's vision and mission statement developed under this leader is focused on student growth and improving faculty proficiency.</li> <li>Staff evaluations and professional development documents emphasize student learning or faculty proficiency growth.</li> <li>Documents showing the development and modification of teacher and student schedules are based on data about student needs.</li> <li>Leader's meeting schedules reflect recurring attention to student learning and faculty proficiency issues.</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Teachers can describe a decision-making process that reflects an emphasis on vision, mission, student learning, and teacher proficiency requirements.</li> <li>Teachers can recall decisions that were made resulting in changes to their teaching schedule to support student learning.</li> <li>Team and department meeting minutes reflect student learning and faculty proficiency as priority issues.</li> <li>Sub-ordinate leaders give priority attention to issues impacting student learning and teacher proficiency.</li> <li>Principal's secretary prioritizes mail based on relation to student</li> </ul>	

<ul style="list-style-type: none"> <li>• Artifacts substantiating school improvement and curriculum review/revision are based on student learning needs or assessments of teacher proficiency.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<p>learning and faculty growth.</p> <ul style="list-style-type: none"> <li>• Office staff handles routine events to protect leader's time for instructional and faculty development issues.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>          	

**Reflection Questions for Indicator 6.1**

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?</p> <p>How do you promote and foster continuous improvement with new staff? What changes might you make to your decision-making process for further improvement?</p>	<p>What system do you use to prioritize learning needs and empower faculty to create individual learning plans?</p> <p>How might you reinforce and establish your efforts so that direct reports and your entire school community understand the link between decisions and your priorities?</p>	<p>What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?</p> <p>Why is it necessary to explicitly reference your vision and mission, even though they are visibly posted in high traffic areas of your school?</p>	<p>How should your awareness of learning, teaching, and student development inform decisions?</p> <p>How might you better align your decisions with the vision and mission of your school?</p>

**Indicator 6.2 – Problem Solving: The leader uses critical thinking and data-based problem solving techniques to define problems and identify solutions.**

Narrative: Problem solving is an essential support to decision making. The leader's skill in using thinking skills and data to define problems and identify solutions is the focus here.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors.</p> <p>The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.</p> <p>The leader's evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution.</p> <p>The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results is conducted to determine need for further work.</p>	<p>The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed.</p> <p>The leader identifies multiple approaches for solving a problem.</p> <p>The leader's solutions are sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem.</p> <p>Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact.</p> <p>The solution is implemented and the results reviewed with some consideration for further work.</p>	<p>The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality.</p> <p>Typically, a single "off the shelf" solution is identified rather than designing a solution to address the contextual factors.</p> <p>The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.</p>	<p>The leader demonstrates a limited ability to identify a problem statement or related contextual factors.</p> <p>Solutions are vague or only indirectly address the problem statement.</p> <p>Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		
<ul style="list-style-type: none"> <li>• Samples of problem statements, contextual factors, recommended approaches, proposed solutions, evaluation, and review with consideration for further work are presented.</li> <li>• A well-established problem-solving process can be described by the leader.</li> <li>• Data records reveal the range of problems addressed and after-implementation data collections.</li> <li>• Reports and newsletters to stakeholders inform of problems addressed and the impact of solutions implemented.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can personally attest to the problem-solving skills of the leader.</li> <li>• Teachers report a high degree of satisfaction with the problem-solving process established by the leader.</li> <li>• Teacher and/or students describe participating in problem solving led by the school leader.</li> <li>• Multi-tiered System of Supports (MTSS) is fully operational in classrooms.</li> <li>• Sub-ordinate leaders are engaged in data-based problem solving.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>		

<b>Scale Levels:</b> <i>(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i> <input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			
<b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):          			

**Reflection Questions for Indicator 6.2**

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the things you learned about problem solving that will influence your leadership practice in the future?	What can you do to enable your sub-ordinate leaders to be more effective in problem solving?	What are some specific recollections (data) that come to mind that define your thinking about effective problem solving?	How would you describe your problem solving process?



**Indicator 6.3 – Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.**

Narrative: Decisions are made....but there is a follow-up process. What was the impact of the decisions? The focus here is the leader's follow-up on decisions and capacity to make revisions where needed.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader can provide clear and consistent evidence of decisions that have been changed based on new data.  The leader has a regular pattern of decision reviews and "sunsetting" in which previous decisions are reevaluated in light of the most current data.  There is a culture of open acknowledgement of undesired outcomes in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.	The leader has a record of evaluating and revising decisions based on new data.  Review of decision and follow-up actions are consistently timely.	The leader has some processes for acquiring new information on impact of decisions and appears to be willing to reconsider previous decisions, but does not have a clear or consistent record of making changes where needed or as soon as needed.	There is little or no evidence of reflection and reevaluation of previous decisions.  Sub-ordinate leaders are not encouraged to evaluate prior decisions.
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"><li>• Examples of documents related to previous decisions that indicate re-evaluation in light of emerging data or trends.</li><li>• Evidence that re-evaluations in light of emerging data or trends resulted in changes or adjustments in actions.</li><li>• A well-articulated problem-solving process can be produced.</li><li>• Principal's work schedule reflects time for monitoring the implementation of priority decisions.</li><li>• Other leadership evidence of proficiency on this indicator.</li></ul>		<ul style="list-style-type: none"><li>• Teachers can attest to having participated in a re-evaluation of a decision based on emerging trends and data.</li><li>• Teachers report confidence in the decisions being made by the leader.</li><li>• Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of leader's decisions.</li><li>• Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of the sub-ordinate leaders' decisions.</li><li>• Other impact evidence of proficiency on this indicator.</li></ul>	
<b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			
<b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 6.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you continue to clarify the decision-making process in a dynamic, changing environment?	Why is it necessary for you as a school leader to reevaluate prior decisions and programs in light of emerging research, personal experience, and changing situations?	What will you do from now on to ensure previous decisions and programs are revisited and evaluated on a routine basis?	When do you take time with your leadership team to reflect on decisions that have been made? In what ways do you evaluate decisions on the basis of student achievement?

**Indicator 6.4 – Distributive Leadership: The leader empowers others and distributes leadership when appropriate.**

Narrative: A school is too complex for one person to make all decisions. Some of the functions of leadership must be shared with others. Developing capacity for success in a workforce requires enabling other people to be responsible for meaningful decisions. The leader's capacity to share the "right stuff" and distribute decision making among other appropriate staff is the focus here.

**Rating Rubric**

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Innovation and improvement in instructional processes, faculty development, or school operations have resulted from distributive leadership.	The leader creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles.	Some well-understood leadership roles other than the school principal are functioning and contributing to effective and timely decisions on some school priorities, but there are recurring delays in reaching decisions on other issues.	There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions.
The leader encourages staff members to accept leadership responsibilities outside of the school building.	The leader supports the decisions made as part of the collective decision-making process.	Decisions are often rushed or made without appropriate input due to lack of planning and implementation of development activities by staff members.	The leader rarely seeks input on significant issues from a variety of stakeholder groups (e.g. faculty leaders, teachers, student, parents, community, or business leaders).
The leader incorporates teacher and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.	Decision-making delegations are clear: Sub-ordinates know what decisions are made by the leader, which by the leader after input from others, and which are delegated to sub-ordinates to decide.		
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"><li>Organizational charts or other documents reveal how leadership is distributed and informs who is involved in what.</li><li>School improvement plan process reflects involvement by a variety of parties.</li><li>Evidence of shared decision-making and distributed leadership is present in leader's memorandums, e-mails, and other communications.</li><li>Leader's communication to faculty and stakeholders recognizes the role of those to whom leadership functions were distributed.</li><li>Other leadership evidence of proficiency on this indicator.</li></ul>		<ul style="list-style-type: none"><li>Sub-ordinate leaders and teacher leaders report meaningful roles in decision making.</li><li>Minutes, agendas, and other records of meetings held by sub-ordinate leaders reflect their involvement in significant decision making.</li><li>Teachers are able to identify which colleagues have a leadership or decision making role in any given issue.</li><li>Teacher and or parent surveys reflect satisfaction with access to sub-ordinate and teacher leaders rather than requiring access only to the principal.</li><li>Other impact evidence of proficiency on this indicator.</li></ul>	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<div>Highly EffectiveEffectiveNeeds ImprovementUnsatisfactory</div>			
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 6.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	<p>How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams?</p> <p>In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?</p>	<p>Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty?</p> <p>How might you use the function of delegation to empower staff and faculty at your school?</p>	What factors prevent you from releasing responsibilities to staff?

**Indicator 6.5 – Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.**

Narrative: Technology was a separate standard in the 2005 Florida Principal Leadership Standards (FPLS). By 2011 the state had made great strides toward accepting technology into the schools. In the 2011 FPLS, technology moved from a separate general “pro-technology” standard to focused applications of technology embedded in several standards. This indicator focuses on technology integration and the leader’s use of technology to improve decision-making processes in several priority areas.

### Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader mentors other school leaders on effective means of acquiring technology and integrating it into the decision-making process.</p> <p>The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports needed to enhance decision-making quality.</p>	<p>Technology support for decision-making processes is provided for all of the staff involved in decision making on school instructional and faculty improvement efforts.</p> <p>Technology integration supports all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p> <p>Engages sub-ordinate leaders in developing strategies for coaching staff on integration of technology.</p>	<p>Technology support for decision-making processes is provided for some, but not all of the staff involved in decision making on school instructional and faculty improvement efforts.</p> <p>Technology integration supports some, but not all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p>	<p>There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration.</p> <p>Decision making is not supported by a well-understood system of procedures to identify problems and generate solutions.</p> <p>Technology integration does not support data exchanges, project management, and feedback processes.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• School improvement plan reflects technology integration as a support in improvement plans.</li><li>• Leader has a technology integration plan used to provide technology supports to the degree possible with available resources.</li><li>• School website provides stakeholders with information about and access to the leader.</li><li>• Technology tools are used to aid in data collection and analyses and distribution of data findings.</li><li>• Evidence that shared decision -making and distributed leadership is supported by technology.</li><li>• Technology used to enhance coaching and mentoring functions.</li><li>• Other leadership evidence of proficiency on this indicator.</li></ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• Sub-ordinate leaders integrate technology into their work functions and use technology to streamline the process.</li><li>• Data from faculty that supports decision making and monitoring impact of decisions are shared via technology.</li><li>• PowerPoint presentations, e-mails, and web pages of faculty members support involvement in decision making and dissemination of decisions made.</li><li>• Faculty use social network methods to involve students and parents in data collection that supports decision making and to inform stakeholders of decisions made.</li><li>• Other impact evidence of proficiency on this indicator.</li></ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>			

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 6.4**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

**Proficiency Area 7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.**

Narrative: This proficiency area aligns to Standard 7. Leaders are developed by other leaders. This is a process critical to an organization's capacity to improve over time and sustain quality processes. This proficiency area focuses on what leaders do to develop leadership in others.

**Indicator 7.1 – Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.**

Narrative: The FPLS are based on a presumption that the school leader works with and through a team of other people to insure coordination and focus of school operations and improvements. Leadership teams get things done!

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The participants in the school's leadership team function independently with clear and efficient implementation of their role(s) and work in a collegial partnership with other leadership team participants to coordinate operations on student growth and faculty development.</p> <p>Leadership development processes employed by the school leader are shared with other school leaders as a model for developing quality leadership teams.</p> <p>The leader has specifically identified at least two emerging leaders in the past year, and has entered them into the ranks of leadership training or provided personal mentoring on site.</p> <p>Other school leaders cite this leader as a mentor in identifying and cultivating emergent leaders.</p>	<p>Those who are assigned or have accepted leadership functions have consistent support from the school leader in focusing their efforts on instructional improvement and faculty development.</p> <p>The leader has specifically identified and cultivated potential and emerging leaders for the major functions of the school.</p> <p>The leader has personally mentored at least one emerging leader to assume leadership responsibility in instructional leadership or at an administrative level, with positive results.</p>	<p>The leader has identified staff for leadership functions, follows district personnel guidelines for accepting applications for new leaders, but has not implemented any systemic process for identifying emergent leaders, or is inconsistent in application of such a process.</p> <p>The leader provides some training to some of the people assigned leadership functions, but does not involve staff other than those in the designated roles.</p>	<p>The leader does not recognize the need for leadership by other people. Staff with leadership titles (e.g., department heads, team leaders, deans, assistant principals) has little or no involvement in processes that build leadership capacities.</p> <p>Persons under the leader's direction are unable or unwilling to assume added responsibilities.</p> <p>There is no or only minimal evidence of effort to develop leadership potential in others.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Organizational charts identify the leadership roles and team members.</li> <li>The leader has a system for identifying and mentoring potential leaders.</li> <li>The leader can cite examples in which s/he coached several</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Teachers at the school can describe informal and formal opportunities to demonstrate and develop leadership competencies.</li> <li>Teachers at the school report that leadership development is supported and encouraged.</li> </ul>	

<p>emerging leaders to assume greater levels of responsibility within the organization.</p> <ul style="list-style-type: none"> <li>Minutes, e-mails, and memorandums reflecting exchanges among leadership team members are focused on school improvement goals, student growth, and faculty development.</li> <li>The leader's communications to faculty and stakeholders reflect recognition of the leadership team.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>Current leadership team members can describe training or mentoring they receive from the school leader regarding leadership.</li> <li>Teachers can describe processes that encourage them to be involved in school improvement and prepare for leadership roles.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p> <input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b> </p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

### Reflection Questions for Indicator 7.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you provide guidance and mentorship to emerging leaders outside of your personal job description and leadership responsibilities?</p> <p>How would you describe the system you use to ensure that emerging leaders pursue job opportunities when they are available? How might you embed this preparation into their job duties, and what changes will you need to make to help build such leadership capacity at your school?</p>	<p>How have you designed the school improvement process to develop leadership capacity from existing faculty?</p> <p>What strategies and lessons might you impart to your direct reports to better prepare them for expanded leadership opportunities?</p>	<p>What process do you employ to encourage participation in leadership development?</p> <p>When do you release responsibility to your assistants to own key decisions? How do you leverage school improvement activities to build leadership capacity for assistants and emerging teacher leaders?</p>	<p>What process is available to you that help you screen and develop potential leaders?</p> <p>How might you spend time explicitly preparing your assistants to assume your role as principal? What steps would you take to spend more time in preparing your assistants to assume your role as principal?</p>



**Indicator 7.2 – Delegation: The leader establishes delegated areas of responsibility for sub-ordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.**

Narrative: Leadership teams engage other skilled people in the business of the school. However, involvement does not insure effective organizations. This indicator focuses on the distribution of responsibility and whether sub-ordinate leaders have been delegated all that is needed to succeed.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Staff throughout the organization is empowered in formal and informal ways.</p> <p>Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p>	<p>The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p> <p>Clarity of the scope of delegated authority is inconsistent from one delegation to another.</p> <p>Actions taken by those to whom tasks are delegated are sometimes overruled without explanation.</p>	<p>The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p> <p>If delegation has occurred there is a lack of clarity on what was to be accomplished or what resources were available to carry out delegated tasks.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• A Responsibility Matrix or chart of "who does what" provides evidence that the leader trusts others within the school by identifying how leadership responsibilities are delegated to other faculty members on his or her staff.</li> <li>• The leader's processes keep people from performing redundant activities.</li> <li>• The leader has crafted "job descriptions" for sub-ordinate leaders' roles that clarify what they are to do and have the delegated authority to do.</li> <li>• Communications to delegated leaders provide predetermined decision-making responsibility.</li> <li>• Documents initiating projects and tasks identify personal responsibility for success at the beginning of the project.</li> <li>• Delegation and trust are evident in personnel evaluations.</li> <li>• Delegation and trust are evident in the school improvement plan as a variety of school staff are identified as being directly responsible for various components of the planning effort.</li> <li>• Meeting minutes provide evidence of delegation and trust being extended to select members of the faculty.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Teachers report that areas of delegated responsibility include authority to make decisions and take action within defined parameters.</li> <li>• Faculty and staff can cite examples of delegation where the leader supported the staff member's decision.</li> <li>• Faculty report that building leaders express high levels of confidence in their capacity to fulfill obligations relevant to the shared task of educating children.</li> <li>• Staff to whom responsibility has been delegated in turn delegates appropriate aspects of their tasks to other staff thus expanding engagement.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	

**Scale Levels:** *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

☐ **Highly Effective**
☐ **Effective**
☐ **Needs Improvement**
☐ **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 7.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	<p>How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams?</p> <p>In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?</p>	<p>Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty?</p> <p>How might you use the function of delegation to empower staff and faculty at your school?</p>	What factors prevent you from releasing responsibilities to staff?

**Indicator 7.3 – Succession Planning: The leader plans for and implements succession management in key positions.**

Narrative: When the leader is off campus – who is in charge? When the leader changes jobs or retires, who is prepared to take over? What about the school's sub-ordinate leaders? Who takes over for them? Succession planning is building relationships and preparation processes for involving others in ways that prepare them to move into key positions as they become vacant.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>In addition to the practices at the effective level, the leader systematically evaluates the success of the succession program, making adjustments as needed and engaging sub-ordinate leaders in succession management processes in their own areas of responsibility.</p> <p>Central office personnel rely upon this leader to share highly successful succession planning practices with other leaders throughout the district.</p>	<p>The leader proficiently implements a plan for succession management in key positions that includes identification of key and hard-to-fill positions for which critical competencies have been identified.</p> <p>In conjunction with central office staff, the leader identifies and evaluates applicant pools, collects information on competency levels of employees in identified applicant pools and identifies competency gaps.</p> <p>Based on an analysis of these gaps, the leader develops and uses programs and strategies for smooth succession including temporary strategies for getting work done during vacancy periods.</p>	<p>Inasmuch as the leader understands the need to establish a plan for succession management, the plan remains simply that - a plan - as thoughts about the plan and its component parts have yet to be implemented.</p> <p>The leader primarily relies on central office staff to identify and evaluate applicant pools, the competency levels of employees in identified applicant pools, and the competency gaps.</p> <p>Little to no effort on the part of the leader is made to increase the competency level of the potential successor leaders within the faculty or such efforts are limited in scope.</p>	<p>The leader takes little or no actions to establish a plan for succession management.</p> <p>Staff are hired to fill vacancies in key positions who do not possess the critical instructional capabilities required of the school, which compromises the school's efforts to increase student academic achievement, and no processes to remedy the trend are taken.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		
<ul style="list-style-type: none"> <li>Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development that addresses succession management priorities.</li> <li>The leader has processes to monitor potential staff departures.</li> <li>The leader accesses district applicant pools to review options as soon as district processes permit.</li> <li>Informal dialogues with faculty routinely explore their interests in expanded involvement and future leadership roles.</li> <li>Leader has documents or processes to inform potential leaders of the tasks and qualifications involved in moving into leadership roles.</li> <li>A succession management plan that identifies succession problems, key and hard-to-fill positions for which critical competencies have been identified, and key contacts within the school community.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>Select teachers can attest to having been identified into applicant pools for leadership in key and hard-to-fill positions that may develop in the future.</li> <li>Select teachers report that the principal has identified various competency levels needed for key or hard-to-fill leadership positions.</li> <li>Select teachers describe providing the leader feedback as to gaps in their personal competency for which the leader has developed professional learning experiences.</li> <li>Teachers can describe transparent processes for being considered for leadership positions within the school.</li> <li>Sub-ordinate leaders engage other faculty in competency building tasks that prepare them for future leadership roles.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>		

**Scale Levels:** (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

☐ **Highly Effective**

☐ **Effective**

☐ **Needs Improvement**

☐ **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

### Reflection Questions for Indicator 7.3

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in succession management practices?</p> <p>What have you prepared to assist your successor when the time comes?</p>	<p>In what ways are you interacting with central office personnel to share highly effective succession planning practices with other leaders throughout the district?</p> <p>What are some of your strategies you have employed that help your school get work done during vacancy periods?</p>	<p>What are the key components of within your succession management plan?</p> <p>What might be the one or two personal leadership practices to which you will pay particular attention as you implement your succession management plan?</p>	<p>In what ways would a plan for succession management be helpful to you as you move to replace key and hard-to-fill positions at your school?</p>

**Indicator 7.4 – Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.**

Narrative: This is a fundamentally important skill set. Leaders get quality work done through other people. The skill set of relationship building, including networking and engaging others in a shared vision, are hallmarks of quality leaders.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building.  The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) networks with all key stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders.  Leader has effective collegial relationships with most faculty and subordinates.	The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) to support leadership development.  Relationship skills are employed inconsistently.	The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development.
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"><li>Documentation can be provided describing the leader's plan—with goals, measurable strategies, and a frequent-monthly-monitoring schedule—to develop sustainable and supportive relationships with key stakeholder groups in support of potential and emerging leaders.</li><li>Documentation can be provided as to the relationships with other building leaders the leader has established in support of potential and emerging leaders within the school.</li><li>Documentation can be provided as to the relationships with parents, community members, higher education, and business leaders the leader has established in support of potential and emerging leaders within the school.</li><li>Other leadership evidence of proficiency on this indicator.</li></ul>		<ul style="list-style-type: none"><li>Parents report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li><li>Community members report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li><li>Higher education members within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li><li>Business leaders within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.</li><li>Other impact evidence of proficiency on this indicator.</li></ul>	
<b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			
<b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 7.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in establishing relationships among key stakeholder groups?	What strategies are you employing so you can share your experiences relative to establishing relationships with key stakeholders to support potential and emerging leaders?	In what ways are you working to establish networks with key stakeholder groups to cultivate and support potential and emerging leaders in your school?	How might your relationships with faculty and key stakeholder groups help to cultivate and support potential and emerging leaders in your school?

**Proficiency Area 8. School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.**

Narrative: This proficiency area aligns with Standard 8. A school is an “organization.” School leaders manage implementation of many rules, regulations, and policies. However, the “organization” is the people working together to provide learning to students. What leaders do to manage those people and the environment in which they work is the focus of this area.

**Indicator 8.1 – Organizational Skills: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.**

Narrative: Time, tasks, and projects all need organization to have the desired impact. This indicator focuses on the key aspects of organization essential to school success.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build system thinking throughout the organization.</p> <p>Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> <p>Successful project results can be documented.</p>	<p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization.</p> <p>Task and project management and tracking of deadlines are routinely monitored with an emphasis of issues related to instruction and faculty development.</p>	<p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget.</p> <p>The impact of changes in an action plan or deadline is inconsistently documented and communicated to people within the organization.</p>	<p>There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Examples of projects that have been adjusted based on the input from a variety of sources.</li> <li>• Examples of timely completion of learning environment improvement projects focused on issues like safety, efficiency, effectiveness, or legal compliance.</li> <li>• Examples of multiple projects and timelines managed by the leader by strategically delegating time, resources, and responsibilities.</li> <li>• School Improvement Plan implementation records reveal planning of tasks with clear stages of progress and timelines to</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Reports that require teacher input are submitted on time and in compliance with expectations.</li> <li>• Sub-ordinate leaders' records reveal specific levels of fiscal support to projects delegated to them and processes for tracking the expenses are implemented.</li> <li>• Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe ongoing projects and tasks.</li> <li>• Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe how school leadership</li> </ul>	

<p>measure progress.</p> <ul style="list-style-type: none"> <li>• Leadership responsibility matrix or chart describes how management of tasks and projects are allocated and reflects monitoring tasks.</li> <li>• School financial information showing meeting deadlines and procedures and processes for assessing the adequacy of fiscal resources budgeted to tasks. (Is there a way to recognize when funds will run short or if there will be an excess which can be repurposed?)</li> <li>• Examples of “systems planning tools” (e.g., tree diagram, matrix diagram, flowchart, PERT Chart, Gant Chart) are used that display the chronological interdependence of the project events that unfold over time.</li> <li>• Tasks and reports for parties outside the school are monitored for timely completion.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<p>monitors work in progress and due dates.</p> <ul style="list-style-type: none"> <li>• Minutes, agendas, records and/or anecdotal information from teachers reveal the preponderance of teacher meetings have clear objectives or purposes focused on system instructional goal, professional learning, or improvement planning.</li> <li>• School-wide teacher questionnaire results related to school management issues reflect awareness of a positive impact of organization on school operations.</li> <li>• Teachers are aware of time and task management processes and contribute data to them.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p> <input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b> </p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>          	

### Reflection Questions for Indicator 8.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How much of your work on organization of time and projects is reactive to establish conformity with deadlines and short term situations and how much is proactive focused on creating capacity for continuous improvement.?</p> <p>Are you able to identify and articulate to others the systemic connections between the various projects and tasks you manage?</p>	<p>To what extent are tasks and major tasks delineated in your overall project design? What might you do to emphasize the most important components over minor tasks?</p> <p>How do you distinguish between the support needed for high priority projects and tasks that impact student achievement or faculty development and compliance with projects that have fixed due dates for parties outside the building?</p>	<p>How do you ensure unanticipated changes do not derail or prevent completion of key projects at your school?</p> <p>How do you monitor whether work needed to meet deadlines is proceeding at a necessary pace?</p>	<p>What changes in your practice are needed to ensure necessary projects are identified, realistically designed, carefully implemented, and supported with sufficient time and resources?</p> <p>How to you distribute workloads so the appropriate people are involved and with sufficient clarity on goals and timeframes to get work done?</p>



**Indicator 8.2 – Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.**

Narrative: Resources are always limited. How well a leader does at putting resources where they are needed and when they are needed to support instructional goals is the focus here. Do teachers and students get what they need when they need it?

**Rating Rubric**

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p>	<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p>	<p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines.</p> <p>The leader lacks proficiency in using the budget to focus resources on school improvement priorities.</p> <p>Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination.</p> <p>The leader makes minimal attempts to secure added resources.</p>	<p>The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• School financial information shows alignment of spending with instructional needs.</li><li>• Documents are provided to faculty that indicate clear protocols for accessing school resources.</li><li>• School Improvement Plan and spending plans are aligned.</li><li>• Leader's documents reveal recurring involvement in aligning time, facility use, and human resources with priority school needs.</li><li>• Schedules and calendars for use of the facility reflect attention to instructional priorities.</li><li>• Other leadership evidence of proficiency on this indicator.</li></ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• School-wide teacher questionnaire results reveal satisfaction with resources provided for instructional and faculty development.</li><li>• Staff receipt books, activity agreements, and fundraiser requests reflect priority attention to instructional needs.</li><li>• Teachers can describe the process for accessing and spending money in support of instructional priorities.</li><li>• Teachers can provide examples of resource problems being taken on by school leadership as a priority issue to be resolved.</li><li>• Other impact evidence of proficiency on this indicator.</li></ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 8.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases to student achievement?	To what extent are faculty and staff aware of your budgeting expectations? How are your budgeting expectations delineated, published, and communicated?	Have there been instances in which you failed to meet deadlines or where expenditures resulted in budget overruns? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to allocate them most efficiently?

**Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.**

Narrative: Team learning is an essential element in a learning organization. Does the leader provide needed supports to collegial learning? Are barriers to success removed? Everyone working in isolation reduces the probability of improvements. Collegial processes need resource support. This indicator assesses the leader's proficiency at providing that support.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize the impact of available dollars on collegial processes and faculty development.</p> <p>Results indicate the positive impact of deployed resources in achieving a culture of deliberate practice focused on school improvement needs.</p> <p>The leader has established processes to support collegial processes and faculty development through grants, business or higher education partnerships, and/or community resourcefulness.</p>	<p>The leader has established routines regarding allocation of time and facility resources that result in wide faculty participation in collegial processes and faculty development.</p> <p>School fiscal resources are allocated to support collegial processes and faculty development.</p> <p>Clear delegations of responsibility are evident that involve highly effective faculty in sustaining collegial processes and faculty development.</p>	<p>The leader lacks proficiency in using budget, work schedules, and/ or delegation of involvement to focus time and resources on collegial processes and faculty development.</p> <p>There is a lack of sustained and focused resource allocation on these issues.</p>	<p>The leader has little or no record of making plans or keeping commitments to provide resources or build schedules of events that support collegial processes and faculty development.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> <li>School financial information identifies resources employed in support of collegial learning.</li> <li>Procedures for collegial groups to reserve rooms for meetings are provided to all faculty.</li> <li>Protocol for accessing school resources to support collegial learning needs.</li> <li>School Improvement Plan reflects role(s) of collegial learning teams.</li> <li>Leader's memorandums, e-mails, and other documents reflect support for team learning processes both on-campus and via digital participation on communities of practice.</li> <li>Master schedules are modified to promote collegial use through common planning times.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>Teachers routinely recount examples of collegial work, team learning or problem solving focused on student achievement.</li> <li>Lesson study groups, PLC's, and other forms of collegial learning teams are operational.</li> <li>School-wide teacher questionnaire results reflect teacher participation in collegial learning groups.</li> <li>Teachers' professional learning plans incorporate participation in collegial learning.</li> <li>Department, team, or grade level meetings devote a majority of their time to collegial learning processes.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>	

**Scale Levels:** *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

☐ **Highly Effective**
☐ **Effective**
☐ **Needs Improvement**
☐ **Unsatisfactory**

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 8.3**

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases in the quality of collegial processes?	<p>To what extent are faculty and staff aware of your focus on collegial processes?</p> <p>How are faculty given opportunities to request or recommend time or resource allocations that support collegial processes and faculty development?</p>	<p>Have there been instances in which you failed to act on opportunities to support collegial processes or faculty development?</p> <p>What did you learn from that experience and how did you apply lessons from it?</p>	When resources are limited, what actions do you take as the school leader to reallocate them to the high impact functions like collegial processes and faculty development?

**Proficiency Area 9. Communication:** Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by:

- **Practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;**
- **Managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; and**
- **Recognizing individuals for good work; and maintaining high visibility at school and in the community.**

Narrative: The “voice of the school” represents a core set of communication processes that shape perceptions about the school – the leader’s communications central among them. The leader must manage the “voice of the school” so clear, coherent and accurate information flows to faculty, students, and stakeholders. The perceptions of those involved in the success of the school need to be heard, acknowledged, and understood.

**Indicator 9.1 – Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.**

Narrative: Skillful “speaking” is important. So is skillful listening. People can engage in conversation on many things, but some things are more important to school improvement than others. Making sure speaking and listening occurs on the important issues is a leader’s task.

### Rating Rubric

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>In addition to the practices at the effective level, the highly effective leader routinely mentors others within the district to effectively employ key active listening skills (e.g. wait time, paraphrasing, asking clarifying questions) when interacting with diverse stakeholder groups about high achievement for all students.</p> <p>There is evidence of the leader making use of what was learned in constructive conversations with others in the leader’s subsequent actions, presentations, and adjustments to actions.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) and reciprocally listens to and communicates with students, parents, staff, and community using multiple methods (i.e., oral, written, and electronic) to seek input/feedback and to inform instructional and leadership practices.</p> <p>The leader systematically communicates with diverse stakeholders about high achievement for all students.</p>	<p>The leader’s involvement in regard to listening to and communicating with students, parents, staff, and community is primarily unplanned and/or initiated by others rather than the leader “reaching out.”</p> <p>The leader has only a few methods to seek input/feedback with the intent to inform instructional and leadership practices.</p> <p>The leader’s communications with stakeholders about high achievement for all students are not carefully planned and implemented.</p>	<p>The leader’s visibility within the community is virtually non-existent; conducts little to no interactions with stakeholders regarding the work of the school.</p> <p>The leader is isolated from students, parents, staff, and community and engages in no or minimal listening to and communicating with them to seek input/feedback and inform instructional and leadership practices.</p> <p>The leader avoids engaging faculty and/or stakeholders in conversations on controversial issues that need to be addressed in the interest of school improvement.</p>

<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> <li>• Samples of communication methods used by the leader.</li> <li>• A School Improvement Plan that demonstrates knowledge of the specific school community and the impact of community factors on learning needs of students and faculty.</li> <li>• A school-wide plan to engage families and community in understanding student needs and participating in school improvement efforts.</li> <li>• Evidence of opportunities for families to provide feedback about students' educational experiences.</li> <li>• Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities).</li> <li>• Leader writes articles for school or community newspapers.</li> <li>• Leader makes presentations at PTSA or community organizations.</li> <li>• Leader hosts informal "conversations" with faculty, parents, and/or business leaders to share perceptions about the school and pertinent educational issues.</li> <li>• The leader can identify influential "opinion leaders" in the school community and has processes for engaging them in school improvement efforts.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Students confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback.</li> <li>• Faculty members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback.</li> <li>• Parents and community members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback.</li> <li>• Local newspaper articles report involvement of school leader and faculty in school improvement actions.</li> <li>• Letters and e-mails from stakeholders reflect exchanges on important issues.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>          	

### Reflection Questions for Indicator 9.1

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>How might you further expand your influence over your colleagues within the district relative to the implementation of effective listening and communication techniques?</p>	<p>What support might you provide your colleagues within the school that would help them become as capable in the area of listening and communicating as you?</p>	<p>How would you describe your efforts to implement a plan to communicate with various stakeholders within your school community?</p> <p>What might be some of the things you are taking away from this experience that will influence your communication practice in the future?</p>	<p>How might listening with the intent to learn from students, staff, parents, and community stakeholders be beneficial to the successful operation of the school?</p>

**Indicator 9.2 – Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.**

Narrative: Proficiency in the competencies addressed in this indicator impacts success on many other indicators. The most successful school leaders are able to provide clear goals and expectations on every aspect of school operations and instructional leadership. You need to do the “school leader’s two step.” Having clear goals and expectations is step one, communicating them so others can act on them is step two.

## Rating Rubric

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology.</p> <p>Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals.</p> <p>The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.</p>	<p>The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures.</p> <p>Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community.</p> <p>Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.</p>	<p>Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues.</p> <p>Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented.</p> <p>Has a limited capacity to employ Florida’s common language of instruction in aligning school goals and expectations with district and state initiatives.</p>	<p>Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form.</p> <p>The leader’s actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff.</p> <p>Uses terms in the Florida common language of instruction incorrectly thus misleading others.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided.</li> <li>Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different media (e.g., newsletter, electronic) used to communicate goals and expectations for how to accomplish the goals.</li> <li>School safety and behavioral expectations are accessible to all.</li> <li>Dissemination of clear norms and ground rules for standards-based instruction and Multi-tiered System of Supports (MTSS) is provided.</li> <li>School Improvement Plan is based on clear actionable goals.</li> <li>Leader is able to access Florida’s common language of instruction via online resources.</li> <li>Other leadership evidence of proficiency on this indicator.</li> </ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Faculty routinely access <a href="http://www.floridastandards.org">www.floridastandards.org</a> to align course content with state standards.</li> <li>Staff survey results reflect awareness and understanding of priority goals and expectations.</li> <li>Parent survey results reflect understanding of the priority academic improvement goals of the school.</li> <li>Parents’ communications to the school reflect understanding of the goals and expectations that apply to their children.</li> <li>PTSA/Booster club operations and participation addresses support for school academic goals.</li> <li>Student survey results reflect understanding of goals and expectations that apply to the students.</li> <li>Sub-ordinate leaders use Florida’s common language of instruction.</li> <li>Other impact evidence of proficiency on this indicator.</li> </ul>	

<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p> <input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b> </p>			
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>          			

**Reflection Questions for Indicator 9.2**

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What additional strategies have you established to diffuse your practices on goals and expectations among your colleagues across the school system?</p> <p>How does feedback from key stakeholder groups inform the work of the school?</p>	<p>How might you articulate to faculty the benefits that could be gained by the school if parents and community members understood the rationale for most decisions on goals and expectations?</p>	<p>How might you improve your consistency of interactions with stakeholders regarding the work of the school?</p> <p>Knowing that some teachers and parents are reluctant to initiate conversations with school leaders, what strategies have you employed or considered in which you—as the leader—would initiate communication on priority goals and expectations?</p>	<p>What are your priority goals for school improvement?</p> <p>How do you know whether others find them clear and comprehensible?</p>



**Indicator 9.3 – Accessibility: Maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.**

Narrative: Leaders need to be seen by those they are to lead...and those who are asked to engage in rigorous effort on the leader's goals need access to the leader. While leaders must manage their time, they must also make sure those who need access can get it in reasonable ways and timeframes. In a 21<sup>st</sup> century technological society use of social networking and other technologies to promote accessibility is a valuable leadership competency.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>In addition to the practices at the effective level, the leader initiates processes that promote subordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups.</p> <p>The leader serves as the "voice of the school" reaching out to stakeholders and advocating for school needs.</p> <p>The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.</p>	<p>Leader provides timely access to all through a variety of methods using staff and scheduling practices to preserve time on instructional priorities while providing processes to enable access for parents and community.</p> <p>Leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success.</p> <p>Stakeholders have access via technology tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader's time for instructional leadership and faculty development.</p>	<p>Leader's actions to be visible and accessible are inconsistent or limited in scope.</p> <p>Limited use of technology to expand access and involvement.</p> <p>Leadership is focused within the school with minimal outreach to stakeholders.</p>	<p>Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school.</p> <p>Leader has low visibility to students, staff, and community.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• Leader's work schedule reflects equivalent of two work days a week in classrooms and interacting with students and teachers on instructional issues.</li><li>• Meeting schedules reflect frequency of access by various stakeholders.</li><li>• Executive business partnerships engaging local business leaders in ongoing support of school improvement.</li><li>• E-mail exchanges with parents and other stakeholders.</li><li>• Websites or weblogs provide school messaging into the community.</li><li>• Leader's participation in community events.</li><li>• Leader has established policies that inform students, faculty, and parents on how to get access to the leader.</li><li>• Leader monitors office staff implementation of access policies to insure timely and responsive accessibility.</li><li>• Other leadership evidence of proficiency on this indicator.</li></ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• School office staff have effective procedures for routing parents and stakeholders to appropriate parties for assistance and informing the leader when direct involvement of the leader is necessary.</li><li>• Sub-ordinate leaders' involvement in community events where school issues may be addressed.</li><li>• "User friendly" processes for greeting and determining needs of visitors.</li><li>• Newspaper accounts reflecting leader's accessibility.</li><li>• Teacher and student anecdotal evidence of ease of access</li><li>• Parent surveys reflect belief that access is welcomed.</li><li>• Office staff handles routine requests for access in ways that satisfy stakeholders' needs without disrupting leader's time on instructional issues, but gives school leader timely notice when his/her personal involvement should occur without delay.</li><li>• Other impact evidence of proficiency on this indicator.</li></ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>                      <input type="checkbox"/> <b>Effective</b>                      <input type="checkbox"/> <b>Needs Improvement</b>                      <input type="checkbox"/> <b>Unsatisfactory</b></p>			

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

**Reflection Questions for Indicator 9.3**

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How can you involve subordinate leaders as high visibility assets of the school?	What uses can you make of modern technology to deepen community engagement and expand your accessibility to all?	How can you assess what students, faculty, and stakeholders think of your level of accessibility?	What work habits would you need to change to be more visible to students, faculty, and stakeholders?

**Indicator 9.4 – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.**

Narrative: Leading is about enabling others to succeed. Recognition of the successes and contributions of others is a key leadership function. Recognition from the leader is motivating and focusing. The recognition needed is more than “good job.” It identifies what people did to generate the success being recognized. Recognizing the way in which people succeed encourages them to continue those practices and informs others “by what methods” they may do the same.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate rewards and promotes based on established criteria.	The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.	The leader does not celebrate accomplishments of the school and staff, or has minimal participation in such recognitions.
Shares the methods that lead to success with other leaders.	Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated.		
Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.			
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"><li>• Faculty meeting agendas routinely include recognitions of progress and success on goals.</li><li>• Rigorous effort and progress points of collegial work groups are recognized and the methods they employed shared.</li><li>• Samples of recognition criteria and reward structures are utilized.</li><li>• Documents (e.g. written correspondence, awards, agendas, minutes, etc.) supporting the recognition of individuals are based on established criteria.</li><li>• Communications to community groups are arranged recognizing student, faculty, and school accomplishments.</li><li>• Other leadership evidence of proficiency on this indicator.</li></ul>		<ul style="list-style-type: none"><li>• Teachers attest to the leader's recognition of them as individuals and as team members.</li><li>• Teachers describe feedback from the leader that acknowledges specific instructional strengths or improvements.</li><li>• Teachers report that the leader uses a combination of methods to promote the accomplishments of the school.</li><li>• Students report both formal and informal acknowledgements of their growth.</li><li>• Bulletin boards or other media display evidence of student growth.</li><li>• Other impact evidence of proficiency on this indicator.</li></ul>	
<b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			
<b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 9.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the potential benefits that would come from you sharing your talents in this area with your colleagues in the district?	<p>In what ways are you utilizing the recognition of failure as an opportunity to improve?</p> <p>How do you enable those that make progress to share “by what method” they did so?</p>	<p>How might you compare your beliefs about the importance of providing individual and collective praise to your actual practice?</p> <p>What do you want to be most aware of as you make future plans in this area?</p>	As you assess the importance of acknowledging failures and celebrating accomplishments, what assumptions are guiding you?

# Attachment G

## FSLA Data Collection and Feedback Protocol Long Form Domain 4

## Domain 4 - Professional and Ethical Behavior

Narrative: This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Narrative: There are two broad proficiency areas that are the focus of evaluation of behavior and ethics. One is approached as Proficiency Area 10 of the FSLA which is focused on Florida Principal Leadership Standard #10 (FPLS). The indicators in proficiency area 10 address resiliency, professional learning, commitment, and conduct. The other major professional behavior area, Deliberate Practice, is a separate metric, scored separately and, when combined with the overall FLSA score, generates the Leadership Practice Score.

**Indicator 10.1 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by:**

- staying focused on the school vision,
- reacting constructively to adversity and barriers to success,
- acknowledging and learning from errors,
- constructively managing disagreement and dissent with leadership,
- bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and
- productive attitudes in the face of adversity.

Narrative: The lead indicator in this FSLA domain is focused on resiliency. Leadership takes strength of character and a capacity to “weather the storm(s)” to get quality results. It includes learning from mistakes and sticking with it until you get it right.

### Rating Rubric

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising “good mistakes” where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p> <p>The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.</p> <p>The leader is able to bounce back quickly from adversity while remaining focused on the vision of the organization.</p> <p>The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting</p>	<p>The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.</p> <p>The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision.</p> <p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>Non-defensive attitude exists in accepting feedback and discussing errors and failures.</p> <p>There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input.</p> <p>Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects,</p>	<p>The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering.</p> <p>Some evidence of learning from mistakes is present.</p> <p>The leader tolerates dissent, but there is very little of it in public.</p> <p>The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.</p> <p>The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions.</p> <p>The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.</p>	<p>The leader is unwilling to acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p> <p>The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult.</p> <p>Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy.</p> <p>No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.</p>

from those lessons.  The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.	tasks, and priorities.		
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> <li>• The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</li> <li>• The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</li> <li>• The leader demonstrates willingness to question district authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports, and professionally implements organizational policy and leadership decisions.</li> <li>• The leader recognizes and rewards thoughtful dissent.</li> <li>• The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.</li> <li>• The leader offers evidence of learning from dissenting views</li> <li>• Improvement plans reflect changes in leadership practices. (either from one year to the next or amending of current plans based on new insights).</li> <li>• The leader accepts and implements leadership and policy with fidelity and district and state initiatives are represented by the leader in a thorough way citing the student data, research base, and performance goals relevant to these initiatives.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>		<ul style="list-style-type: none"> <li>• Faculty, staff, parents, and community members express perceptions that their concerns and dissent receive fair consideration and are welcome input from the leader even when they disagree with policies or practices being implemented.</li> <li>• Faculty or students share anecdotes of practices/policies they previously challenged or resisted but, due to principal's resilience, they have changed ways of working without acting in dysfunctional or harmful ways to others within the organization.</li> <li>• The principal's resilience in pursuit of school improvements has generated a school climate where faculty and staff feel comfortable voicing concerns and disagreements and perceive that their concerns are treated as a basis for deepening understanding.</li> <li>• Previously resisted policies and practices are now perceived by faculty or students as appropriate and are being implemented with fidelity.</li> <li>• Results of staff, student, or community questionnaire regarding the leader's vision and impact on school improvement efforts.</li> <li>• Changes advocated by the leader and implemented despite resistance have had a positive impact on student growth.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>	
<b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> <b>Highly Effective</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Unsatisfactory</b>			
<b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

### Reflection Questions for Indicator 10.1

Reflection Questions			
Highly effective	Effective	Needs Improvement	Unsatisfactory
<p>What additional insights are you gaining about the challenges of reconciling points of view disagreements and fully supporting and executing organizational policy and leadership decisions?</p> <p>What additional insights have you gained about the value of supporting processes that enable faculty to reflect on and modify their own mental models based on evidence rather than assumptions?</p>	<p>How might you reconcile your opinions with final decisions in supporting and implementing organizational policy and leadership decisions?</p> <p>How can you help your staff grow to acknowledge and implement systems for gaining multiple perspectives in decision-making?</p>	<p>When or how is it appropriate to challenge policy and leadership decisions, if at all?</p> <p>What leadership practices, structures, and processes could you put in place that would help staff know that dissent is welcomed as part of an informed decision-making process?</p>	<p>How do you deal with decisions with which you are uncomfortable? Do you think about the impact when unpopular or difficult policy decisions are undermined, ignored, or executed with public disagreement or lack of enthusiasm from yourself or your staff?</p> <p>What needs to be done to establish enough trust that faculty and staff feel free to present opposing views with you in an open, sharing way?</p>

**Indicator 10.2 – Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.**

Narrative: Professional learning is addressed in several FSLA indicators, each from a different perspective. Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Indicator 4.4 focuses on professional learning needed to implement priority initiatives. Indicator 4.6 addresses alignment of faculty professional learning with improvement of instruction. The Deliberate Practice metric concentrates on a very few issues where the leader drives for deep learning and personal mastery of a few “thin slices.” Indicator 10.2 is focused on the impact of the leader’s professional learning – does the leader’s learning result in improved performance?

**Rating Rubric**

<b>Highly Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Performance improvements linked to professional learning are shared with other leaders thus expanding impact.</p> <p>The leader approaches every professional learning opportunity with a view toward multidimensional impact.</p> <p>Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.</p> <p>Rather than merely adopting the tools of external professional learning, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are “home-grown” rather than externally generated.</p> <p>The leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization.</p>	<p>The leader routinely shows improvement in areas where professional learning was implemented.</p> <p>The leader engages in professional learning that is directly linked to organizational needs.</p> <p>The priority is given to building on personal leadership strengths.</p> <p>The leader personally attends and actively participates in the professional learning that is required of other leaders in the organization.</p> <p>The leader personally attends and actively participates in the professional learning required of teachers.</p> <p>There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional learning programs that lack clear evidence of success when applied in the organization.</p>	<p>The leader demonstrates some growth in some areas based on professional learning.</p> <p>The leader actively participates in professional learning, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.</p> <p>The leader attends professional learning for colleagues, but does not fully engage in it and set an example of active participation.</p> <p>The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.</p>	<p>There is no or only minimal impact of professional learning on the leader’s performance.</p> <p>The leader might introduce a professional learning program, but does not participate in the learning activities along with the staff.</p> <p>The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals.</p> <p>Even on those rare occasions when the leader engages in professional learning, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional learning is an expense, not an investment in constructive improvements.</p>



<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the behaviors or actions of the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> <li>• The leader is an active participant in professional learning provided for faculty.</li> <li>• The leader's professional growth plan includes professional learning topics that are directly linked to the needs of the school or district.</li> <li>• Evidence the leader has applied lessons learned from the research to enhance personal leadership practices.</li> <li>• Case studies of action research shared with subordinates and/or colleagues.</li> <li>• Forms, checklists, self-assessments, and other learning tools the leader has created that help the leader apply concepts learned in professional development.</li> <li>• Membership and participation in professional learning provided by professional organizations.</li> <li>• Other leadership evidence of proficiency on this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' anecdotal evidence of the leader's support for and participation in professional learning.</li> <li>• School-wide teacher questionnaire results reflecting leadership support for professional learning.</li> <li>• The frequency with which faculty members are engaged in professional learning.</li> <li>• Changes in student growth data, discipline data, etc., after faculty professional development.</li> <li>• Other impact evidence of proficiency on this indicator.</li> </ul>
<p><b>Scale Levels:</b> (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>	
<p><b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

### Reflection Questions for Indicator 10.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What has been most effective in creating a focus on professional learning? How might you lead this effort across the district?</p> <p>How have you synthesized new professional learning into existing learning for more sophisticated application? How have you applied this learning to support and encourage the growth of other leaders? How will you leverage your professional learning throughout the school, district, and beyond?</p>	<p>To what degree do you explicitly identify the focus areas for professional development in faculty and grade level/department meetings?</p> <p>How will you determine whether application of your own professional learning is impacting student achievement and the school as a whole?</p> <p>How are you adjusting application when clear evidence of success is not apparent?</p>	<p>How are you investing your professional learning and applying it to your school on daily basis? How do you apply this learning in multiple leadership venues?</p>	<p>What steps can you take to participate in professional learning focused on school and district goals with your staff?</p> <p>What steps can you take to begin to apply professional learning to your daily work?</p>

**Indicator 10.3 – Commitment: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.**

Narrative: Leaders are committed to carrying out the role of school leader in ways that benefit others: Students – faculty – community. Barriers to having that impact are not seen as reasons to give up but as problems to be solved.

**Rating Rubric**

<b>Highly Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community.	There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The schools vision of success for all students is shared with the community at large.	The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success have limited scope and have resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests.	Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the school, and the leader is not perceived by staff, students, or community as a sincere and effective advocate for the students.
<b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		<b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"><li>Agenda, memorandum, and other documents show a recurring emphasis on student success with specific efforts to remove barriers to success.</li><li>Agenda, memorandum, and other documents show a recurring emphasis on deepening faculty understanding of the students and the community in which they live.</li><li>The leader can describe the challenges present in the students' lives and provide specific examples of efforts undertaken to support student success.</li><li>Barriers to student achievement or faculty development are identified in the SIP, and strategies are implemented to address them.</li><li>Other leadership evidence of proficiency on this indicator.</li></ul>		<ul style="list-style-type: none"><li>Student results show growth in all sub-groups.</li><li>Faculty members anecdotal evidence describe a leader focused on and committed to student success.</li><li>Parent and community involvement in student supports are plentiful and address the needs of a wide range of students.</li><li>Student work is commonly displayed throughout the community.</li><li>News reports in local media draw attention to positive actions of students and school.</li><li>Other impact evidence of proficiency on this indicator.</li></ul>	
<b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<div><input type="checkbox"/> <b>Highly Effective</b></div> <div><input type="checkbox"/> <b>Effective</b></div> <div><input type="checkbox"/> <b>Needs Improvement</b></div> <div><input type="checkbox"/> <b>Unsatisfactory</b></div>			
<b>Evidence Log</b> (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

**Reflection Questions for Indicator 10.3**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
What actions are needed to sustain the role of the school in generating a community wide effort to insure students succeed?	What outreach can you initiate to expand the involvement of parents and community leaders in supporting student success and deepening understanding of the barriers and actions that mitigate them?	Have you presented an effective challenge to perceptions that student apathy or lack of parent involvement are acceptable explanations for lack of success by some students or sub-groups?	Do you know enough about the students and the community in which they live to recognize the barriers that prevent success by all of the students?

**Indicator 10.4 – Professional Conduct. The leader Adheres to the Code of Ethics (Rules 6B-1.001) of the Education Profession in Florida and to the Principles of Professional Conduct for the education profession (Rules 6B-1.006, F.A.C.).**

Narrative: State Board Rules define specific expectations for the conduct and ethical behaviors for Florida educators.

**Rating Rubric**

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior.</p> <p>The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.</p>	<p>There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship.</p> <p>The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity.</p> <p>The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.</p>	<p>The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles.</p> <p>There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs is not evident.</p> <p>The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.</p>	<p>The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.</p>
<p><b>Leadership Evidence</b> of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• Samples of written feedback from teachers regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization.</li><li>• Samples of written feedback provided by parents regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization.</li><li>• School improvement plan's focus on student success and evidence of actions taken to accomplish such plans.</li><li>• School safety and behavioral expectations promoted by the leader for the benefit of students.</li><li>• Other leadership evidence of proficiency on this indicator.</li></ul>		<p><b>Impact Evidence</b> of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"><li>• Teacher, student, parent anecdotal evidence reflecting respect for the principal's ethics and conduct.</li><li>• Recognition by community and parent organizations of the principal's impact as a role model for student and adults in the community.<ul style="list-style-type: none"><li>• Parent or student questionnaire results.</li></ul></li><li>• Other impact evidence of proficiency on this indicator.</li></ul>	
<p><b>Scale Levels:</b> (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> <b>Highly Effective</b>      <input type="checkbox"/> <b>Effective</b>      <input type="checkbox"/> <b>Needs Improvement</b>      <input type="checkbox"/> <b>Unsatisfactory</b></p>			

**Evidence Log** (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

#### Reflection Questions for Indicator 10.4

<b>Highly Effective:</b> Leaders action's or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	<b>Effective:</b> Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	<b>Needs Improvement:</b> Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	<b>Unsatisfactory:</b> Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
How might you expand your influence within the district so that others achieve and sustain your high degree of ethical conduct?	What might be some strategies you could pursue that would inspire others within the organization to demonstrate your level of ethical behavior?	How might you be more overt in demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?	In what ways are you demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?

# Attachment H

## Proficiency Ratings: Tables 1-5

### Rating of Proficiency Areas.

Ratings on the indicators in a Proficiency Area are combined to assign a proficiency level (HE, E, NI, or U) to a Proficiency Area: The distribution of indicator ratings within a Proficiency Area result in a Proficiency Area Rating. Since the number of indicators in a Proficiency Area varies, the following formulas are applied to assign Proficiency Area ratings. For each Proficiency Area, the appropriate table will be used. The administrative evaluation system that our administrators and supervisors will complete will be an electronic version of this written document. This electronic version will be managed by True North Logic and will be set up so that these calculations of ratings of proficiency area will be electronic using the tables below. These tables are provided for supervisors and administrators to understand how this calculation is made.

Table 1

For Proficiency Areas 1,2,5,7,9 and 10 with <b>four Indicators</b> , each Proficiency Area is rated:			
Highly Effective (HE) if: three or more indicators are HE and none are less than E.			
Examples:	HE+HE+HE+HE=HE	HE+HE+HE+E=HE	
Effective (E) if: at least three are E or higher and no more than one are NI. None are U.			
Examples:	E+E+E+HE=E	E+E+E+NI=E	E+E+E+E=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.			
Examples:	E+E+NI+NI=NI	HE+HE+NI+NI=NI	HE+E+U+NI=NI
Unsatisfactory (U) if: two or more are U.			
Examples:	HE+U+U+HE=U	E+NI+U+U=U	E+E+U+U=U

For the Proficiency Areas with fewer or more than four indicators, use the appropriate table below:

Table 2

For proficiency Area 3 with <b>six Indicators</b> , each Proficiency Area is rated:			
Highly Effective (HE) if: four or more indicators are HE and none are less than E.			
Examples:	HE+HE+HE+HE+HE+HE=HE	HE+HE+HE+HE+E+E=HE	
Effective (E) if: at least four are E or higher and no more than two are NI. None are U.			
Examples:	HE+HE+E+E+E+E=E	E+E+E+E+NI+NI=E	
Needs Improvement (NI) if: Criteria for E not met and no more than two are U.			
Examples:	HE+HE+NI+NI+NI+NI=NI	NI+NI+NI+NI+U+U=NI	E+E+E+NI+NI+NI=NI HE+HE+E+E+E+U=NI
Unsatisfactory (U) if: two or more are U.			
Examples:	HE+HE+HE+HE+U+U=U	NI+NI+NI+NI+U+U=U	

Table 3

For Proficiency Area 4 with <b>seven Indicators</b> , each Proficiency Area is rated:			
Highly Effective (HE) if: five or more indicators are HE and none are less than E.			
Examples:	HE+HE+HE+HE+HE+E+E=HE		
Effective (E) if: at least five are E or higher and no more than two are NI. None are U.			
Examples:	HE+HE+E+E+E+NI+NI=E	E+E+E+E+E+NI+NI=E	
Needs Improvement (NI) if: Criteria for E not met and no more than two are U.			
Examples:	E+E+E+E+NI+NI+NI=NI	HE+HE+E+E+E+U+U=NI	HE+HE+HE+HE+HE+U=NI
Unsatisfactory (U) if: two or more are U.			
Examples:	HE+HE+HE+HE+HE+U+U=U	NI+NI+NI+NI+NI+U+U=U	

Table 4

For Proficiency Area 6 with <b>five Indicators</b> , each Proficiency Area is rated:				
Highly Effective (HE) if: four or more indicators are HE and none are less than E.				
Examples:	HE+HE+HE+HE+HE=HE		HE+HE+HE+HE+E=HE	
Effective (E) if: at least four are E or higher and no more than one are NI. None are U.				
Examples:	E+E+E+E=E	HE+HE+E+E=E	HE+E+E+E+NI=E	E+E+E+E+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.				
Examples:	HE+HE+NI+NI+NI=NI	E+E+NI+NI+U=NI	NI+NI+NI+NI+U=NI	
Unsatisfactory (U) if: two or more are U.				
Examples:	HE+HE+HE+U+U=U		NI+NI+NI+U+U=U	

Table 5

For Proficiency Area 8 with <b>three Indicators</b> , each Proficiency Area is rated:				
Highly Effective (HE) if: two or more indicators are HE and none are less than E.				
Examples:	HE+HE+HE=HE		HE+HE+E=HE	
Effective (E) if: two or more are E or higher and no more than one is NI. None are U.				
Examples:	E+E+E=E	E+E+HE=E	E+HE+NI=E	HE+HE+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.				
Examples:	NI+NI+NI=NI	NI+NI+U=NI	HE+E+U=NI	HE+NI+NI=NI
Unsatisfactory (U) if: two or more are U.				
Examples:	HE+U+U=U		NI+U+U=U	

# Attachment I

## High Effect Size Indicators



### **High Effect Size Indicators (2012)**

Student learning needs and faculty and leadership development needs will vary from school to school and from district to district. However, contemporary research reveals a core of instructional and leadership strategies that have a higher probability than most of positively impacting student learning in significant ways. The indicators below link formative feedback and evaluation to contemporary research on practices that have a positive impact on student learning growth.

- Research on the cause and effect relationships between instructional and leadership strategies and student outcomes address the effect size of a strategy: What degree of impact does it have?
- In the context of district instructional and leadership evaluation systems, effect size is a statistical estimation of the influence a strategy or practice has on student learning. Effect size calculations result from statistical analyses in research focused on student learning where the correct and appropriate use of a strategy yields better student learning growth than when the strategy is not used or is used incorrectly or inappropriately.
- In research terms, those strategies often identified as “high effect size” are those with higher probabilities of improving student learning.

Classroom teachers need a repertoire of strategies with a positive effect size so that what they are able to do instructionally, after adapting to classroom conditions, has a reasonable chance of getting positive results. As school leaders and mentor teachers begin to focus on feedback to colleagues to improve proficiency on practices that improve student learning growth, emphasis should be on those strategies that have a high effect size. Where every Florida classroom teacher and school leader has a core repertoire of highly effective practices, progress on student learning is accelerated.

The Department’s identified set of indicators on high effect size instructional and leadership strategies with a causal relationship to student learning growth constitute priority issues for deliberate practice and faculty development.

## **Classroom Teacher High Effect Indicators**

### **Learning Goal with Scales:**

The teacher provides students with clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal.

**Tracking Student Progress:** The teacher facilitates the tracking of student progress on learning goals using a formative approach to assessment.

**Established Content Standards:** The teacher ensures that lesson and unit plans are aligned with established state content standards identified by the state and the manner in which that content should be sequenced.

**Multi-tiered System of Supports:** The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change.

**Tracking Rate of Progress:** The teacher's implementation of a multi-tiered system of supports (MTSS) routinely collects, analyzes, and uses on-going progress monitoring data to evaluate student rate of progress aligned with behavioral and grade-level academic standards.

**Clear Goals:** The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

**Text Complexity:** The teacher cognitively challenges students through the use of "complex text" to learn content information and routinely includes close reading, rereading, and use of dependent questions to deepen student understanding of text incorporating these two processes:

- writing in response to text
- text-based discussions with students

**ESOL Students:** The teacher provides instruction to ESOL students on the development of the English language learners' ability to produce and respond to spoken and written English texts, from pronunciation and formation of individual sounds and letters, through word and sentence level, to patterns of text structure utilizing the appropriate ESOL teaching strategies.

### **School Leadership High Effect Indicators**

**Feedback Practices:** The school leader monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

**Facilitating Professional Learning:** The school leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

**Clear Goals and Expectations:** The school leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills; communicates student expectations and performance information to students, parents, and community; and ensures that the faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

**Instructional Resources:** The school leader maximizes the impact of school personnel and fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

**High Effect Size Strategies:** The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.

**Instructional Initiatives:** District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. The following indicators relate to leadership focused on specific instructional improvement initiatives:

- **Monitoring Text Complexity:** The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
  - writing in response to text
  - text-based discussions with students
- **Interventions:** The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)
- **Instructional Adaptations:** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)
- **ESOL Strategies:** The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)

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References to contemporary research on instructional and leadership strategies may be found at [www.fldoe.org/profdev/pa.asp](http://www.fldoe.org/profdev/pa.asp). These research findings provide guidance on instructional and leadership practices that support professional growth and student learning growth

# Attachment J

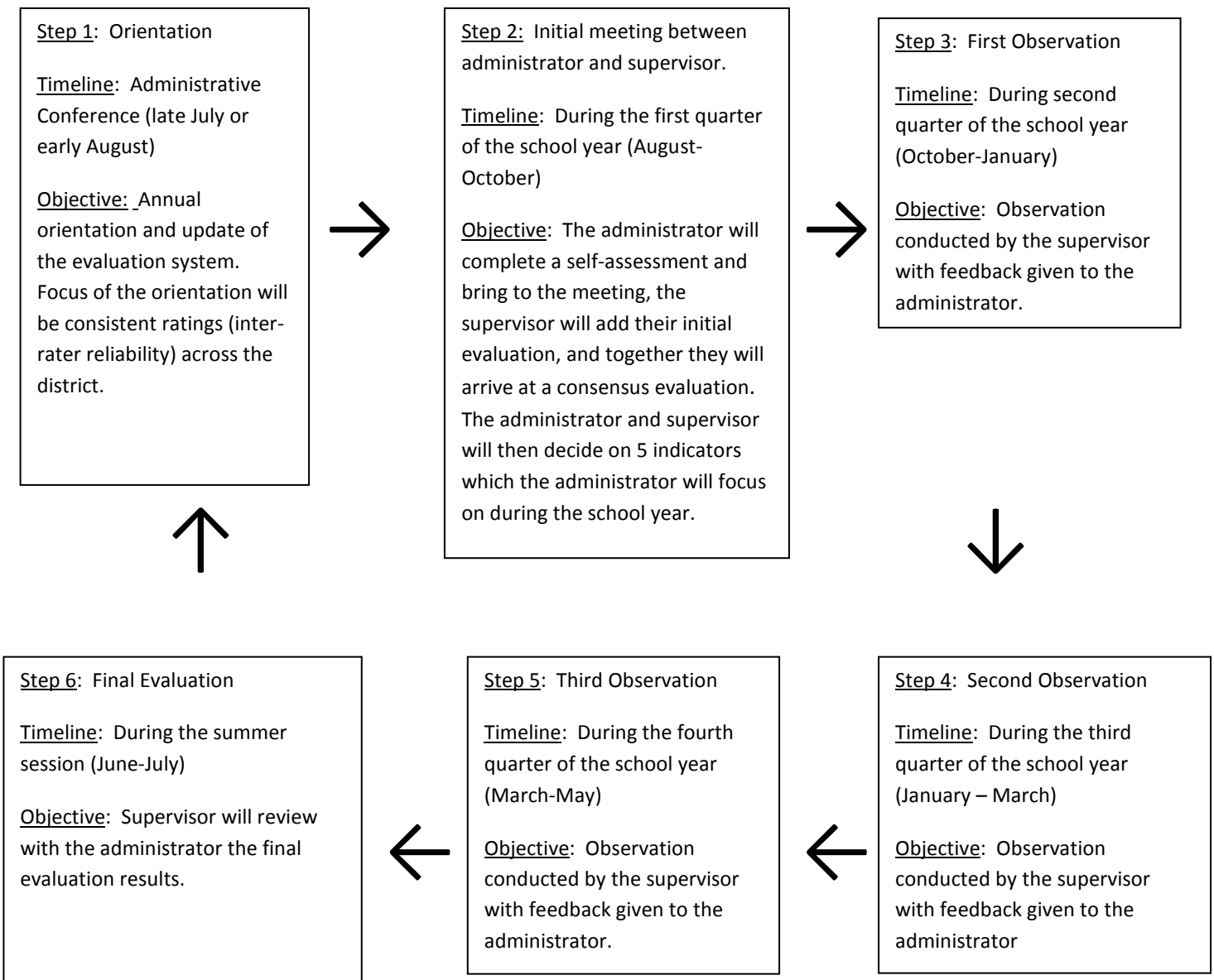
## Administrative Evaluation Process

# Santa Rosa District Schools

## Administrative Evaluation System

### The Evaluation Process

The Evaluation Process is a continuous activity conducted throughout the year which repeats itself on an annual basis. It involves multiple observations by the supervisor followed by feedback and dialogue with the administrator. All administrators will be evaluated by their immediate supervisor each year: principals evaluate Assistant principals, Directors evaluate principals, Assistant Superintendents evaluate Directors and Coordinators and the Superintendent evaluates Assistant Superintendents.



# Attachment K

## Studer Group Information

## Studer Group/EducatorReady

The Studer Group Education Division called EducatorReady is focused on assisting school district to achieve leadership and teaching excellence. The leaders, Dr. Robin Lague and Dr. Janet Pilcher, have spent their lifetimes researching, leading and developing leaders and teachers. In the past several years they have been piloting Evidence-Based Leadership in several school districts in the United States. Their work is affiliated with the Studer Group, a 2010 Malcolm Baldrige Award recipient. From the research they have gathered with teachers and leaders they have created proven practices with districts that align to Race to the Top Guidelines on developing effective leaders and teachers. A summary of their actions is provided below which has lead to increased student engagement and achievement, improved employee engagement, and higher parent satisfaction. Because their work has made improvements in school districts, leaders and teachers have become more energized and results-driven. Their work focuses on schools becoming great places for students to learn, employees to work and parents to send their children to school.

The following summary provides the areas of work by Studer Group/EducatorReady.

<b>educatorready.com affiliated with Studer Group</b>	
<b>Leader Evaluation</b>	<p>Superintendents have implemented a measurable and aligned leader evaluation system for themselves, their senior team, district leaders, principals/assistant principals, and managers focusing on four major pillars of excellence:</p> <ul style="list-style-type: none"> <li>• Quality – student achievement</li> <li>• People – employee engagement</li> <li>• Service – parent satisfaction with schools and leader satisfaction with district services provided</li> <li>• Finance – financial efficiency ratio (cost reduction &amp; savings)</li> </ul>
<b>Teacher Evaluation</b>	<p>We have worked with school districts by using a report from a focus group study we implemented with high performing teachers to work with their teacher groups on creating teacher evaluations. The report is free to districts. The teacher evaluations include:</p> <ul style="list-style-type: none"> <li>• Quality – student achievement</li> <li>• People – student engagement</li> <li>• Service – parent satisfaction</li> <li>• Growth – competency demonstration aligned to Danielson's Framework</li> </ul>
<b>Leader Development</b>	<p>We offer districts online and face to face training in the following areas as a way to assist them with achieving goals and measures for student achievement, employee engagement and parent satisfaction:</p> <ul style="list-style-type: none"> <li>• Professional Conversations: Making Rounds on Employees</li> <li>• Professional Conversations: Recognizing the Five ALWAYS Teaching Actions</li> <li>• Professional Conversations: Having High, Developing and Low Conversations with Employees</li> <li>• Professional Conversations: Gaining Employee Input From Survey Results</li> <li>• Professional Conversations: Answering Tough Questions</li> <li>• Recognizing and Rewarding Employees</li> <li>• Running Effective Meetings</li> <li>• Keeping Employees Informed</li> <li>• Keeping Parents Informed</li> </ul>

<b>Teacher Development</b>	<p>We offer districts online and face to face training in the following areas as a way to assist Teachers to engage students in the learning environment to achieve.</p> <ul style="list-style-type: none"> <li>• PLC 1: Foundations of Five ALWAYS Teaching Actions</li> <li>• PLC 2: Classroom Rules and Procedures</li> <li>• PLC 3: Learning Targets (Targets and Tasks)</li> <li>• PLC 4: Practice and Feedback (Formative Assessment)</li> <li>• PLC 5: Summative Assessments (Grades)</li> <li>• PLC 6: Planning for Students to Achieve</li> </ul>
<b>Measurement</b>	<p>We offer three tools to measure progress and outcomes that include an important roll out process for leaders to use to share the information with employees, parents and students and to gain their input to build excellence in the school district.</p> <ul style="list-style-type: none"> <li>• Employee Engagement – the extent to which employees believe leaders do a good job creating an engaging work environment</li> <li>• Parent Satisfaction – the extent to which parents are satisfied with their child’s learning environment and school</li> <li>• Student Engagement – the extent to which students believe teachers care about their learning and create environments that provide them with opportunities to succeed.</li> </ul>



# Attachment L

## Principal Leadership Standards Crosswalk with Survey Questions









# Attachment M

## Student Surveys



## Santa Rosa District Schools

### Student Surveys – Elementary School

This survey will count as 5% of the annual evaluation of teachers and administrators in this school.

Respond to each of the following statements using the following scale:

- Strongly Agree (5)
- Agree (4)
- Neutral (3)
- Disagree (2)
- Strongly Disagree (1)



		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Learning is fun at this school.	5	4	3	2	1
2.	I like going to this school each day.	5	4	3	2	1
3.	I enjoy art, music and P.E.	5	4	3	2	1
4.	My teacher cares about me.	5	4	3	2	1
5.	I feel safe at this school.	5	4	3	2	1
6.	The school rules are fair.	5	4	3	2	1
7.	My school is clean.	5	4	3	2	1
8.	My principal is a good leader.	5	4	3	2	1



**Santa Rosa District Schools**  
Student Surveys – Middle and High School

This survey will count as 5% of the annual evaluation of teachers and administrators in this school.

Respond to each of the following statements using the following scale:

Strongly Agree (5)

Agree (4)

Neutral (3)

Disagree (2)

Strongly Disagree (1)

1. My learning is important at my school.
2. School rules/disciplines plans are enforced consistently at my school.
3. I regularly receive feedback from school staff about my academic progress.
4. My family is treated with respect at my school.
5. I have opportunities to be successful at my school.
6. Special area classes such as art, music and P.E. add to my school experience.
7. I would recommend my school to others.
8. I feel safe at school.
9. I am recognized for good work and behavior at my school.
10. My school is clean and well maintained.
11. The teachers, staff, and administrators at my school demonstrate genuine concern for students.
12. The principal at my school is an effective leader.



# Attachment N

## Parent Survey



## **Santa Rosa District Schools**

### **Parent Surveys**

This survey will count as 5% of the annual evaluation of teachers and administrators in this school.

Respond to each of the following statements using the following scale:

Strongly Agree (5)

Agree (4)

Neutral (3)

Disagree (2)

Strongly Disagree (1)

1. My child's learning is a high priority at this school.
2. School rules/discipline plans are enforced consistently at this school.
3. I regularly receive feedback from school staff on how well my child is learning.
4. My family is treated with respect at this school.
5. My child has every opportunity to be successful at this school.
6. My child has the necessary classroom supplies and equipment for effective learning.
7. I would recommend this school to other parents.
8. This school provides a safe environment for my child to learn.
9. My child is recognized for good work and behavior at this school.
10. The school is clean and well maintained.
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.
12. I receive positive phone calls or notes about my child from the school.

13. I am proud to say I have a student at this school.
14. The principal at this school is an effective leader.
15. The Principal at this school is approachable and reachable.
16. The Superintendent of the Santa Rosa School District is an effective leader.
17. The Superintendent of Santa Rosa School District makes decisions that are in the best interest of children of the School District.
18. The school provides materials and training to help parents and guardians work with their children to improve their children's achievement.
19. I receive information about the quality of my child's teachers.
20. I receive information about my child's academic progress in school (report cards, FCAT results, progress reports, etc.)
21. I feel the special areas (art, music, and P.E.) available at my child's school help make my child's educational experience more well rounded.
22. I receive information about the progress of my child's school (the yearly progress review including grade and Adequate Yearly Progress report, etc.).
23. I receive information about the school's parent/guardian involvement policy.
24. Information in the *Santa Rosa District Schools Family Guide* helps me understand my child's school work.
25. I have opportunities for involvement at my child's school.

**Elementary Schools and King Middle School only.**

26. Signing a parent/guardian "compact" (agreement) helps me understand the responsibility that I accept as a parent/guardian to help educate my child.

**Open Ended Questions**

1. What is working well at your child's school?
2. Is there anything that could be improved at your child's school?
3. Is there anyone at your child's school that you want to recognize for good work?

# Attachment O

## Teacher Survey

School Choice

**\* Please rate each statement based on your experience in your school or department.**

✚ Avalon Middle School	✚ Holley-Navarre Primary	✚ Alternative Programs
✚ Bagdad Elementary	✚ Jackson Pre-K School	✚ Continuous Improvement
✚ Bennett Russell Elementary	✚ Jay Elementary	✚ Custodial
✚ Berryhill Elementary	✚ Jay High School	✚ Elementary Education
✚ Central Elementary	✚ King Middle School	✚ Exceptional Student Education
✚ Central High School	✚ Literacy Dept	✚ Federal Programs (Title 1)
✚ Central Middle School	✚ Locklin Tech	✚ Finance
✚ Chumuckla Elementary	✚ Math & Science Dept	✚ Food Services
✚ Community Schools	✚ Milton High School	✚ High School Education
✚ Curricular, Instructional and Assessment	✚ Navarre High School	✚ Human Resource
✚ Dixon Intermediate	✚ Oriole Beach Elementary	✚ Maintenance
✚ Dixon Primary	✚ Pace High School	✚ Middle School Education
✚ East Milton Elementary	✚ Pea Ridge Elementary	✚ Professional Development Center
✚ Gulf Breeze Elementary	✚ Rhodes Elementary	✚ Purchasing
✚ Gulf Breeze High School	✚ Santa Rosa Adult and High	✚ Risk Management
✚ Gulf Breeze Middle School	✚ Sims Middle School	✚ Student Services
✚ Hobbs Middle School	✚ West Navarre Intermediate	✚ Transportation
✚ Holley Navarre Middle School	✚ West Navarre Primary	✚ Workforce Development
✚ Holley-Navarre Intermediate	✚ Woodlawn Beach Middle School	

# Santa Rosa Employee Engagement Survey 09/2010

## Survey

**\* Please choose the best response.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I have the materials and supplies to do my job.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
2. My principal/supervisor has provided feedback on my strengths as an employee.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
4. My principal/supervisor recognizes good performance.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
5. My principal/supervisor demonstrates a genuine concern for my welfare.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
6. My principal/supervisor makes the best use of available funds.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
7. My principal/supervisor consults me on the decisions that affect my job.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
8. The expectations for judging my performance are clear.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
9. My principal/supervisor provides the support needed to accomplish my work objectives.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
10. My principal/supervisor has provided feedback concerning areas for improving my performance.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

# Santa Rosa Employee Engagement Survey 09/2010

**\* Please choose the best response.**

**\*\*For questions 11-17, evaluate how well you believe the superintendent applies the actions listed in each item.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
**11. The superintendent is committed to the professional development of school employees.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
**12. The superintendent manages district finances effectively.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
**13. The superintendent implements Board policies and procedures.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
**14. The superintendent uses a variety of methods to promote effective communication throughout the district.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
**15. The superintendent makes informed decisions based on the best interest of the district.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
**16. The superintendent is clear and effective regarding his role in communicating the vision and mission of the district.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
**17. The superintendent has integrity and is honest.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
18. If given a choice, I would recommend that a parent select this district for his or her child.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>



# Santa Rosa Employee Engagement Survey 09/2010

## Open Ended Questions

**What is working well in the school district?**

**What areas in the school district could be improved?**

**Is there anyone in the school district that you would like to recognize for good work?**

# Attachment P

## Principal Survey

# Santa Rosa Support Card

**\* SUPPORT CARD - Please rate each on a scale of: 1 (Very Poor), 2 (Poor), 3 (Average), 4 (Good) to 5 (Very Good). {NA does not affect the score of a department.}**

**Accessibility:** Can we reach a live person or use an electronic tool to reach someone?

**Accuracy:** Did we receive the right product/service or was a variation communicated?

**Attitude:** Was it a nice experience? Did you receive a service with a smile?

**Operations:** Do day to day operations run efficiently and effectively?

**Timeliness:** Was the response or solution delivered when promised

	Accessibility	Accuracy	Attitude	Operations	Timeliness
Administrative Services/Construction	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Alternative Programs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Continuous Improvement	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Curriculum, Instruction, Assessment	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Custodial					<input type="text"/>
Data Processing	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Elementary Education					<input type="text"/>
Exceptional Student Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Federal Programs (Title 1)					<input type="text"/>
Finance	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Food Services					<input type="text"/>
High School Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Human Resource					<input type="text"/>
Literacy	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Maintenance					<input type="text"/>
Math/Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Middle School Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Professional Development Center	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Santa Rosa Support Card**

Purchasing						
Risk Management						
Student Services						
Transportation						
Workforce Development						

# Attachment Q

Grade Level

Assessment/

Percentage for Student  
Performance

**Santa Rosa District Schools**  
**Administrative Evaluation 2011-2012**  
**Assessment, Percentages and Scale**

Elementary Principals and Assistant Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Principal (K – 5 <sup>th</sup> )	15030	DEA Reading (K)	2%	Teacher Scale	
					<i>Level is student’s baseline level. Pts are gain comparing baseline scale score to end of year scale score.</i>	Student Learning Gain
	Asst. Principal (K – 5 <sup>th</sup> )	16030			4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			DEA Math (K)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=52 Pts. Level 3=69 Pts. Level 2=71 Pts. Level 1=85 Pts.
			DEA Reading (1 <sup>st</sup> )	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=104 Pts. Level 3=134 Pts. Level 2=132 Pts. Level 1=163 Pts.
			DEA Math (1 <sup>st</sup> )	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=36 Pts. Level 3=63 Pts. Level 2=70 Pts. Level 1=75 Pts.
			DEA Reading (2 <sup>nd</sup> )	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=76 Pts. Level 3=129 Pts. Level 2=147 Pts. Level 1=169 Pts.
			DEA Math (2 <sup>nd</sup> )	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=9 Pts. Level 3=28 Pts. Level 2=41 Pts. Level 1=63 Pts.
			FCAT Reading (3rd) FCAT Math (3rd)	5% 3%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	Level 4=88 Pts. Level 3=115 Pts. Level 2=127 Pts. Level 1=150 Pts.
			FCAT Reading (4 <sup>th</sup> & 5 <sup>th</sup> ) FCAT Math (4 <sup>th</sup> & 5 <sup>th</sup> )	8% 6%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)	
			FCAT Writing (4 <sup>th</sup> )	3%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% <b>Proficiency</b> (4.0) of Students Taking Assessment 2-60-69% <b>Proficiency</b> of Students Taking Assessment 1-Below 60% <b>Proficiency</b>	

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Elementary Principals and Assistant Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	continued from previous page		FCAT Science (5 <sup>th</sup> )	3%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
			FAA Reading (3 <sup>rd</sup> )	1%	4-Average student proficiency between 6.00-9.00 3-Average student proficiency between 2.00-5.99 2-Average student proficiency between 1.00-1.99 1-Average student proficiency between 0.00-0.99	
			FAA Math (3 <sup>rd</sup> )	1%		
			FAA Reading (4,5) FAA Math (4,5)	2% 2%	<b>Student Scale</b> 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level <b>OR</b> decrease of 2 or more levels in the proficient range <b>OR</b> drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels <b>OR</b> in proficient a decrease of 3 or more levels	<b>Teacher Scale</b> - Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
Principal (K-6)	15031	DEA Reading (K)		2%	Teacher Scale	
					<i>Level is student's baseline level. Pts are gain comparing baseline scale score to end of year scale score.</i>	Student Learning Gain
		DEA Math (K)		2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=52 Pts. Level 3=69 Pts. Level 2=71 Pts. Level 1=85 Pts.
		DEA Reading (1 <sup>st</sup> )		3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=104 Pts. Level 3=134 Pts. Level 2=132 Pts. Level 1=163 Pts.

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Elementary Principals and Assistant Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	continued from previous page		DEA Math (1 <sup>st</sup> )	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=76 Pts. Level 3=129 Pts. Level 2=147 Pts. Level 1=169 Pts.
			DEA Reading (2 <sup>nd</sup> )	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=9 Pts. Level 3=28 Pts. Level 2=41 Pts. Level 1=63 Pts.
			DEA Math (2 <sup>nd</sup> )	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=88 Pts. Level 3=115 Pts. Level 2=127 Pts. Level 1=150 Pts.
			FCAT Reading (3) FCAT Math (3)	6% 3%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
			FCAT Reading (4-6) FCAT Math (4-6)	8% 6%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)	
			FCAT Writing (4)	3%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% <b>Proficiency</b> (4.0) of Students Taking Assessment 2-60-69% <b>Proficiency</b> of Students Taking Assessment 1-Below 60% <b>Proficiency</b>	
			FCAT Science (5)	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
			FAA Reading (3 <sup>rd</sup> ) FAA Math (3 <sup>rd</sup> )	1% 1%	4-Average student proficiency between 6.00-9.00 3-Average student proficiency between 2.00-5.99 2-Average student proficiency between 1.00-1.99 1-Average student proficiency between 0.00-0.99	
			FAA Reading (4,5) FAA Math (4,5)	2% 2%	<b>Student Scale</b> 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level <b>OR</b> decrease of 2 or more levels in the proficient range <b>OR</b> drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels <b>OR</b> in proficient a decrease of 3 or more levels	<b>Teacher Scale</b> - Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)



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Elementary Principals and Assistant Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Principal (3rd-5th)	15032	FCAT Reading (3) FCAT Math (3)	8% 4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
	Asst. Principal (Pre-K, 3rd-5th)	16032	FCAT Reading (4&5) FCAT Math (4&5)	12% 12%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)	
			FCAT Writing (4)	4%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% <b>Proficiency</b> (4.0) of Students Taking Assessment 2-60-69% <b>Proficiency</b> of Students Taking Assessment 1-Below 60% <b>Proficiency</b>	
			FCAT Science (5)	4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
			FAA Reading (3 <sup>rd</sup> ) FAA Math (3 <sup>rd</sup> )	1% 1%	4-Average student proficiency between 6.00-9.00 3-Average student proficiency between 2.00-5.99 2-Average student proficiency between 1.00-1.99 1-Average student proficiency between 0.00-0.99	
			FAA Reading (4,5) FAA Math (4,5)	2% 2%	<b>Student Scale</b> 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level <b>OR</b> decrease of 2 or more levels in the proficient range <b>OR</b> drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels <b>OR</b> in proficient a decrease of 3 or more levels	<b>Teacher Scale</b> - Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

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Elementary Principals and Assistant Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Principal (K-2 <sup>nd</sup> )	15033	DEA Reading (K)	8%	Teacher Scale	
	Asst. Principal (K-2 <sup>nd</sup> )	16033			<i>Level is student's baseline level. Pts are gain comparing baseline scale score to end of year scale score.</i>	Student Learning Gain
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			DEA Math (K)	8%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=52 Pts. Level 3=69 Pts. Level 2=71 Pts. Level 1=85 Pts.
			DEA Reading (1 <sup>st</sup> )	8%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=104 Pts. Level 3=134 Pts. Level 2=132 Pts. Level 1=163 Pts.
			DEA Math (1 <sup>st</sup> )	8%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=36 Pts. Level 3=63 Pts. Level 2=70 Pts. Level 1=75 Pts.
			DEA Reading (2 <sup>nd</sup> )	9%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=76 Pts. Level 3=129 Pts. Level 2=147 Pts. Level 1=169 Pts.
			DEA Math (2 <sup>nd</sup> )	9%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=9 Pts. Level 3=28 Pts. Level 2=41 Pts. Level 1=63 Pts.

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Middle School Principals and Asst. Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	M.S. Principal	15020	FCAT Reading (6-8) FCAT Math (6-8)	18% 12%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)	
	M.S. Asst. Principal	16020	Algebra EOC	3%	4-Above 60% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 3-41-59% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 2-31-40% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 1-Below 30% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment	
			FCAT Science (8)	3%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
			FCAT Writes (8) My Access (6,7)	4% 4%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% <b>Proficiency</b> (4.0) of Students Taking Assessment 2-60-69% <b>Proficiency</b> of Students Taking Assessment 1-Below 60% <b>Proficiency</b>	
			FAA Reading (6-8) FAA Math (6-8) FAA Writing (8) FAA Science (8)	2% 2% 1% 1%	<b>Student Scale</b> 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level <b>OR</b> decrease of 2 or more levels in the proficient range <b>OR</b> drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels <b>OR</b> in proficient a decrease of 3 or more levels	<b>Teacher Scale</b> - Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

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High School Principals and Asst. Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Principal (9-12)	15010	FCAT Reading (9, 10)	16%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)	
	Asst. Principal (9-12)	16010	FCAT Math	2%		
	(9-12=GBHS, MHS, NHS, PHS)		Algebra EOC	7%	4-Above 60% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 3-41-59% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 2-31-40% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 1-Below 30% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment	
			Geometry EOC Biology EOC	6% 6%	4-Average student's <b>T-scores</b> at or above 95 <sup>th</sup> percentile 3-Average student's <b>T-scores</b> between 95 <sup>th</sup> and 25 <sup>th</sup> percentile 2-Average student's <b>T-scores</b> between 25 <sup>th</sup> and 5 <sup>th</sup> percentile (including the 25 <sup>th</sup> and 5 <sup>th</sup> percentile) 1- Average student's <b>T-scores</b> below the 5 <sup>th</sup> percentile	
			FCAT Writing (10)	7%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% <b>Proficiency</b> (4.0) of Students Taking Assessment 2-60-69% <b>Proficiency</b> of Students Taking Assessment 1-Below 60% <b>Proficiency</b>	
			FAA Reading (9,10) FAA Math (9,10) FAA Writing (10) FAA Science (11)	2% 2% 1% 1%	<b>Student Scale</b> 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level <b>OR</b> decrease of 2 or more levels in the proficient range <b>OR</b> drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels <b>OR</b> in proficient a decrease of 3 or more levels	<b>Teacher Scale</b> - Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

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High School Principals and Asst. Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Principal (7-12)  Asst. Principal (7-12)  (JHS)	15011	FCAT Reading (7-10)	16%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)	
			FCAT Math	2%		
		16011	Algebra EOC	6%	4-Above 60% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 3-41-59% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 2-31-40% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 1-Below 30% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment	
			Geometry EOC Biology EOC	4% 4%	4-Average student's <b>T-scores</b> at or above 95 <sup>th</sup> percentile 3-Average student's <b>T-scores</b> between 95 <sup>th</sup> and 25 <sup>th</sup> percentile 2-Average student's <b>T-scores</b> between 25 <sup>th</sup> and 5 <sup>th</sup> percentile (including the 25 <sup>th</sup> and 5 <sup>th</sup> percentile) 1- Average student's <b>T-scores</b> below the 5 <sup>th</sup> percentile	
			FCAT Writing (8,10)	8%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% <b>Proficiency</b> (4.0) of Students Taking Assessment 2-60-69% <b>Proficiency</b> of Students Taking Assessment 1-Below 60% <b>Proficiency</b>	
			FCAT Science (8)	3%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
			FAA Reading (7-10) FAA Math (7-10) FAA Writing (10) FAA Science (11)	3% 2% 1% 1%	<b>Student Scale</b> 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level <b>OR</b> decrease of 2 or more levels in the proficient range <b>OR</b> drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels <b>OR</b> in proficient a decrease of 3 or more levels	<b>Teacher Scale</b> - Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

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High School Principals and Asst. Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Principal (K-12)	15012	DEA Reading (K)	1%	Teacher Scale	
	Asst. Principal (K-12)	16012			<i>Level is student's baseline level. Pts are gain comparing baseline scale score to end of year scale score.</i>	Student Learning Gain
	(Central)				4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			DEA Math (K)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=52 Pts. Level 3=69 Pts. Level 2=71 Pts. Level 1=85 Pts.
			DEA Reading (1 <sup>st</sup> )	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=104 Pts. Level 3=134 Pts. Level 2=132 Pts. Level 1=163 Pts.
			DEA Math (1 <sup>st</sup> )	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=36 Pts. Level 3=63 Pts. Level 2=70 Pts. Level 1=75 Pts.
			DEA Reading (2 <sup>nd</sup> )	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=76 Pts. Level 3=129 Pts. Level 2=147 Pts. Level 1=169 Pts.
			DEA Math (2 <sup>nd</sup> )	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=9 Pts. Level 3=28 Pts. Level 2=41 Pts. Level 1=63 Pts.
			FCAT Reading (3) FCAT Math (3)	3% 2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	Level 4=88 Pts. Level 3=115 Pts. Level 2=127 Pts. Level 1=150 Pts.
			FCAT Reading (4-10) FCAT Math (4-8)	12% 8%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)	

**Santa Rosa District Schools**  
**Administrative Evaluation 2011-2012**  
**Assessment, Percentages and Scale**

High School Principals and Asst. Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	continued from previous page		FCAT Writing (4,8,10)	3%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% <b>Proficiency</b> (4.0) of Students Taking Assessment 2-60-69% <b>Proficiency</b> of Students Taking Assessment 1-Below 60% <b>Proficiency</b>	
			FCAT Science (5,8)	2%	4-60% Or Above of Students Taking Assessment Make a Learning Gain 3-50-59% of Students Taking Assessment Make a Learning Gain 2-40-49% of Students Taking Assessment Make a Learning Gain 1- Below 40% of Students Taking Assessment Make a Learning Gain	
			Algebra EOC	2%	4-Above 60% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 3-41-59% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 2-31-40% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 1-Below 30% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment	
			Geometry EOC Biology EOC	1% 1%	4-Average student's <b>T-scores</b> at or above 95 <sup>th</sup> percentile 3-Average student's <b>T-scores</b> between 95 <sup>th</sup> and 25 <sup>th</sup> percentile 2-Average student's <b>T-scores</b> between 25 <sup>th</sup> and 5 <sup>th</sup> percentile (including the 25 <sup>th</sup> and 5 <sup>th</sup> percentile) 1- Average student's <b>T-scores</b> below the 5 <sup>th</sup> percentile	
			FAA Reading (3 <sup>rd</sup> )	1%	4-Average student proficiency between 6.00-9.00 3-Average student proficiency between 2.00-5.99 2-Average student proficiency between 1.00-1.99 1-Average student proficiency between 0.00-0.99	
			FAA Math (3 <sup>rd</sup> )	1%		
			FAA Reading (4-10) FAA Math (4-10) FAA Writing (10) FAA Science (11)	2% 2% 1% 1%	<b>Student Scale</b> 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level <b>OR</b> decrease of 2 or more levels in the proficient range <b>OR</b> drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels <b>OR</b> in proficient a decrease of 3 or more levels	<b>Teacher Scale</b> - Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

**Santa Rosa District Schools**  
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**Assessment, Percentages and Scale**

	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
Adult School Principal  (All Students at Each School Site Will Be Used to Calculate Scores of School Site)	Principal Adult/Drop Out Prevention (SRA)	15040	FCAT Reading	9%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)
			FCAT Math	4%	
			Algebra EOC	4%	4-Above 60% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 3-41-59% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 2-31-40% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 1-Below 30% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment
			Geometry EOC Biology EOC	4% 4%	4-Average student's <b>T-scores</b> at or above 95 <sup>th</sup> percentile 3-Average student's <b>T-scores</b> between 95 <sup>th</sup> and 25 <sup>th</sup> percentile 2-Average student's <b>T-scores</b> between 25 <sup>th</sup> and 5 <sup>th</sup> percentile (including the 25 <sup>th</sup> and 5 <sup>th</sup> percentile) 1- Average student's <b>T-scores</b> below the 5 <sup>th</sup> percentile
			TABE	20%	4-50% or more enrolled students earn an <b>LCP</b> 3-40-49% of enrolled students earn an <b>LCP</b> 2-30-39% of enrolled students earn an <b>LCP</b> 1-29% or less of enrolled students earn an <b>LCP</b>
			Earn a <b>GED</b>	5%	4-50% or more enrolled students earn a <b>GED</b> 3-40-49% of enrolled students earn a <b>GED</b> 2-30-39% of enrolled students earn a <b>GED</b> 1-29% or less of enrolled students earn a <b>GED</b>
Director of Workforce Education  (All Student Scores from LTC and SRA Will Be Used to Calculate Scores of Administrator)	Director of Workforce Education	12080	Assigned <b>Industry certification</b>	10%	4-86-100% passing rate of students attempting <b>industry certification</b> 3-67-85% passing rate of students attempting <b>industry certification</b> 2-51-66% passing rate of students attempting <b>industry certification</b> 1-50% or less passing rate of students attempting <b>industry certification</b>
			FCAT Reading	15%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)
			FCAT Writing	3%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% <b>Proficiency (4.0)</b> of Students Taking Assessment 2-60-69% <b>Proficiency</b> of Students Taking Assessment 1-Below 60% <b>Proficiency</b>



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Director of Workforce Education (All Student Scores from LTC and SRA Will Be Used to Calculate Scores of Administrator)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	Continued from previous page		Algebra EOC	3%	4-Above 60% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 3-41-59% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 2-31-40% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 1-Below 30% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment
			Geometry EOC Biology EOC	2% 2%	4-Average student's <b>T-scores</b> at or above 95 <sup>th</sup> percentile 3-Average student's <b>T-scores</b> between 95 <sup>th</sup> and 25 <sup>th</sup> percentile 2-Average student's <b>T-scores</b> between 25 <sup>th</sup> and 5 <sup>th</sup> percentile (including the 25 <sup>th</sup> and 5 <sup>th</sup> percentile) 1- Average student's <b>T-scores</b> below the 5 <sup>th</sup> percentile
			TABE	10%	4-50% or more enrolled students earn an <b>LCP</b> 3-40-49% of enrolled students earn an <b>LCP</b> 2-30-39% of enrolled students earn an <b>LCP</b> 1-29% or less of enrolled students earn an <b>LCP</b>
			Earn a <b>GED</b>	5%	4-50% or more enrolled students earn a <b>GED</b> 3-40-49% of enrolled students earn a <b>GED</b> 2-30-39% of enrolled students earn a <b>GED</b> 1-29% or less of enrolled students earn a <b>GED</b>

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Principal of Technical Center (All Students at School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	Principal, Tech. Center	15050	Assigned <b>Industry certification</b>	30%	4-86-100% passing rate of students attempting <b>industry certification</b> 3-67-85% passing rate of students attempting <b>industry certification</b> 2-51-66% passing rate of students attempting <b>industry certification</b> 1-50% or less passing rate of students attempting <b>industry certification</b>
	Asst. Principal, Tech. Center	16050	FCAT Reading	10%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)
			FCAT Writing	10%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% <b>Proficiency</b> (4.0) of Students Taking Assessment 2-60-69% <b>Proficiency</b> of Students Taking Assessment 1-Below 60% <b>Proficiency</b>
Coordinator of Virtual Education (Students Enrolled in Virtual Education Courses District Wide in Grades 6-12 Will Be Used to Calculate Scores)	Coord. Of Virtual Education	13040	FCAT Reading (6-10)	25%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)
			FCAT Math (6-8)	12%	4-Above 60% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 3-41-59% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 2-31-40% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 1-Below 30% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment
			Algebra EOC	5%	4-Average student's <b>T-scores</b> at or above 95 <sup>th</sup> percentile 3-Average student's <b>T-scores</b> between 95 <sup>th</sup> and 25 <sup>th</sup> percentile 2-Average student's <b>T-scores</b> between 25 <sup>th</sup> and 5 <sup>th</sup> percentile (including the 25 <sup>th</sup> and 5 <sup>th</sup> percentile) 1- Average student's <b>T-scores</b> below the 5 <sup>th</sup> percentile
			Geometry EOC	4%	
			Biology EOC	4%	

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District Administrator  (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Coord. of Literacy and Lang. Arts	13030	VPK Assessment Early Literacy	2%	4– More Than 60% of Students Demonstrated <b>Learning Gains</b> During the Year 3– Between 41% -60% of Students Demonstrated <b>Learning Gains</b> During the Year 2- Between 25% - 40% of Students Demonstrated <b>Learning Gains</b> During the Year 1- Less Than 25% of Students Demonstrated <b>Learning Gains</b> During the Year	
			Brigance-Green	1%	4-Average student increase of greater than 4.00%	
			VB-Mapp	1%	3-Average student increase of between 1.01-3.99% increase 2-Average student increase of between .000-1.00% increase 1-No average student increase or a decrease in the average student score	
			DEA Reading (K)	3%	Teacher Scale	Student Learning Gain
					<i>Level is student's baseline level. Pts are gain comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=52 Pts. Level 3=69 Pts. Level 2=71 Pts. Level 1=85 Pts.
			DEA Reading (1 <sup>st</sup> )	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=36 Pts. Level 3=63 Pts. Level 2=70 Pts. Level 1=75 Pts.
			DEA Reading (2 <sup>nd</sup> )	4%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=9 Pts. Level 3=28 Pts. Level 2=41 Pts. Level 1=63 Pts.
			FCAT Reading (3 <sup>rd</sup> )	4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
			FCAT Reading (4-10)	25%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)	
			CELLA	7%	For K-5 18% or above proficient=4 Between 13.0% and 17.9% proficient = 3.0 Between 10.0% and 12.9% proficient=2 Below 10% proficient=1	For 6-12 9% or above proficient=4 Between 7.0% and 8.9% proficient=3 Between 5.0% and 6.9% proficient=2 Below 5% proficient=1

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District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Coord. of Math and Science	13023	VPK Early Math	2%	4– More Than 60% of Students Demonstrated <b>Learning Gains</b> During the Year 3– Between 41% -60% of Students Demonstrated <b>Learning Gains</b> During the Year 2- Between 25% - 40% of Students Demonstrated <b>Learning Gains</b> During the Year 1- Less Than 25% of Students Demonstrated <b>Learning Gains</b> During the Year	
			Brigance-Green	1%	4-Average student increase of greater than 4.00% 3-Average student increase of between 1.01-3.99% increase	
			VB-Mapp	1%	2-Average student increase of between .000-1.00% increase 1-No average student increase or a decrease in the average student score	
			DEA Math (K)	3%	Teacher Scale	Student Learning Gain
					<i>Level is student's baseline level. Pts are gain comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=104 Pts. Level 3=134 Pts. Level 2=132 Pts. Level 1=163 Pts.
			DEA Math (1 <sup>st</sup> )	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=76 Pts. Level 3=129 Pts. Level 2=147 Pts. Level 1=169 Pts.
			DEA Math (2 <sup>nd</sup> )	4%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=88 Pts. Level 3=115 Pts. Level 2=127 Pts. Level 1=150 Pts.
			FCAT Math (3rd)	3%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
			FCAT Math (4-8)	18%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)	
			FCAT Science (5,8)	6%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
			Algebra EOC	3%	4-Above 60% <b>proficiency</b> (Levels 3,4,5) of students taking the assessment 3-41-59% <b>proficiency</b> (Levels 3,4,5) of students taking the assessment 2-31-40% <b>proficiency</b> (Levels 3,4,5) of students taking the assessment 1-Below 30% <b>proficiency</b> (Levels 3,4,5) of students taking the assessment	
			Geometry EOC Biology EOC	3% 3%	4-Average student's <b>T-scores</b> at or above 95 <sup>th</sup> percentile 3-Average student's <b>T-scores</b> between 95 <sup>th</sup> and 25 <sup>th</sup> percentile 2-Average student's <b>T-scores</b> between 25 <sup>th</sup> and 5 <sup>th</sup> percentile (including the 25 <sup>th</sup> and 5 <sup>th</sup> percentile) 1- Average student's <b>T-scores</b> below the 5 <sup>th</sup> percentile	

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District Administrator (All ESE Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale	
	Director of Exceptional Student Education	12070	Brigance-Yellow	1%	4-Average increase of 12 months across all domains 3-Average increase of up to 12 months across all domains 2-No gain in skills 1-Decrease in skills	
			HELP	1%		
	Coordinator of SEDNET	13070	Brigance-Green	1%		
			VB-Mapp	1%		
	Coordinator of ESE Programs and Compliance	13065	DEA Reading (K)	1%	Teacher Scale	Student Learning Gain
					<i>Level is student's baseline level. Pts are gain comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=52 Pts. Level 3=69 Pts. Level 2=71 Pts. Level 1=85 Pts.
			DEA Math (K)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=104 Pts. Level 3=134 Pts. Level 2=132 Pts. Level 1=163 Pts.
			DEA Reading (1 <sup>st</sup> )	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=36 Pts. Level 3=63 Pts. Level 2=70 Pts. Level 1=75 Pts.
			DEA Math (1 <sup>st</sup> )	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=76 Pts. Level 3=129 Pts. Level 2=147 Pts. Level 1=169 Pts.
			DEA Reading (2 <sup>nd</sup> )	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=9 Pts. Level 3=28 Pts. Level 2=41 Pts. Level 1=63 Pts.
			DEA Math (2 <sup>nd</sup> )	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=88 Pts. Level 3=115 Pts. Level 2=127 Pts. Level 1=150 Pts.
			FCAT Math (3 <sup>rd</sup> ) ESE	1%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
			FCAT Reading (3 <sup>rd</sup> ) ESE	1%		

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District Administrator (All ESE Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale	
	continued from previous page		FCAT Math (4-8) ESE	6%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)	
			FCAT Reading (4-10) ESE	8%		
			FCAT Writing (4,8,10) ESE	3%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% <b>Proficiency</b> (4.0) of Students Taking Assessment 2-60-69% <b>Proficiency</b> of Students Taking Assessment 1-Below 60% <b>Proficiency</b>	
			FCAT Science (5,8) ESE	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
			Algebra I EOC ESE	1%	4-Above 60% <b>proficiency</b> (Levels 3,4,5) of students taking the assessment 3-41-59% <b>proficiency</b> (Levels 3,4,5) of students taking the assessment 2-31-40% <b>proficiency</b> (Levels 3,4,5) of students taking the assessment 1-Below 30% <b>proficiency</b> (Levels 3,4,5) of students taking the assessment	
			Biology EOC ESE	1%	4-Average student's <b>T-scores</b> at or above 95 <sup>th</sup> percentile 3-Average student's <b>T-scores</b> between 95 <sup>th</sup> and 25 <sup>th</sup> percentile 2-Average student's <b>T-scores</b> between 25 <sup>th</sup> and 5 <sup>th</sup> percentile (including the 25 <sup>th</sup> and 5 <sup>th</sup> percentile) 1- Average student's <b>T-scores</b> below the 5 <sup>th</sup> percentile	
			Geometry EOC ESE	1%		
			FAA Reading (3 <sup>rd</sup> )  FAA Math (3 <sup>rd</sup> )	1%  1%	4-Average student proficiency between 6.00-9.00 3-Average student proficiency between 2.00-5.99 2-Average student proficiency between 1.00-1.99 1-Average student proficiency between 0.00-0.99	
			FAA Reading (4-10) FAA Math (4-10) FAA Writing (10) FAA Science (11)	6% 6% 1% 1%	<b>Student Scale</b> 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level <b>OR</b> decrease of 2 or more levels in the proficient range <b>OR</b> drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels <b>OR</b> in proficient a decrease of 3 or more levels	<b>Teacher Scale</b> - Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

**Santa Rosa District Schools**  
**Administrative Evaluation 2011-2012**  
**Assessment, Percentages and Scale**

District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale	
	Asst. Supt. Admin. Services	11010	VPK Assessment Early Literacy Early Math	1% 1%	4– More Than 60% of Students Demonstrated <b>Learning Gains</b> During the Year 3– Between 41% -60% of Students Demonstrated <b>Learning Gains</b> During the Year 2- Between 25% - 40% of Students Demonstrated <b>Learning Gains</b> During the Year 1- Less Than 25% of Students Demonstrated <b>Learning Gains</b> During the Year	
	Asst. Supt. Curr. & Instr.	11020	Brigance-Yellow	1%	4-Average increase of 12 months across all domains 3-Average increase of up to 12 months across all domains	
			HELP	1%	2-No gain in skills 1-Decrease in skills	
	Asst. Supt. Human Resources	11030	Brigance-Green	1%	4-Average student increase of greater than 4.00% 3-Average student increase of between 1.01-3.99% increase	
			VB-Mapp	1%	2-Average student increase of between .000-1.00% increase 1-No average student increase or a decrease in the average student score	
	Asst. Supt. Finance	11040	DEA Reading (K)	1%	Teacher Scale	Student Learning Gain
					<i>Level is student's baseline level. Pts are gain comparing baseline scale score to end of year scale score.</i>	
	Coordinator of Assessment	13066			4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=52 Pts. Level 3=69 Pts. Level 2=71 Pts. Level 1=85 Pts.
	Director of Continuous Improvement	13022	DEA Math (K)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=104 Pts. Level 3=134 Pts. Level 2=132 Pts. Level 1=163 Pts.
			DEA Reading (1 <sup>st</sup> )		4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=36 Pts. Level 3=63 Pts. Level 2=70 Pts. Level 1=75 Pts.
	Director of Inservice and Instructional Technology	12060	DEA Math (1 <sup>st</sup> )	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=76 Pts. Level 3=129 Pts. Level 2=147 Pts. Level 1=169 Pts.
			DEA Reading (2 <sup>nd</sup> )		4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=9 Pts. Level 3=28 Pts. Level 2=41 Pts. Level 1=63 Pts.
	Director of Student Services	12040			4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=88 Pts. Level 3=115 Pts. Level 2=127 Pts. Level 1=150 Pts.
	Director, Alt. Academic Programs	12136	DEA Math (2 <sup>nd</sup> )	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=88 Pts. Level 3=115 Pts. Level 2=127 Pts. Level 1=150 Pts.

**Santa Rosa District Schools**  
**Administrative Evaluation 2011-2012**  
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District Administrator  (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale	
	continued from previous page		FCAT Math (3 <sup>rd</sup> ) FCAT Reading (3 <sup>rd</sup> )	1% 1%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
			FCAT Math (4-8) FCAT Reading (4-10)	5% 12%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)	
			FCAT Writing (4,8,10)	3%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% <b>Proficiency</b> (4.0) of Students Taking Assessment 2-60-69% <b>Proficiency</b> of Students Taking Assessment 1-Below 60% <b>Proficiency</b>	
			FCAT Science (5,8)	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
			Algebra I EOC	1%	4-Above 60% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 3-41-59% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 2-31-40% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 1-Below 30% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment	
			Biology EOC Geometry EOC	1% 1%	4-Average student's <b>T-scores</b> at or above 95 <sup>th</sup> percentile 3-Average student's <b>T-scores</b> between 95 <sup>th</sup> and 25 <sup>th</sup> percentile 2-Average student's <b>T-scores</b> between 25 <sup>th</sup> and 5 <sup>th</sup> percentile (including the 25 <sup>th</sup> and 5 <sup>th</sup> percentile) 1- Average student's <b>T-scores</b> below the 5 <sup>th</sup> percentile	
			CELLA	1%	For K-5 18% or above proficient=4 Between 13.0% and 17.9% proficient = 3.0 Between 10.0% and 12.9% proficient=2 Below 10% proficient=1	For 6-12 9% or above proficient=4 Between 7.0% and 8.9% proficient=3 Between 5.0% and 6.9% proficient=2 Below 5% proficient=1
			TABE	1%	4-50% or more enrolled students earn an <b>LCP</b> 3-40-49% of enrolled students earn an <b>LCP</b> 2-30-39% of enrolled students earn an <b>LCP</b> 1-29% or less of enrolled students earn an <b>LCP</b>	



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District Administrator  (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale	
	continued from previous page		Earn a <b>GED</b>	1%	4-50% or more enrolled students earn a <b>GED</b> 3-40-49% of enrolled students earn a <b>GED</b> 2-30-39% of enrolled students earn a <b>GED</b> 1-29% or less of enrolled students earn a <b>GED</b>	
			Assigned <b>Industry certification</b>	1%	4-86-100% passing rate of students attempting <b>industry certification</b> 3-67-85% passing rate of students attempting <b>industry certification</b> 2-51-66% passing rate of students attempting <b>industry certification</b> 1-50% or less passing rate of students attempting <b>industry certification</b>	
			FAA Reading (3 <sup>rd</sup> )	1%	4-Average student proficiency between 6.00-9.00 3-Average student proficiency between 2.00-5.99	
			FAA Math (3 <sup>rd</sup> )	1%	2-Average student proficiency between 1.00-1.99 1-Average student proficiency between 0.00-0.99	
			FAA Reading (4-10) FAA Math (4-10) FAA Writing (10) FAA Science (11)	2% 2% 1% 1%	<b>Student Scale</b> 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level <b>OR</b> decrease of 2 or more levels in the proficient range <b>OR</b> drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels <b>OR</b> in proficient a decrease of 3 or more levels	<b>Teacher Scale</b> - Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
	Director, Community School	12110	DEA Reading (K)	2%	Teacher Scale	
					<i>Level is student's baseline level. Pts are gain comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=52 Pts. Level 3=69 Pts. Level 2=71 Pts. Level 1=85 Pts.
			DEA Math (K)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=104 Pts. Level 3=134 Pts. Level 2=132 Pts. Level 1=163 Pts.
			DEA Reading (1 <sup>st</sup> )	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=36 Pts. Level 3=63 Pts. Level 2=70 Pts. Level 1=75 Pts.
			DEA Math (1 <sup>st</sup> )	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=76 Pts. Level 3=129 Pts. Level 2=147 Pts. Level 1=169 Pts.
			DEA Reading (2 <sup>nd</sup> )	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=9 Pts. Level 3=28 Pts. Level 2=41 Pts. Level 1=63 Pts.

**Santa Rosa District Schools**  
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District Administrator  (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale	Job Title
	continued from previous page		DEA Math (2 <sup>nd</sup> )	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Level 4=88 Pts. Level 3=115 Pts. Level 2=127 Pts. Level 1=150 Pts.
			Algebra EOC	1%	4-Above 60% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 3-41-59% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 2-31-40% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 1-Below 30% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment	
			Geometry EOC	1%	4-Average student's <b>T-scores</b> at or above 95 <sup>th</sup> percentile 3-Average student's <b>T-scores</b> between 95 <sup>th</sup> and 25 <sup>th</sup> percentile 2-Average student's <b>T-scores</b> between 25 <sup>th</sup> and 5 <sup>th</sup> percentile (including the 25 <sup>th</sup> and 5 <sup>th</sup> percentile) 1- Average student's <b>T-scores</b> below the 5 <sup>th</sup> percentile	
			FCAT Math (4-8)  FCAT Reading (4-10)	14%  18%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)	
			FCAT Math (3) FCAT Reading (3)	2% 2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
	Director of Pre-K	12135	VPK Assessment Early Literacy Early Math	20% 20%	4- More Than 75% of Students Demonstrated <b>Learning Gains</b> During the Year 3- Between 41% -75% of Students Demonstrated <b>Learning Gains</b> During the Year 2- Between 25% - 40% of Students Demonstrated <b>Learning Gains</b> During the Year 1- Less Than 25% of Students Demonstrated <b>Learning Gains</b> During the Year	
			Brigance-Yellow	10%	4-Average increase of 12 months across all domains 3-Average increase of up to 12 months across all domains 2-No gain in skills 1-Decrease in skills	

**Santa Rosa District Schools**  
**Administrative Evaluation 2011-2012**  
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District Administrator  (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Director of Elementary Education	12020	DEA Reading (K)	1%	Teacher Scale	
					Level is student's baseline level. Pts are gain comparing baseline scale score to end of year scale score.	Student Learning Gain
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
	Director of Federal Programs	12137	DEA Math (K)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain Level 4=52 Pts. Level 3=69 Pts. Level 2=71 Pts. Level 1=85 Pts.	
			DEA Reading (1 <sup>st</sup> )	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain Level 4=104 Pts. Level 3=134 Pts. Level 2=132 Pts. Level 1=163 Pts.	
			DEA Math (1 <sup>st</sup> )	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain Level 4=36 Pts. Level 3=63 Pts. Level 2=70 Pts. Level 1=75 Pts.	
			DEA Reading (2 <sup>nd</sup> )	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain Level 4=76 Pts. Level 3=129 Pts. Level 2=147 Pts. Level 1=169 Pts.	
			DEA Math (2 <sup>nd</sup> )	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain Level 4=9 Pts. Level 3=28 Pts. Level 2=41 Pts. Level 1=63 Pts.	
			FCAT Reading (3 <sup>rd</sup> ) FCAT Math (3 <sup>rd</sup> )	4% 4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment Level 4=88 Pts. Level 3=115 Pts. Level 2=127 Pts. Level 1=150 Pts.	
			FCAT Reading (4 <sup>th</sup> & 5 <sup>th</sup> ) FCAT Math (4 <sup>th</sup> & 5 <sup>th</sup> ) FCAT Reading (6 <sup>th</sup> ) FCAT Math (6 <sup>th</sup> )	7% 7% 3% 3%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)	

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**Assessment, Percentages and Scale**

District Administrator  (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	continued from previous page		FCAT Writing (4 <sup>th</sup> )	4%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% <b>Proficiency</b> (4.0) of Students Taking Assessment 2-60-69% <b>Proficiency</b> of Students Taking Assessment 1-Below 60% <b>Proficiency</b>	
			FCAT Science (5 <sup>th</sup> )	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
			FAA Reading (3 <sup>rd</sup> )	1%	4-Average student proficiency between 6.00-9.00 3-Average student proficiency between 2.00-5.99	
			FAA Math (3 <sup>rd</sup> )	1%	2-Average student proficiency between 1.00-1.99 1-Average student proficiency between 0.00-0.99	
			FAA Reading (4,5) FAA Math (4,5)	2% 2%	<b>Student Scale</b> 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level <b>OR</b> decrease of 2 or more levels in the proficient range <b>OR</b> drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels <b>OR</b> in proficient a decrease of 3 or more levels	<b>Teacher Scale</b> - Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
	Director of Middle School Education  (6-8=AMS, GBM,HMS, HNM,KMS, SMS, WBMS; 7-8=JHS,CS)	12025	FCAT Reading (6-8) FCAT Math (6-8)	18% 12%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) <b>OR</b> negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)	
			Algebra EOC	4%	4-60% or above <b>proficiency</b> (Levels 3,4,5) of students taking the assessment 3-41-59% <b>proficiency</b> (Levels 3,4,5) of students taking the assessment 2-31-40% <b>proficiency</b> (Levels 3,4,5) of students taking the assessment 1-Below 30% <b>proficiency</b> (Levels 3,4,5) of students taking the assessment	
			FCAT Science	4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 2-40-49% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment 1- Below 40% <b>Proficiency</b> (3, 4 or 5) of Students Taking Assessment	
			FCAT Writes (8) My Access (6,7)	4% 4%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% <b>Proficiency</b> (4.0) of Students Taking Assessment 2-60-69% <b>Proficiency</b> of Students Taking Assessment 1-Below 60% <b>Proficiency</b>	
			FAA Reading (6-8) FAA Math (6-8)	2% 2%	<b>Student Scale</b> 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level <b>OR</b> decrease of 2 or more levels in the proficient range <b>OR</b> drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels <b>OR</b> in proficient a decrease of 3 or more levels	<b>Teacher Scale</b> - Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

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District Administrator  (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Director of High School Education  (9-12=Central, GBHS, JHS,MHS, NHS, PHS)	12030	FCAT Reading (9, 10)	18%	4-Positive <b>Value Added</b> score minus one half of <b>standard error</b> equals positive number (+,+) 3-Positive <b>Value Added</b> minus one half of <b>standard error</b> equals negative number (+,-) OR negative <b>Value Added</b> score plus one half of <b>standard error</b> equals positive (-,+) 2-Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (top 2/3 of scores) (-,-) 1- Negative <b>Value Added</b> score plus one half of <b>standard error</b> equals negative (lower 1/3 of scores) (-,-)	
			Algebra EOC	8%	4-Above 60% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 3-41-59% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 2-31-40% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment 1-Below 30% <b>proficiency (Levels 3,4,5)</b> of students taking the assessment	
			Geometry EOC Biology EOC	6% 6%	4-Average student's <b>T-scores</b> at or above 95 <sup>th</sup> percentile 3-Average student's <b>T-scores</b> between 95 <sup>th</sup> and 25 <sup>th</sup> percentile 2-Average student's <b>T-scores</b> between 25 <sup>th</sup> and 5 <sup>th</sup> percentile (including the 25 <sup>th</sup> and 5 <sup>th</sup> percentile) 1- Average student's <b>T-scores</b> below the 5 <sup>th</sup> percentile	
			FCAT Writing	6%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% <b>Proficiency</b> (4.0) of Students Taking Assessment 2-60-69% <b>Proficiency</b> of Students Taking Assessment 1-Below 60% <b>Proficiency</b>	
			FAA Reading (9,10) FAA Math (9,10) FAA Writing (10) FAA Science (11)	2% 2% 1% 1%	<b>Student Scale</b> 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level <b>OR</b> decrease of 2 or more levels in the proficient range <b>OR</b> drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels <b>OR</b> in proficient a decrease of 3 or more levels	<b>Teacher Scale</b> - Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

Attachment R

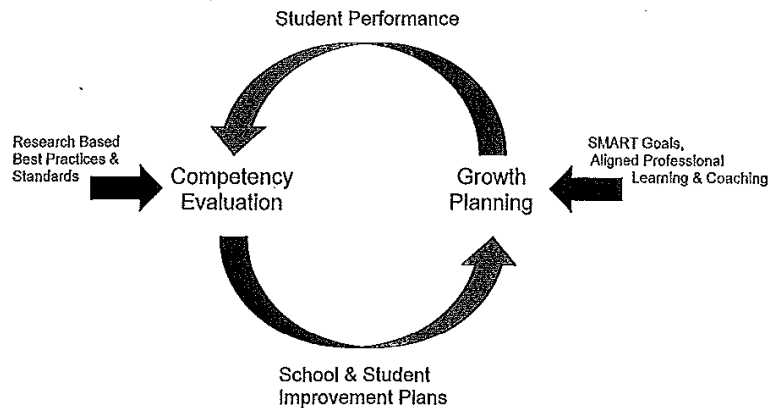
TrueNorthLogic  
Information

## Truenorthlogic Philosophy for K-12 Human Capital Management

Truenorthlogic is the leading provider of comprehensive human capital management systems to K-12 education agencies working to increase educator effectiveness in support of improved student achievement. Our mission is to ensure an effective educator for every student. We work with state and local education agencies to streamline organizational processes and provide a platform for continuous improvement in human capital practices.

Our experience in working with leading school districts on teacher and leader development has formed our product philosophy and approach to performance improvement for sustained teacher and leader effectiveness. As shown in Diagram 1 below, TNL has found that effective leader and educator development is based on an iterative development cycle designed to move teachers and leaders through a client-defined growth continuum. TNL's solutions are designed to support, service and track this growth continuum and the processes, workflows, and data that surround it.

Diagram 1: Continuous improvement of teacher effectiveness



We have found that educator performance improvement typically begins with an assessment of a teacher's strengths and weaknesses. Teachers gain an understanding of these by using multiple sources of information: assessments, observations, student assessment data, mentor/coach feedback, principal input, career goals and more. This information helps them to define a focused development plan with growth goals that include specific actions. Goal attainment is measured and monitored by standards the District sets, and often includes forward momentum based on a defined competency continuum, student performance growth or any set of measures. The information and results from this cycle of continuous improvement is available as part of an evaluation or appraisal process to assist the end user, his/her principals and the District overall in the next round of development planning. Moreover, the system supports and ensures compliance with the policies that underlay the educator effectiveness program.

Truenorthlogic's solution – the K-12 Human Capital Management Platform – is designed specifically for K-12 settings and is methodology-neutral, content-agnostic, and adaptable over time. The system provides the scaffolding for whatever methodology and process a district decides to implement. Diagram 2 provides a visual overview of how the Truenorthlogic system supports the Great Teachers and Leaders vision. Each item in the diagram is serviced through TNL's configurable product suite. Custom integrations feed certain parts of the process in order to leverage a District's current infrastructure investments to the fullest extent possible.

# Attachment S

## Professional Improvement Plan





## Santa Rosa District Schools Professional Improvement Plan

Name of Administrator \_\_\_\_\_

Name of Manager \_\_\_\_\_

Name of District Mentor \_\_\_\_\_

**Purpose for PIP (list areas of needed improvement):**

Standard \_\_\_\_\_

Standard \_\_\_\_\_

Standard \_\_\_\_\_

Standard \_\_\_\_\_

**Consequences if change not made:**

Professional Development Expectations			Strategies to Implement:		
Goal 1:	Expected date of completion: _____	Goal met by expected date? Yes No	Goal 1:	Expected date of completion: _____	Goal met by expected date? Yes No
Goal 2:	Expected date of completion: _____	Goal met by expected date? Yes No	Goal 2:	Expected date of completion: _____	Goal met by expected date? Yes No
Goal 3:	Expected date of completion: _____	Goal met by expected date? Yes No	Goal 3:	Expected date of completion: _____	Goal met by expected date? Yes No
Goal 4:	Expected date of completion: _____	Goal met by expected date? Yes No	Goal 4:	Expected date of completion: _____	Goal met by expected date? Yes No
Goal 5:	Expected date of completion: _____	Goal met by expected date? Yes No	Goal 5:	Expected date of completion: _____	Goal met by expected date? Yes No

**Planning/Review Session(s)**

<b>Planning Date</b>	<b>Attendees:</b>	<b>Manager Comment Regarding Progress:</b>	<b>Administrator Comment Regarding Progress:</b>

**Plan Completion Rating  
(Assessed by Manager)**

<b>Professional Improvement Plan Goals</b>	<b>Goal met by expected date?</b> Yes    No	<b>Date:</b>
--------------------------------------------	------------------------------------------------	--------------

**Final Comments at Closing of Professional Improvement Plan**

<b>Manager</b>
<b>Administrator</b>
<b>District Mentor</b>

# Attachment T

## References

## References

Santa Rosa District Schools have adopted the State model for administrative evaluations with a few revisions.

This evaluation system is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other research findings that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

Illustrative reference lists of works associated with this framework are provided below.

### MULTI-DIMENSIONAL LEADERSHIP FRAMEWORK: Illustrative references

- Reeves, D. (2009) *Assessing Educational Leaders: Evaluating performance for Improved Individual and Organizational Results*. Thousand Oaks, CA: Corwin Press.
- Hattie, J. (2009) *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.
- Horng, E., Kasic, D., & Loeb, S. (2010). *Principal's time use and school effectiveness*. Stanford University.
- Kouzes, J.M., & Posner, B.S. (2010). *The truth about leadership*. San Francisco, CA: Jossey-Bass.
- Louis, K.S., Leithwood, K., Wahlstrom, K.L., & Anderson, S.E. (2010). *Investigating the links to improved student learning*. The Wallace Foundation.
- Robinson, V.M.J. (2011) *Student-centered leadership*. San Francisco, CA: jossey-Bass.
- Marzano, R.J., Frontier, T., & Livingston, D., (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA: ASCD

*Florida Multidimensional Leadership Assessment System*. The Leadership and Learning Center. Florida Department of Education. 2011. Print.

*Florida Principal Leadership Standards*. Florida School Leaders. The William Cecil Golden School Leadership Development Program. Florida Department of Education. 2006. Web.

*Florida's Race to the Top*. Great Teachers and Leaders. The Leadership and Learning Center. Florida Department of Education. February 24, 2011. Conference.

*Florida's Race to the Top*. Great Teachers and Leaders. The Leadership and Learning Center. Florida Department of Education. March 3, 2011. Web.

*Florida's Race to the Top*. Great Teachers and Leaders. The Leadership and Learning Center. Florida Department of Education. January 30, 2012. Conference.

*Learning Sciences International*

*The Studer Group*

*Santa Rosa School District Professional Growth System*. True North Logic. 2010-11. Web.

<http://santarosa.truenorthlogic.com>

# Administrative Evaluation



**Santa Rosa District School  
Annual Administrative Evaluation Instrument**

School Year \_\_\_\_\_

**Section I – Verify Assignments**

**Part A – Employee Information**

Administrator Name \_\_\_\_\_ Employee ID No. \_\_\_\_\_

School Year \_\_\_\_\_ Job Title \_\_\_\_\_

**Part B – Administrative Assignment**

Site/Location	Employment Title/Job Code	Percent of the Day

**Part C - Grade Level Assessment/Percentages - Taken from Attachment M**

Grade Level/Subject Area	Assessment/Percentage

Employee will review and verify all information on this page is correct. The employee understands these formulas will be used to tally Section V (50% of their evaluation total).

I verify the above information is correct.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date



**Santa Rosa District School**  
**Annual Administrative Evaluation Instrument**

School Year \_\_\_\_\_

**Section II: Stakeholder Satisfaction Surveys - 15% of Overall Evaluation for All Administrators.**

*This section should be completed by June 1 of each year.*

Parent and teacher satisfaction scores are used as part of the evaluation for all administrators (school based and district level). School Based Administrators will also use student satisfaction surveys as part of their evaluation. District Level Administrators will be evaluated by district support cards results. Each of these surveys will count 5% of the total on their respective evaluations. The previous year's scores are reported for informational purposes only. The May score is used to calculate the evaluation.

Principals complete the support card survey and the results are used on the district level evaluation (5%).

The Studer Group's research with surveys is based on a 5.0 scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. The Studer group believes changing this scale would not support the research conducted on surveys. The State of Florida's Evaluation System is based on a 4.0 scale: 1=Unsatisfactory, 2=needs improvement, 3=effective and 4=highly effective. In order to use the results of the Studer surveys (students, parents, employees, and principals) will use the following conversion scale:

Studer Group Survey Results

4.00 – 5.00

2.75 – 3.99

2.00 – 2.74

Below 2.00

Evaluation Score

Highly Effective (4.0)

Effective (3.0)

Needs Improvement (2.0)

Unsatisfactory (1.0)

District Level Administrators will use County averages for Parent and Student Satisfaction Survey results.

**Section II: Stakeholder Satisfaction Surveys – 15% of Overall Evaluation for All Administrators.**  
*This section should be completed by June 1 of each year.*

**A. Parent Satisfaction Survey – 5%**

**School Based and District Evaluation**

2011-2012 Score	<input type="text"/>	Reference only
September 2012 Score	<input type="text"/>	Reference only
May 2013 Score	<input type="text"/>	5.0 Scale
<b>IA Score</b>	<input type="text"/>	4.0 Scale

**B. Teacher Satisfaction Survey – 5%**

**School Based and District Evaluation**

2011-2012 Score	<input type="text" value="N/A"/>	Reference only
December 2012 Score	<input type="text"/>	Reference only
May 2013 Score	<input type="text"/>	5.0 Scale
<b>IB Score</b>	<input type="text"/>	4.0 Scale

**C. Student Satisfaction Survey – 5%**

**School Based Evaluation Only**

2011-2012 Score	<input type="text"/>	Reference only
September 2012 Score	<input type="text"/>	Reference only
May 2013 Score	<input type="text"/>	5.0 Scale
<b>IC Score</b>	<input type="text"/>	4.0 Scale

**D. Support Card Survey – 5%**

**District Evaluation Only**

2011-2012 Score	<input type="text"/>	Reference only
December 2012 Score	<input type="text"/>	Reference only
May 2013 Score	<input type="text"/>	5.0 Scale
<b>IDC Score</b>	<input type="text"/>	4.0 Scale

**Administrator's Signature:** \_\_\_\_\_

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

**Supervisor's Signature:** \_\_\_\_\_

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





**Section III: Administrator Evaluation Instrument/Professional Development Plan**

The Department of Education Professional Development Protocol requires that all administrators write a professional development goal annually that reflects the needs of current year student assessment data. The Goal should be tied to the School Improvement Plan and the district improvement plan (strategic plan). The PDP counts as 10% of each administrator's total evaluation.

**Student Needs Goal Statement** (Administrators must write a goal that addresses a need based on current state assessment, School Improvement Plan data, and district improvement plan needs.)

**Administrator Needs Goal Statement** (The administrator goal statement should identify Administrator needs to ensure that the student performance goal is met.)

**Projected Professional Development** (should align with student needs, could include Administrator certification professional improvement needs)

**Deliberate Practice (include literacy practice related to school goal)**  
(Deliberate Practice is the implementation of research-based strategies that are aligned with the projected professional development that has been identified.)



**Section III: Administrator Evaluation Instrument/Professional Development Plan**

Record of Ongoing Support and Monitoring of Progress:		
Date	Attendees	Topics Addressed

**Outcome Statement:** Briefly describe your goal, actions taken, and student performance data results.

--

Plan Completion Rating (Assessed by supervisor.)	Scale	Check Rating
<b>Highly Effective</b> exceeds expectations completed a minimum of 15 hrs of projected professional development with appropriate artifacts of deliberate practice related to outcome statement	4.0	
<b>Effective</b> meets expectations completed a minimum of 12 hours of projected professional development with appropriate artifacts of deliberate practice related to outcome statement	3.0	
<b>Needs Improvement</b> did not meet all expectations/completed some projected professional development with limited or inappropriate artifacts of deliberate practice related to outcome statement	2.0	
<b>Unsatisfactory</b> did not met expectations projected professional development was not completed and limited appropriate artifacts of deliberate practice related to outcome statement	1.0	

**Professional development activities may include, but are not limited to:**

Learning Communities, Lesson Study, Online Training, Face to Face Training, College Coursework, Conferences/Seminars, Action Research, Mentoring Hours (District Mentors Only)

**Section III Score**

--



## Santa Rosa District Schools Annual Administrative/Manager Evaluation System

**Section IV: Supervisor's Evaluation of Effectiveness of Administrator in Demonstrating Florida's Principal Leadership Standards. This section will count 25% of the administrative evaluation.**

### Record of Observations

The supervisor will conduct a minimum of four informal observations of the administrator during the course of a school year. The dates and notes from each observation will be entered into P.G.S. and feedback provided to the administrator after each observation. Observations may include activities such as scheduled and unscheduled events, walk throughs, meetings, and examination of materials that reflect the administrator's work or the impact of the administrator's work on others. The supervisor will complete this section of the evaluation by June 1 of each school year.

Date of Observation	Notes/Comments	Administrator Initials

### Domain 1: Student Achievement

**Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.**

**2%**

**Select one of the following: ( ) Highly Effective-4.0 ( ) Effective-3.0 ( ) Needs Improvement-2.0 ( ) Unsatisfactory-1.0**

Indicator 1.1 – Academic Standards	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.2 – Performance Data	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.3 – Planning and Goal Setting	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.4 - Student Achievement Results	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

**Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.**

**2%**

**Select one of the following: ( ) Highly Effective-4.0 ( ) Effective-3.0 ( ) Needs Improvement-2.0 ( ) Unsatisfactory-1.0**

Indicator 2.1 - Learning Organization	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.2 - School Climate	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.3 - High Expectations	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.4 - Student Performance Focus	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

## Domain 2: Instructional Leadership

**Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.**

**4%**

**Select one of the following: ( ) Highly Effective-4.0 ( ) Effective-3.0 ( ) Needs Improvement-2.0 ( ) Unsatisfactory-1.0**

Indicator 3.1 - FEAPs	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.2- Standards based Instruction	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.3 - Learning Goals Alignments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.4 - Curriculum Alignments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.5 - Quality Assessments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.6 - Faculty Effectiveness	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

**Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.**

**4%**

**Select one of the following: ( ) Highly Effective-4.0 ( ) Effective-3.0 ( ) Needs Improvement-2.0 ( ) Unsatisfactory-1.0**

Indicator 4.1 - Recruitment and Retention	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.2- Feedback Practices	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.3 - High effect size strategies	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.4 - Instructional Initiatives	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.5 - Facilitating & Leading Prof. Learning	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.6 –Faculty Development Alignments	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.7 - Actual Improvement	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

**Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.**

**2%**

**Select one of the following: ( ) Highly Effective-4.0 ( ) Effective-3.0 ( ) Needs Improvement-2.0 ( ) Unsatisfactory-1.0**

Indicator 5.1 - Student Centered	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.2 - Success Oriented	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.3- Diversity	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.4 - Achievement Gaps	( ) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

### Domain 3 - Organizational Leadership

**Proficiency Area 6 - Decision Making:** Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.

3%

Select one of the following: ☐ Highly Effective-4.0 ☐ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 6.1- Prioritization Practices ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 6.2- Problem Solving. ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 6.3 - Quality Control ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 6.4 - Distributive Leadership ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 6.5 - Technology Integration ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

**Proficiency Area 7 - Leadership Development:** Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

3%

Select one of the following: ☐ Highly Effective-4.0 ☐ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 7.1- Leadership Team ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 7.2 - Delegation ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 7.3 - Succession Planning ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 7.4 - Relationships ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

**Proficiency Area 8 - School Management:** Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.

1%

Select one of the following: ☐ Highly Effective-4.0 ☐ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 8.1 - Organizational Skills ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 8.2- Strategic Instructional Resourcing ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 8.3 – Collegial Learning Resources ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

**Proficiency Area 9 - Communication:** Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.

2%

Select one of the following: ☐ Highly Effective-4.0 ☐ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 9.1— Constructive Conversations ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 9.2 - Clear Goals and Expectations ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 9.3 - Accessibility ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 9.4 - Recognitions ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

### Domain 4 - Professional and Ethical Behaviors

**Proficiency Area 10 - Professional and Ethical Behaviors:** Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

2%

Select one of the following: ☐ Highly Effective-4.0    ☐ Effective-3.0    ☐ Needs Improvement-2.0    ☐ Unsatisfactory-1.0

Indicator 10.1 – Resiliency	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.2 - Professional Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.3 - Commitment	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.4 – Professional Conduct	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory



**Santa Rosa District School  
Annual Administrative Evaluation Instrument**

**Section V: Evaluation of Student Performance – 50% of Overall Evaluation**

**Student Assessment Data**

This section should be complete within two weeks of the date the district receives the data from the state.

This section will be completed using the Santa Rosa District School agreed upon Assessment and percentages.

Student Assessment	Assessment Result - VAM	Score	Weight	Weighted Score

This information is recorded in Section V where it is calculated as part of the total score.

Administrator's Comments: \_\_\_\_\_

**Administrator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Supervisor's Comments: \_\_\_\_\_

**Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Santa Rosa District School**  
**Annual Administrative Evaluation Instrument**

**Section VI: Overall Rating**

This section should be complete within two weeks of the District receiving student performance scores.

**Evaluation Ratings**

			Score	Weight School District		Weighted Score
50%	IIA	Parent Satisfaction		.05	.05	
	IIB	Teacher Satisfaction		.05	.05	
	IIC	Student Satisfaction		.05		
	IID	Support Card Survey			.05	
	III	Professional Development Plan		.10		
	IV	Proficiency Area 1		.02		
	IV	Proficiency Area 2		.02		
	IV	Proficiency Area 3		.04		
	IV	Proficiency Area 4		.04		
	IV	Proficiency Area 5		.02		
	IV	Proficiency Area 6		.03		
	IV	Proficiency Area 7		.03		
	IV	Proficiency Area 8		.01		
	IV	Proficiency Area 9		.02		
	IV	Proficiency Area 10		.02		
50%	VA					
	VB					
	VC					
	VD					
	VE					
	VF					
	VG					
	VH					

**Total Score**

**Overall effectiveness category**

Determine effectiveness level

- \_\_\_\_\_ 4.00 – 3.50 Highly Effective  
\_\_\_\_\_ 3.49 – 2.25 Effective  
\_\_\_\_\_ 2.24 – 1.75 Needs Improvement  
\_\_\_\_\_ 1.75 Below

**Administrator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Sample Administrative Evaluation



**Santa Rosa District School  
Annual Administrative Evaluation Instrument**

**SAMPLE**  
School Year 12-13

**Section I – Verify Assignments**

**Part A – Employee Information**

Administrator Name Middle School Principal Employee ID No. 1234567  
School Year 12-13 Job Title Middle School Principal

**Part B – Administrative Assignment**

Site/Location	Employment Title/Job Code	Percent of the Day
Middle School	Principal	100%

**Part C – Grade Level Assessment/Percentages - Taken from Attachment M**

Grade Level/Subject Area	Assessment/Percentage
Middle School	FCAT Reading (18%), FCAT Math (12%) FCAT Writing (4%), My Access (4%), FCAT Science (4%), Algebra EOC (4%), FAA Reading (1%), FAA Math (1%), FAA Writing (1%), FAA Science (1%)

Employee will review and verify all information on this page is correct. The employee understands these formulas will be used to tally Section V (50% of their evaluation total).

I verify the above information is correct.

Middle School Principal  
Employee Signature

07/01/2013  
Date



**SAMPLE**

**Santa Rosa District School**  
**Annual Administrative Evaluation Instrument**

School Year 12-13

---

**Section II: Stakeholder Satisfaction Surveys - 15% of Overall Evaluation for All Administrators.**

*This section should be completed by June 1 of each year.*

Parent and teacher satisfaction scores are used as part of the evaluation for all administrators (school based and district level). School Based Administrators will also use student satisfaction surveys as part of their evaluation. District Level Administrators will be evaluated by district support cards results. Each of these surveys will count 5% of the total on their respective evaluations. The previous year's scores are reported for informational purposes only. The May score is used to calculate the evaluation.

Principals complete the support card survey and the results are used on the district level evaluation (5%).

The Studer Group's research with surveys is based on a 5.0 scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. The Studer group believes changing this scale would not support the research conducted on surveys. The State of Florida's Evaluation System is based on a 4.0 scale: 1=Unsatisfactory, 2=needs improvement, 3=effective and 4=highly effective. In order to use the results of the Studer surveys (students, parents, employees, and principals) will use the following conversion scale:

Studer Group Survey Results

4.00 – 5.00

2.75 – 3.99

2.00 – 2.74

Below 2.00

Evaluation Score

Highly Effective (4.0)

Effective (3.0)

Needs Improvement (2.0)

Unsatisfactory (1.0)

District Level Administrators will use County averages for Parent and Student Satisfaction Survey results.

**Section II: Stakeholder Satisfaction Surveys – 15% of Overall Evaluation for All Administrators.**  
*This section should be completed by June 1 of each year.*

**A. Parent Satisfaction Survey – 5%**

**School Based and District Evaluation**

2011-2012 Score	3.8	Reference only
September 2012 Score	3.9	Reference only
May 2013 Score	3.95	5.0 Scale
<b>IA Score</b>	<b>3.0</b>	<b>4.0 Scale</b>

**B. Teacher Satisfaction Survey – 5%**

**School Based and District Evaluation**

2011-2012 Score	4.20	Reference only
December 2012 Score	4.30	Reference only
May 2013 Score	4.40	5.0 Scale
<b>IB Score</b>	<b>4.0</b>	<b>4.0 Scale</b>

**C. Student Satisfaction Survey – 5%**

**School Based Evaluation Only**

2011-2012 Score	4.25	Reference only
September 2012 Score	4.10	Reference only
May 2013 Score	3.99	5.0 Scale
<b>IC Score</b>	<b>3.0</b>	<b>4.0 Scale</b>

**D. Support Card Survey – 5%**

**District Evaluation Only**

2011-2012 Score	N/A	Reference only
December 2012 Score	N/A	Reference only
May 2013 Score	N/A	5.0 Scale
<b>IDC Score</b>	<b>N/A</b>	<b>4.0 Scale</b>

**Administrator's Signature:** Middle School Principal

**Date:** 07/01/2013

**Supervisor's Signature:** Supervisor

**Date:** 07/01/2013



**Santa Rosa District Schools**

**Section III: Annual Administrative Evaluation Instrument/Professional Development Plan**

**SAMPLE**  
School Year 12-13

The Department of Education Professional Development Protocol requires that all administrators write a professional development goal annually that reflects the needs of current year students assessment data. The Goals should be tied to School Improvement Plans and the district improvement plan (strategic plan). The PDP counts as 10% of each administrator's total evaluation.

**Student Needs Goal Statement** (Administrators must write a goal that addresses a need based on current state assessment, School Improvement Plan data, and district improvement plan needs..)

XXXXXXXXXXXXXXXXXXXXXXX

**Administrator Needs Goal Statement** (The administrator goal statement should identify Administrator needs to ensure that the student performance goal is met.)

XXXXXXXXXXXXXXXXXXXXXXX

**Projected Professional Development** (should align with student needs, could include Administrator certification professional improvement needs)

XXXXXXXXXXXXXXXXXXXXXXX

**Deliberate Practice (include literacy practice related to school goal)** (Deliberate Practice is the implementation of research-based strategies that are aligned with the projected professional development that has been identified.)

XXXXXXXXXXXXXXXXXXXXXXX

**SAMPLE**  
**School Year 12-13**

**Section III: Annual Administrator Evaluation Instrument/Professional Development Plan**

Record of Ongoing Support and Monitoring of Progress:		
Date	Attendees	Topics Addressed

**Outcome Statement:** Briefly describe your goal, actions taken, and student performance data results.

Plan Completion Rating  (Assessed by administrator.)	Scale	Check Rating
<b>Highly Effective</b> exceeds expectations completed a minimum of 15 hrs of projected professional development with appropriate artifacts of deliberate practice related to outcome statement	4.0	
<b>Effective</b> meets expectations completed a minimum of 12 hours of projected professional development with appropriate artifacts of deliberate practice related to outcome statement	3.0	X
<b>Needs Improvement</b> did not meet all expectations completed some projected professional development with limited or inappropriate artifacts of deliberate practice related to outcome statement	2.0	
<b>Unsatisfactory</b> did not met expectations projected professional development was not completed and limited appropriate artifacts of deliberate practice related to outcome statement	1.0	

**Professional development activities may include, but are not limited to:**

Learning Communities, Lesson Study, Online Training, Face to Face Training, College Coursework, Conferences/Seminars,  
Action Research, Mentoring Hours (District Mentors Only)

**Section III Score**

3.0



**Section IV: Supervisor's Evaluation of Effectiveness of Administrator in Demonstrating Florida's Principal Leadership Standards. This section will count 25% of the administrative evaluation.**

**Record of Observations**

The supervisor will conduct a minimum of four informal observations of the administrator during the course of a school year. The dates and notes from each observation will be entered into P.G.S. and feedback provided to the administrator after each observation. Observations may include activities such as scheduled and unscheduled events, walk throughs, meetings, and examination of materials that reflect the administrator's work or the impact of the administrator's work on others. The supervisor will complete this section of the evaluation by June 1 of each school year.

Date of Observation	Notes/Comments	Administrator Initials
09/01/2012	Study proficiency area 7 and develop a plan to improve these skills; proficiency areas 2, 3, 6, and 9 are areas of greatest strength	MSP
12/01/2012	More work needs to be done in the areas of indicators 7.3, 7.4, and 8.3; your management of facilities and school operations is outstanding	MSP
02/01/2013	Much progress has been demonstrated in proficiency area 2 over the course of this year; continue to work on proficiency area 7	MSP
04/01/2013	More focus needs to take place in the areas of indicators 7.3, 7.4, and 8.3; the efforts made to date have not made a significant difference in your overall effectiveness	MSP

**Domain 1: Student Achievement**

**Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.**

**2%**

Select one of the following: ( ) Highly Effective-4.0 (X) Effective-3.0 ( ) Needs Improvement-2.0 ( ) Unsatisfactory-1.0

Indicator 1.1 – Academic Standards	( ) Highly Effective	(X) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.2 – Performance Data	( ) Highly Effective	(X) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.3 – Planning and Goal Setting	( ) Highly Effective	(X) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 1.4 - Student Achievement Results	( ) Highly Effective	(X) Effective	( ) Needs Improvement	( ) Unsatisfactory

**Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.**

**2%**

Select one of the following: (X) Highly Effective-4.0 ( ) Effective-3.0 ( ) Needs Improvement-2.0 ( ) Unsatisfactory-1.0

Indicator 2.1 - Learning Organization	(X) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.2 - School Climate	(X) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.3 - High Expectations	(X) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 2.4 - Student Performance Focus	(X) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory

## Domain 2: Instructional Leadership

**Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.**

**4%**

**Select one of the following: (X) Highly Effective-4.0 ( ) Effective-3.0 ( ) Needs Improvement-2.0 ( ) Unsatisfactory-1.0**

Indicator 3.1 - FEAPs	(X) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.2- Standards based Instruction	(X) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.3 - Learning Goals Alignments	( ) Highly Effective	(X) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.4 - Curriculum Alignments	(X) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.5 - Quality Assessments	(X) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 3.6 - Faculty Effectiveness	( ) Highly Effective	(X) Effective	( ) Needs Improvement	( ) Unsatisfactory

**Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.**

**4%**

**Select one of the following: ( ) Highly Effective-4.0 (X) Effective-3.0 ( ) Needs Improvement-2.0 ( ) Unsatisfactory-1.0**

Indicator 4.1 - Recruitment and Retention	( ) Highly Effective	(X) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.2- Feedback Practices	( ) Highly Effective	(X) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.3 - High effect size strategies	(X) Highly Effective	( ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.4 - Instructional Initiatives	( ) Highly Effective	(X ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.5 - Facilitating & Leading Prof. Learning	( ) Highly Effective	(X ) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.6 –Faculty Development Alignments	( ) Highly Effective	(X) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 4.7 - Actual Improvement	( ) Highly Effective	( ) Effective	(X) Needs Improvement	( ) Unsatisfactory

**Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.**

**2%**

**Select one of the following: ( ) Highly Effective-4.0 (X) Effective-3.0 ( ) Needs Improvement-2.0 ( ) Unsatisfactory-1.0**

Indicator 5.1 - Student Centered	( ) Highly Effective	(X) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.2 - Success Oriented	( ) Highly Effective	(X) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.3- Diversity	( ) Highly Effective	(X) Effective	( ) Needs Improvement	( ) Unsatisfactory
Indicator 5.4 - Achievement Gaps	( ) Highly Effective	( ) Effective	(X) Needs Improvement	( ) Unsatisfactory



### Domain 3 - Organizational Leadership

**Proficiency Area 6 - Decision Making:** Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.

3%

Select one of the following: ☐ Highly Effective-4.0 ☒ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 6.1- Prioritization Practices ☒ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 6.2- Problem Solving. ☒ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 6.3 - Quality Control ☒ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 6.4 - Distributive Leadership ☒ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 6.5 - Technology Integration ☐ Highly Effective ☐ Effective ☒ Needs Improvement ☐ Unsatisfactory

**Proficiency Area 7 - Leadership Development:** Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

3%

Select one of the following: ☐ Highly Effective-4.0 ☐ Effective-3.0 ☒ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 7.1- Leadership Team ☐ Highly Effective ☒ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 7.2 - Delegation ☐ Highly Effective ☒ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 7.3 - Succession Planning ☐ Highly Effective ☐ Effective ☒ Needs Improvement ☐ Unsatisfactory

Indicator 7.4 - Relationships ☐ Highly Effective ☐ Effective ☒ Needs Improvement ☐ Unsatisfactory

**Proficiency Area 8 - School Management:** Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.

1%

Select one of the following: ☐ Highly Effective-4.0 ☒ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 8.1 - Organizational Skills ☒ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 8.2- Strategic Instructional Resourcing ☒ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 8.3 – Collegial Learning Resources ☐ Highly Effective ☐ Effective ☒ Needs Improvement ☐ Unsatisfactory

**Proficiency Area 9 - Communication:** Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.

2%

Select one of the following: ☐ Highly Effective-4.0 ☒ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 9.1— Constructive Conversations ☒ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 9.2 - Clear Goals and Expectations ☒ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 9.3 - Accessibility ☐ Highly Effective ☒ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 9.4 - Recognitions ☐ Highly Effective ☒ Effective ☐ Needs Improvement ☐ Unsatisfactory

#### Domain 4 - Professional and Ethical Behaviors

**Proficiency Area 10 - Professional and Ethical Behaviors:** Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

2%

Select one of the following: ☐ Highly Effective-4.0    ☒ Effective-3.0    ☐ Needs Improvement-2.0    ☐ Unsatisfactory-1.0

Indicator 10.1 – Resiliency	<input checked="" type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.2 - Professional Learning	<input type="checkbox"/> Highly Effective	<input checked="" type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.3 - Commitment	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.4 – Professional Conduct	<input type="checkbox"/> Highly Effective	<input checked="" type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

## SAMPLE

School Year 12-13

### Santa Rosa District School Annual Administrative Evaluation Instrument



#### Section V: Evaluation of Student Performance – 50% of Overall Evaluation

##### Student Assessment Data

This section should be complete within two weeks of the date the district receives the data from the state.

This section will be completed using the Santa Rosa District School agreed upon Assessment and percentages.

Student Assessment	Assessment Result - VAM	Score	Weight	Weighted Score
FCAT Reading (6-8)	School VAM score of +20, after deducting $\frac{1}{2}$ standard error VAM score = +9.0 (+,+)	4.0	.18	.720
FCAT Math (6-8)	School VAM score of +5, after deducting $\frac{1}{2}$ standard error VAM score = -1.5 (+,-)	3.0	.12	.360
FCAT Writing (8)	62% proficiency of students taking assessment	2.0	.04	.080
My Access (6,7)	75% proficiency of students taking assessment	3.0	.04	.120
FCAT Science (8)	35% proficiency of students taking assessment	1.0	.04	.040
Algebra EOC	46% proficiency of students taking assessment	3.0	.04	.120
FAA Reading	Growth of more than one level	4.0	.01	.040
FAA Math	Maintained current level of proficiency	3.0	.01	.030
FAA Writing	Decrease of one level in non-proficient level	2.0	.01	.020
FAA Science	Decrease of three levels in proficient level	1.0	.01	.010

This information is recorded in Section V where it is calculated as part of the total score.

Administrator's Comments: We are pleased with Reading scores. Writing and Science will be addressed next year in a different way.

Administrator's Signature: Principal Date: 07/01/13

Supervisor's Comments: We will count Science a higher weight next year.

Supervisor's Signature: Supervisor Date: 07/01/13



**Santa Rosa District School**  
**Annual Administrative Evaluation Instrument**

**Section VI: Overall Rating**

This section should be complete within two weeks of the District receiving student performance scores.

**Evaluation Ratings**

			Score	Weight		Weighted	
				School	District	Score	
50%		IIA	Parent Satisfaction	3.0	.05	.05	.150
		IIB	Teacher Satisfaction	4.0	.05	.05	.200
		IIC	Student Satisfaction	3.0	.05		.150
		IID	Support Card Survey	N/A		.05	.000
		III	Professional Development Plan	3.0	.10		.300
		IV	Educator Accomplished Practices (25%)	Proficiency Area 1	3.0	.02	.060
		IV		Proficiency Area 2	4.0	.02	.080
		IV		Proficiency Area 3	4.0	.04	.160
		IV		Proficiency Area 4	3.0	.04	.120
		IV		Proficiency Area 5	3.0	.02	.060
		IV		Proficiency Area 6	4.0	.03	.120
		IV		Proficiency Area 7	1.0	.03	.030
		IV		Proficiency Area 8	3.0	.01	.030
		IV		Proficiency Area 9	4.0	.02	.080
		IV		Proficiency Area 10	3.0	.02	.060
50%		VA	FCAT Reading (6-8)	4.0	.18		.720
		VB	FCAT Math (6-8)	3.0	.12		.360
		VC	FCAT Writing (8)	2.0	.04		.080
		VD	My Access (6,7)	3.0	.04		.120
		VE	FCAT Science (8)	1.0	.04		.040
		VF	Algebra EOC	3.0	.04		.120
		VG	FAA Reading	4.0	.01		.040
		VH	FAA Math	3.0	.01		.030
		VI	FAA Writing	2.0	.01		.020
		VJ	FAA Science	1.0	.01		.010

**Total Score**

3.14

**Overall effectiveness category**

Effective

Determine effectiveness level

- \_\_\_\_\_ 4.00 – 3.50 Highly Effective  
 \_\_\_\_\_ X 3.49 – 2.25 Effective  
 \_\_\_\_\_ 2.24 – 1.75 Needs Improvement  
 \_\_\_\_\_ 1.75 Below

**Administrator's Signature:** Middle School Principal **Date:** 07/01/13

**Supervisor's Signature:** Supervisor **Date:** 07/01/13

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## INTEROFFICE MEMORANDUM

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**TO:** BOARD MEMBERS  
TIM WYROSDICK, SUPERINTENDENT

**FROM:** DON LEWIS LYNN, JR.  
ASST. SUPT./HUMAN RESOURCES

**SUBJECT:** CROSSWALKS FOR NEW ADMINISTRATIVE EVALUATION SYSTEM - EFFECTIVE JULY 2012

**DATE:** 04/20/2012

---

Attached are the crosswalks referred to in the cover memo for the new Administrative Evaluation System that was submitted to you a few days ago. Please review, and if you have questions, call me at 983-5030.

## Elementary Student Survey Crosswalk to Florida Principal Leadership Standards

\*\*\*\*Note-The Elementary Student Survey is aligned to the standards highlighted in this matrix. Standard 1 is assessed in the student achievement portion of the evaluation; standard 10 is intended to be assessed by the supervisor.

	Learning is fun at my school.	I like going to my school each day.	I enjoy art, music and PE.	My teacher cares about me.	I feel safe at my school.	School rules are fair.	My school is clean.	My principal is a good leader.
Standard 1: Student Learning Results								
Standard 2: Student Learning as a Priority								
Standard 3: Instructional Plan Implementation								
Standard 4: Faculty Development								
Standard 5: Learning Environment								
Standard 6: Decision Making								
Standard 7: Leadership Development								
Standard 8: School Management								
Standard 9: Communication								
Standard 10: Professional and Ethical Behaviors								

## Secondary Student Survey Crosswalk to Florida Principal Leadership Standards

\*\*\*Note-The Secondary Student Survey is aligned to the standards highlighted in this matrix. Standard 1 is assessed in the student achievement portion of the evaluation; standard 10 is intended to be assessed by the supervisor.

[illegible]

## Parent Satisfaction Survey Crosswalk Florida Educational Leadership Standards

	Standard 1: Student Learning Results	Standard 2: Student Learning as a Priority	Standard 3: Instructional Plan Implementation	Standard 4: Faculty Development	Standard 5: Learning Environment	Standard 6: Decision Making	Standard 7: Leadership Development	Standard 8: School Management	Standard 9: Communication	Standard 10: Professional and Ethical Behaviors
My child's learning is a high priority at this school.										
School rules/ discipline plans are enforced consistently at this school.										
I regularly receive feedback from school staff on how well my child is learning.										
My family is treated with respect at this school.										
My child has the opportunity to be successful at this school.										
My child has the necessary supplies and equipment to learn.										
I would recommend this school to other parents.										
The school provides a safe environment for my child to learn.										
My child is recognized for good work and behavior at this school.										
The school is clean and well maintained.										
The teachers, staff, and administration at this school demonstrate a genuine concern for my child.										
I am proud to say I have a child at this school.										
The principal at this school is approachable and reachable.										
The principal is an effective leader.										
I receive information about my child's academic progress in school.										
I feel the special areas available at my child's school help make my child's educational experience well rounded.										
I receive information about the progress of my child's school.										
I receive information about the school's parent/guardian involvement policy.										
I receive information about the quality of my child's teacher.										
I have opportunities for involvement at my child's school.										
Information in the Santa Rosa District Schools' Family Guide helps me understand my child's school work.										

**\*\*Note-**The Employee Engagement Survey is aligned to the standards highlighted in this matrix.



## Employee Engagement Crosswalk to Florida Principal Leadership Standards

**\*\*Note-**The Employee Engagement Survey is aligned to the standards highlighted in this matrix. Standard 1 is assessed in the student achievement portion of the evaluation; standard 10 is intended to be assessed by the supervisor.

[illegible]

**Support Card Survey Crosswalk Florida Educational Leadership Standards\*\*** Note-Support Card items aligned to the standards are highlighted in this matrix.

[illegible]



Don Lewis Lynn, Jr.  
Asst. Superintendent/Human Resources  
5086 Canal Street Milton, Florida 32570-6706  
Phone: 850/983-5030  
Suncom: 689-5030  
Facsimile: 850/983-5039  
E-mail: LynnL@mail.santarosa.k12.fl.us

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## **ACTION AGENDA**

April 24, 2012

### **MEMORANDUM**

**TO:** Mr. Tim Wyrosdick, Superintendent of Schools  
**FROM:** Lewis Lynn, Assistant Superintendent for Human Resources  
**RE:** Human Resource Items for Action Agenda of School Board

The following personnel items are submitted for your recommendation and the approval of the School Board of Santa Rosa County:

**I. ADMINISTRATIVE APPOINTMENTS**  
NONE

**II. DISCIPLINARY ACTIONS**

**A. UNAPPROVED LEAVES**

1. Creel, Phillip, Teacher, Milton High, 7.5 hours, 04-09-12

**B. OTHER DISCIPLINARY ACTIONS**  
NONE

**III. JOB DESCRIPTIONS**  
NONE

DISTRICT 1  
Diane Scott

DISTRICT 2  
Hugh Winkles

DISTRICT 3  
Diane Coleman

DISTRICT 4  
JoAnn Simpson

DISTRICT 5  
Scott Peden

## Santa Rosa County District Schools

---

**Submitted By:** Karen Retherford

### Human Resources Action Agenda

---

**Title of Item:** Safety Incentive Program

**Description/Introduction:** Safety Incentive Program

**Recommendation/Action Requested:** School Board Approval

---

### Financial Impact:

**A-Funds required from School Board?** Yes

**B-Amount required** \$327,018.27

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

 [Safety Incentive Program.pdf](#)

Description:

Safety Incentive Program

## Santa Rosa County District Schools

---

**Submitted By:** Karen Retherford

### Human Resources Action Agenda

---

**Title of Item:** Virgin Health Miles  
**Description/Introduction:** Virgin Health Miles  
**Recommendation/Action Requested:** School Board Approval

---

### Financial Impact:

**A-Funds required from School Board?** Yes  
**B-Amount required** \$90,000.00  
**C-Grant/Project Synopsis attached?** No  
**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No  
**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

 [Virgin Health Miles.pdf](#)

Description:

Virgin Health Miles

## Santa Rosa County District Schools

---

**Submitted By:** Conni Carnley

### Curriculum/ Instruction Action Agenda

---

**Title of Item:** Termination of Alternative Placements  
**Description/Introduction:** Termination of Alternative Placements for April 24, 2012  
**Recommendation/Action Requested:** School Board Approval Requested.

---

### Financial Impact:

**A-Funds required from School Board?** No  
**B-Amount required**  
**C-Grant/Project Synopsis attached?** No  
**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No  
**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

 [April 24, 2012.docx](#)

Description:

Termination of Alternative Placement

## Santa Rosa County District Schools

---

**Submitted By:** Conni Carnley

### Curriculum/ Instruction Action Agenda

---

<b>Title of Item:</b>	Alternative Placements - Compilation
<b>Description/Introduction:</b>	Compilation of Alternative Placements for April 24, 2012, Board Meeting.
<b>Recommendation/Action Requested:</b>	School Board Approval Requested.

---

### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review



**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

-  [ALTERNATIVE PLACEMENTS - 4-24-12 .pdf](#)
-  [ALT PLACEMENTS - NARRATIVES 4-24-12.pdf](#)

Description:

Compilation of Alternative Placements April 24, 2012  
Alternative Placement Narratives

## Santa Rosa County District Schools

---

**Submitted By:** Judy Friery

### Curriculum/ Instruction Action Agenda

---

**Title of Item:** Medicaid Contract with Seminole County

**Description/Introduction:** Medicaid Contract with Seminole County

**Recommendation/Action Requested:** Request approval of Contract

---

### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

Description:

 [Medicaid Claiming Contract\[1\].pdf](#)

Contract

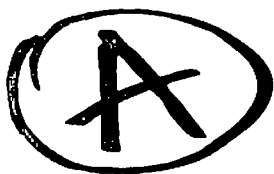




SEMINOLE COUNTY  
PUBLIC SCHOOLS

Educational Support Center  
400 E. Lake Mary Boulevard  
Sanford, Florida 32773-7127

BILL VOGEL, Ed.D.  
*Superintendent*



**"A" Rated  
Academically  
High-Performing  
School District**

Visit Our Web Site  
[www.scps.k12.fl.us](http://www.scps.k12.fl.us)

Judy Friery  
Santa Rosa County Public Schools  
6751 Berryhill Street  
Milton FL 32570

February 13, 2012

Dear Judy,

Attached please find a copy of the Seminole County Public Schools Data Management Contract for Medicaid School Administrative Claiming for fiscal year 2012-2013. Please note that there is ~~NOT~~ a cost increase and the expense to your district will be the same as during the 2011-2012 school year.

Enclosed are two originals of the 2012-2013 contracts. Please keep one of the originals for your records. Send the other signed original to the attention of :

Joseph S. Greene  
Medicaid Administrator  
400 East Lake Mary Boulevard  
Sanford, Florida 32773-7127

We appreciate being in the position to assist the State of Florida in this important health funding endeavor. It has been gratifying for us to support many of you since 2001. It is our hope to continue with this process in serving you during the next coming year. Please contact Joe Greene if there is anything we can do to make our service help meet your expectations.

Sincerely,

Ida Mazar  
Executive Director  
Exceptional Student Services  
Seminole County Public Schools

# **AGREEMENT**

**THIS AGREEMENT** is made and entered into as of this 1st day of July, 2012, by and between

**THE SCHOOL BOARD OF SANTA ROSA COUNTY, FLORIDA**  
(hereinafter referred to as SBSRC),  
a body corporate and political subdivision of the State of Florida,  
whose principal place of business is  
6751 Berryhill Street, Milton, Florida 32570.

and

**THE SCHOOL BOARD OF SEMINOLE COUNTY, FLORIDA**  
(hereinafter referred to as SBSC),  
whose principal place of business is  
400 East Lake Mary Boulevard, Sanford, Florida, 32773.

**WHEREAS**, both School Boards have a common and concurrent interest in providing data and sharing statistics for the purpose of being reimbursed for Medicaid Administrative Claiming activities.

**NOW, THEREFORE**, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree to establish and maintain a process to determine statistically valid time sample results with approved staff as a function of the Medicaid Administrative Claiming reimbursement process. Both School Boards shall be subject to the following terms:

## **ARTICLE 1 - RECITALS**

1.01 **Recitals.** The Parties agree that the foregoing recitals are true and correct and that such recitals are incorporated herein by reference.

## **ARTICLE 2 – SPECIAL CONDITIONS**

2.01 **Term of Agreement.** The term of this Agreement shall commence on July 1, 2012 and conclude on June 30, 2013, unless terminated as provided herein.

**2.02 Responsibilities of SBSRC.**

- 2.02.1 Provide a pool of employee names who are eligible to be sampled based upon selected job codes whose incumbents have the potential to engage in Administrative Claiming Activities. Only certain staff positions are to be included in the time study process upon mutual concurrence among all parties participating in this agreement and upon the review and approval of AHCA.
- 2.02.2 Distribute and collect random moment sample forms, as provided by SBSC during four fiscal quarters in the school year.
- 2.02.3 Code the status of each observation form to effectively and accurately record the performance of school district personnel activities as delineated in the Medicaid School District Administrative Claiming Guide.
- 2.02.4 Provide periodic training to SBSRC employees who will be responsible for coding the quarterly activities of district personnel delineated on the sample forms. Only trained district coders will be authorized to participate in the program.
- 2.02.5 Send quarterly sample forms to SBSC for activity calculations
- 2.02.6 Pay the SBSC prorated actual and reasonable costs among all districts participating based upon the percent of ESE FTE appropriated during the 2010-2011 school year. Your charge for the 2012-2013 fiscal year will be \$ 2,201.11 which will include the cost of office operations and the cost for clerical and administrative processing, consultation and technical assistance during the contract period. The above reference amount may be payable in equal quarterly installments or in one annual payment. This cost will be reviewed annually.
- 2.02.7 SBSRC shall maintain and be able to produce requested records and materials for Agency for Health Care Administration audits.
- 2.02.8 Any recoupment of funds due to an audit exception, deferral or denial deemed appropriate by the Agency for Health Care Administration (AHCA) will be the responsibility of the SBSRC, even after withdrawal from the program.

**2.03 Responsibilities of SBSC**

- 2.03.1 Pursuant to this agreement, SBSC will be acting solely as a data manager and data processor for SBSRC.
- 2.03.2 Annually collect school district calendars and scheduled work hours from SBSRC.
- 2.03.3 Quarterly collect personnel rosters from SBSRC and perform data entry relative to creating a sample pool of individuals.
- 2.03.4 Quarterly generate, package and mail the prorated share of random moment sample forms to SBSRC.

2.03.5 Quarterly review all returned sample forms for completion. One hundred percent of all forms will be reviewed for the purposes of quality control. In instances where there is a disagreement on the coding of a particular sample form by the district coder, AHCA will be contacted to ensure the consistency of activity selection.

2.03.6 Quarterly calculate all the data generated from scanning and return the statistics to all participating districts for individual claim generation.

#### **2.04 Mutual Agreements**

Independent contractors: SBSC and SBSRC are independent contractors. Nothing contained herein shall constitute or designate either party's employees or agents as agents or employees of the other party. Each party remains solely responsible for its own cost report and claim that will be submitted to the Agency for Health Care Administration (AHCA).

2.05 **Indemnification.** Each party agrees to be fully responsible for its acts of negligence, or its agent's acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

### **ARTICLE 3 – GENERAL CONDITIONS**

3.01 **No Waiver of Sovereign Immunity.** Nothing contained in this Agreement is intended to serve as a waiver of sovereign immunity by any agency to which sovereign immunity may be applicable.

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

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

3.04 **Termination.** This Agreement may be canceled with or without cause by SBSRC during the term hereof one-quarter's prior written notice to the other parties of its desire to terminate this Agreement.

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

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

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

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

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

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

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

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

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

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

3.15 **Place of Performance.** All obligations of SBSRC under the terms of this Agreement are reasonably susceptible of being performed in Santa Rosa County, Florida and shall be payable and performable in Santa Rosa County, Florida.

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

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

To SBSRC: Superintendent of Schools  
The School Board of Santa Rosa County, Florida  
6751 Berryhill Street  
Milton, Florida 32570

With a Copy to: Judy Friery  
The School Board of Santa Rosa County, Florida  
6751 Berryhill Street  
Milton, Florida 32570

To SBSC Superintendent of Schools  
The School Board of Seminole County, Florida  
400 East Lake Mary Boulevard  
Sanford, Florida 32773

With a Copy to: Ida Mazar  
The School Board of Seminole County, Florida  
400 East Lake Mary Boulevard  
Sanford, Florida 32773

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

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

3.20 **Excess Funds.** Any party receiving funds paid by SBSRC under this Agreement agrees to promptly notify SBSRC of any funds erroneously received from SBSRC upon the discovery of such erroneous payment or overpayment. Any such excess funds shall be refunded to SBSRC with interest calculated from the date of the erroneous payment or overpayment is noticed to the School Board of Seminole County Public Schools subject to confirmation of the overpayment by both parties. Interest shall be calculated using the interest rate for judgments under Section 55.03, Florida Statutes, applicable at the time the erroneous payment or overpayment was made by SBSRC.

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

**FOR SBSRC**

(Corporate Seal)

**THE SCHOOL BOARD OF SANTA ROSA  
COUNTY, FLORIDA**

ATTEST:

By \_\_\_\_\_  
School Board Chair

\_\_\_\_\_  
Superintendent of Schools

Approved as to Form:

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

**FOR SBSC**

(Corporate Seal)

**THE SCHOOL BOARD OF SEMINOLE  
COUNTY, FLORIDA**

ATTEST:

*Bill Vogel*

By

*Tina Calderone*

\_\_\_\_\_  
Bill Vogel, Superintendent of Schools

\_\_\_\_\_  
Tina Calderone, Chairman

*J. Malstrom*

\_\_\_\_\_  
Witness

*D. L. Lane*

\_\_\_\_\_  
Witness



## Santa Rosa County District Schools

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**Submitted By:** Dr. Bettie Bonner

### Curriculum/ Instruction

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**Title of Item:** COLA (Cost of Living Adjustment) Grant

**Description/Introduction:** COLA (Cost of Living Adjustment) Grant

**Recommendation/Action Requested:**

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** Yes

**D-Date Grant/Project Reviewed/Approved by Accountant:** 4/16/12 - Diane Lynn Rogers

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### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

 [COLA \(Cost of Living Adjustment\) Grant Synopsis .docx](#)

Description:

COLA (Cost of Living Adjustment) Grant Synopsis



## Santa Rosa County District Grant Synopsis

Submitted by: Dr. Bettie Bonner, Director of PreK Programs

Category of Funds: 499 - 5500/6400 - 120-240/332 49012/40712/407122 - 0131 - Head Start  
Fund                      Function                      Object                      Project                      Center                      Program

Name of Grant: COLA

  X   Continuation Grant             Update Grant             New Grant

**What the Grant will accomplish and the target groups to be served:**

The COLA (Cost of Living Adjustment) Grant will provide funding for a teacher that will support  
ECDHS (Early Childhood Development and Health Services, CLASS (Classroom Assessment  
Scoring System) student assessments, and training.

Funds requested for this grant:    \$ 15,990.00                      The amount of the  
grant last year:    \$ 0

Funds required from the school board:             YES        X   NO

If yes, amount required: \$

## Santa Rosa County District Schools

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**Submitted By:** Patti Peacher, Coordinator of Virtual Education

### Curriculum/ Instruction Action Agenda

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<b>Title of Item:</b>	Contract between Santa Rosa School District and Florida Virtual School
<b>Description/Introduction:</b>	This item pertains to the renewal of Santa Rosa County School District's contract with Florida Virtual School for the 2012-2013 school year.
<b>Recommendation/Action Requested:</b>	Recommend approval

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### Financial Impact:

<b>A-Funds required from School Board?</b>	Yes
<b>B-Amount required</b>	Based on contract fees
<b>C-Grant/Project Synopsis attached?</b>	No
<b>D-Date Grant/Project Reviewed/Approved by Accountant:</b>	

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### Legal Review

<b>Does item require legal review?</b>	Yes
<b>If Yes, Approval Date</b>	I have emailed School Board attorney Paul Green with the details.

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### ATTACHMENTS:

Name:

-  [Franchise Agreement.pdf](#)
-  [Florida Virtual School Franchise Agreement.docx](#)

Description:

- FLVS Franchise Agreement
- FLVS Franchise Agreement Details

FLORIDA VIRTUAL SCHOOL FRANCHISE AGREEMENT FOR STATE OF FLORIDA  
SCHOOL DISTRICT

THIS FLORIDA VIRTUAL SCHOOL FRANCHISE AGREEMENT FOR STATE OF FLORIDA SCHOOL DISTRICT ("Agreement") made and entered into this \_\_\_\_ day of \_\_\_\_\_, 2012, by and between the Florida Virtual School (hereinafter referred to as "FLVS"), having its principal office at 2145 Metro Center Boulevard, Orlando, Florida, 32835 and \_\_\_\_\_, (hereinafter referred to as "Customer"), having its principal place of business at \_\_\_\_\_, provides as follows:

WHEREAS, the State of Florida established FLVS for among other reasons, the purpose of developing and delivering distance learning education to the K-12 students of the State of Florida, and

WHEREAS, Customer is a public school district within the State of Florida desirous of utilizing the products and/or services of FLVS, and

WHEREAS, Florida Statute 1002.37(5)(i) authorizes FLVS to enter into franchise agreements with Florida school districts,

NOW THEREFORE, for and in consideration of the mutual promises hereinafter exchanged and received by the parties, FLVS and Customer agree as follows:

1. FLVS hereby issues this franchise pursuant to the terms and conditions contained herein and contained on the FLVS web site - [www.flvs.net](http://www.flvs.net) - section for the State of Florida School District Franchise Agreement.

2. Customer hereby agrees to accept said franchise for the academic school year July 1, 2012 through June 20, 2013. In accepting the franchise agreement Customer does hereby agree to be bound by and comply with all terms and conditions contained herein and/or contained on the FLVS web site - <http://flvs.net/educators/Documents/2012->

2013%20FLVS%20Franchise%20Agreement.pdf- section for the State of Florida School District Franchise Agreement. All terms and conditions contained in the FLVS web site-www.FLVS.net –section State of Florida School District Franchise are hereby incorporated herein by reference as true and correct and binding on the parties.

3. Customer shall pay to FLVS the franchise fees described in Appendix A. The franchise fee shall be due and paid as provided for in Appendix A. Failure to pay the franchise fees when due shall be grounds for the immediate termination or suspension of all services due by FLVS hereunder.

All overdue (90-plus days) accounts will be subjected to a 10 percent late fee and may be denied access to FLVS content in the discretion of FLVS. This franchise agreement will be suspended until payment is received by FLVS.

4. The term shall be effective on the effective date for a period of one (1) year and shall terminate in accordance with this article.

Either party may by notice in writing terminate this agreement if (i) the other party breaches or fails to observe or perform any of its obligations set forth out in this agreement, including failure to pay franchise and/or training fees, and fails to cure such breach or failure within thirty (30) days after written notice; or (ii) either party becomes insolvent, or makes an assignment for the general benefits of creditors, or any proceedings are commenced by or against either party under any bankruptcy or insolvency laws or if proceedings for the appointment of a trustee, custodian, receiver or receiver manager for either party are commenced, or if either party ceases or threatens to cease to carry on business; or (iii) upon ninety (90) days' written notice by FLVS or Customer to the other party of its termination of the agreement.

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

FLORIDA VIRTUAL SCHOOL

LICENSEE

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Florida Virtual School Franchise Agreement (USA ss)

### FLVS Franchise Agreement TERMS AND CONDITIONS

#### ARTICLE 1- INTERPRETATION

##### 1.1 DEFINITIONS

In this Agreement and in Appendix A, B, C and D, the following terms shall have the respective meanings ascribed to them as follows:

- (a) "Affiliate" means with respect to any person, and other person directly or indirectly controlling, controlled by, or under common control of such person. "Control" as used here means the legal, beneficial or equitable ownership, directly or indirectly, of more than 50% of the aggregate of all voting interests in such entity.
- (b) "Business Days" means Monday through Friday excluding any day, which is a nationally observed holiday in both the United States of America and Canada.
- (c) "Business Hours" means 8:00 a.m. - 8:00 p.m. Eastern Time on Business Days.
- (d) "Components" mean the components of the FLVS Software referred to in Appendix A.
- (e) "Confidential Information" means (i) all information of either party or its Affiliates or of third persons to whom the party owes a duty of confidence that is marked confidential, restricted or proprietary or that may reasonably be considered as confidential from its nature or from the circumstances surrounding its disclosure; and (ii) the Licensed Materials.
- (f) "Content Licenses" means the utilization licenses and associated restrictions with respect to the Licensed Course Content granted to Customer hereunder which are set forth in Appendix A.
- (g) "Customization" means a client customizable area is provided which includes: 1) a communication policy, 2) drop policy, 3) netiquette recommendations, 4) pace charts, 5) student resource page, 6) optional contact and help pages, 7) state and national standards.
- (h) "Data" means customer information entered into the licensed products to include but not limited to student, staff, school, and parent information.
- (i) "Billable Enrollment" any student on active status in VSA for a minimum of 28 days. If a student is active in VSA for 28 days, FLVS will bill the Customer for the student, regardless of the student's status upon Customer's receipt of invoice.
- (j) "FLVS proprietary products" includes but is not limited to FLVS course content and the FLVS Virtual School Administrator product.
- (k) "Intellectual Property Rights" includes all worldwide intellectual and industrial property rights including all rights in each country to copyrights, trademarks, service marks, patents, inventions, industrial designs, trade secrets, trade dress and all other proprietary rights.
- (l) "Learning Management System or LMS" means the software based system ("Platform") that must be utilized to access the Licensed Course Content.
- (m) "License" means Customer's license to use the Licensed Materials described in Appendix A.
- (n) "License Fees" means the license fees to be paid by the Customer to FLVS, which are described in Section 4.1.
- (o) "Licensed Course Content" means the Components of the FLVS Course Content in object code format licensed to Customer hereunder and described in Appendix A and such additional 3<sup>rd</sup> party Components required as part of the FLVS Course Content.

(p) "Licensed Materials" means the Licensed Course Content, LMS, Virtual School Administrator, Documentation and included Renewal Releases and updates, which FLVS and (LMS Software) may from time to time provide to Customer.

(q) "Platform Provider" means learning management system provider.

"Virtual School Administrator (VSA) License" means the licenses and associated restrictions with respect to the Licensed Virtual School Administrator.

## ARTICLE 2-LICENSE

### 2.1 LICENSED MATERIALS

#### 2.1. - Course Content and Materials

(a) Subject to the provisions of this Agreement including the provisions of Article 8, FLVS hereby grants to Customer and Customer hereby accepts from FLVS the personal, non-transferable and non-exclusive Franchise License to use the Licensed Materials for Customer's internal business purposes in accordance with FLVS Licenses.

(b) FLVS Virtual School Administrator will be used as the registration and student information management system.

(c) Florida Virtual School courses will only be delivered on FLVS approved learning management systems.

#### 2.2 Third Party Users

For the purpose of operating Customer's business, the parties intend that certain unrelated third parties with whom the Customer has a business relationship such as a supplier or customer and the employees of such third person (hereunder "Business Third Parties"), will have limited right to use certain Components of the Licensed Course Content solely for the purpose of providing services to Customer. All such services will be solely for the benefit of Customer's internal business operations. The Business Third Parties may not utilize the Licensed Course Content for other than the direct benefit of Customer's internal benefit, in accordance with the terms of this agreement and the customer shall assure third party compliance with this provision and the terms of this agreement.

## ARTICLE 3-DELIVERY AND INSTALLATION

### 3.1 Delivery of Licensed Materials

FLVS agrees to deliver to Customer one (1) copy of the most current release available by request of the Licensed Materials. The Documentation will be provided solely in the English Language except in cases where FLVS has specifically provided for foreign language documentation.

#### 3.2 Software Security

(a) The customer will ensure all reasonable measures are taken to protect the Licensed Materials from any unauthorized use.

(b) FLVS will ensure all reasonable measures are taken to protect the Customer Data while in use at the FLVS site. Reasonable measures include, but are not limited to, the Customer Data being stored on a secure server in a secured building behind an internet firewall with role-based level password protection for any and all access to such data.



### 3.3 Background Screening

As a public school, FLVS complies with all statutes regarding background screening of employees, in accordance with Florida law.

## ARTICLE 4-PRICE AND PAYMENT TERMS

### 4.1 License Fees

(a) Customer shall pay to FLVS the franchise fees described in Appendix A (the "License Fees"). The License Fees shall be due and paid as provided for in Appendix A. Failure to pay the license fees when due shall be grounds for the immediate termination or suspension of all services due by FLVS hereunder.

(b) All overdue (90+ days) accounts will be subjected to a 10% late fee and may be denied access to FLVS Content. The licensing agreement will be suspended until payment is received by FLVS.

## ARTICLE 5-PROPRIETARY RIGHTS AND CONFIDENTIAL INFORMATION

### 5.1 Title to Licensed Materials

Customer acknowledges and agrees that FLVS, licensors of FLVS, and the Platform Provider shall retain all right, title and interest in and to the Licensed Materials and all copies thereof, including, without limitation, the Intellectual Property Rights therein, and that nothing herein transfers or conveys to Customer any ownership right, title or interest in or to the Licensed Materials or to any copy thereof or any right with respect to the Intellectual Property Rights therein. Nothing in this agreement shall be construed as conferring upon the licensee any right or interest in Florida Virtual School's or the Platform Provider's intellectual property or in their registration or in any designs, copyrights, patents, trade names, signs, emblems, insignia, symbols and slogans or other marks used in connection with the software other than as provided in this agreement.

### 5.2 Confidential Information

To the extent permitted by law, each party agrees to maintain the Confidential Information of the other party.

### 5.3 Protection and Proprietary Rights

(a) Customer shall not remove any proprietary copyright, patent, trademark; design right, trade secret, or any other proprietary rights legends from the Licensed Materials.

(b) Customer agrees not to disassemble, decompile, translate into human readable form or into another computer language, reconstruct or decrypt, or reverse engineer, all or any part of the Licensed Materials in accordance with the law. Further, Customer shall not write or develop any derivative works or computer programs based upon any part of the Licensed Materials.

(c) The Customer hereby agrees that FLVS is the owner of any and all rights intellectual and otherwise for the course content and Virtual School Administrator product that will be provided and has the legal right to franchise and charge a fee for the use of that material and the legal right for an injunction. The discretion of Florida Virtual School on all matters concerning the intellectual property shall be final, conclusive and binding on the Customer.

#### 5.4 Audit Rights

FLVS may audit the use of their proprietary products and enrollments at any time while providing service hereunder. FLVS will conduct continuous audits for instructional quality. The results of this audit will be provided to the customer and the Florida Department of Education.

#### 5.5 Email Access

District is responsible for providing FLVS, upon request, all email correspondence between teacher and student.

### ARTICLE 6-WARRANTIES OF FLVS

#### 6.1 Limit of Liability

(a) For any breach or default by FLVS of any of the provisions of this agreement, or respect to any claim arising here from or related hereto. FLVS's entire liability, regardless of the form of action, whether based on contract or tort, including negligence, shall in no event exceed (I) the amount paid by customer hereunder for the licensed materials, (II) the amount paid by customer for the renewal service that is the subject of the claim if the claim relates to a breach or default by FLVS of the provisions of article 7, (III) the amount paid by customer for the installation service that is the subject of the claim if the claim relates to a breach or default by FLVS of the provisions of this agreement pertaining to installation service, or (IV) in the aggregate with respect to all claims under or related to this agreement, the amount paid by customer under this agreement.

(b) In no event will FLVS be liable for special, incidental, indirect, or consequential loss or damage, lost business revenue, loss of profits, loss of data, failure to realize expected profits or savings or any claim against customer by another person (even if FLVS has been advised of the possibility of any such damage).

(c) FLVS shall be liable to customer as expressly provided in this agreement but shall have no other obligation, duty, or liability whatsoever in contract, tort or otherwise to customer including any liability for negligence. The limitations, exclusions and disclaimers in this agreement shall apply irrespective of the nature of the cause of action, demand, or action, by customer, including but not limited to breach of contract, negligence, tort, or any other legal theory and shall survive a fundamental breach or breaches or the failure of the essential purpose of this agreement or of any remedy contained herein.

### ARTICLE 7- TERM AND TERMINATION

#### 7.1 Term

This Agreement shall be effective on the Effective Date for a period of one (1) year and shall be terminable in accordance with this Article.

#### 7.2 Termination

Either party may by notice in writing terminate this Agreement if (i) the other party breaches or fails to observe or perform any of its obligations set out in this Agreement, including failure to pay franchise and/or training fees, and fails to cure such breach or failure within thirty (30) days after written notice; or (ii) either party becomes insolvent, or makes an assignment for the general benefit of creditors, or any proceedings are commenced by or against either party under any bankruptcy or insolvency laws or if proceedings for the appointment of a trustee, custodian, receiver, or receiver manager for either party are commenced, or if either part ceases or threatens to cease to carry on business; or (iii) upon

ninety (90) days written notice by FLVS or customer to the other party of its termination of the agreement.

### 7.3 Services not Included

(a) Renewal and Warranty Support does not include or apply to any of the following: (i) making modifications to the Licensed Materials for Customer, (ii) user training (may include teacher/instructor training), (iii) consultation for new programs or equipment, (iv) hardware problems including any malfunction of hardware, or to any external causes affecting the Licensed Materials including the media upon which the Licensed Materials are provided such as accident disaster, electrostatic discharge, fire, flood, lighting, water or wind, or (v) corrections of errors attributable to software other than the Licensed Software. FLVS may charge Customer at its then applicable list price for providing such services. FLVS may also charge Customer at its then list price for analysis or removal of errors which are caused by improper operation or handling of the Licensed Materials or caused by circumstances unrelated to FLVS. Payment for these services shall be made by Customer within 30 days of invoicing by FLVS.

(b) The obligation to provide Renewal Services is subject to the following: (i) Renewal Services are only provided for the Licensed Course Content provided under this Agreement, (ii) if Customer ceases to pay for and receive Renewal Services and later requests Renewal Services, Customer will be required to pay to FLVS the Renewal Fees not paid during the period in which the service was discontinued, and (iii) FLVS has no obligation to provide Customer with any Renewal Services unless Customer has paid for the Renewal Services in advance as required hereunder, and (iv) FLVS has no obligation to provide renewal services if customer is unable to follow FLVS franchise policies and procedures as documented through an annual audit.

## ARTICLE 8- GENERAL

### 8.1 Force Majeure

If the performance of this Agreement, or any obligation thereunder except the making of payments hereunder is prevented, restricted, or interfered with by reason of: fire, flood, earthquake, explosion or other casualty or accident or act of God; strikes or labor disputes; inability to procure or obtain delivery of parts, supplies, power, equipment or software from suppliers, war or other violence; any law, order, regulation, ordinance, demand or requirement of any governmental authority; or any other act or condition whatsoever beyond the reasonable control of the affected party. The party so affected, upon giving prompt notice to the other party, shall be excused from such performance to the extent of such prevention, restriction or interference; provided, however, that the party so affected shall take all reasonable steps to avoid or remove such cause of nonperformance and shall resume performance hereunder with dispatch whenever such causes are removed.

### 8.2 Non-Solicitation Agreement

FLVS and the Customer agree that during the term of this agreement, except as provided elsewhere in this agreement or through mutual consent of both organizations - they shall not directly or indirectly engage, hire, employ, or solicit any employee of the other, or any subsidiary or affiliate of the other or otherwise induce or attempt to induce any employee of the other to leave employment of the other or alter the employment relationship of any employee with the other;

### 8.3 NCAA

NCAA continues to evolve its policy regarding evaluation of virtual school course work for student athletes. FLVS enjoys a strong working relationship with NCAA, and, as our franchise partner, the Customer will join FLVS's umbrella by signing this agreement and agreeing to abide by all FLVS policies regarding course delivery, instructional practices, and student management found in Appendices B and C. As part of the agreement, the Customer will undergo intermittent quality assurance audits performed by FLVS personnel. The Customer will have access to all audit reports. FLVS reserves the right to report audit results to NCAA.

#### 8.4 Background Screening

FLVS agrees to comply with all requirements of Sections 1012.32 and 1012.465, Florida Statutes, and all of its personnel who (1) are to be permitted access to Customer's school grounds when students are present, (2) will have direct contact with Customer's students, or (3) have access or control of Customer's funds, will successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes. This background screening will be conducted by Customer in advance of FLVS or its personnel providing any services under the conditions described in the previous sentence. FLVS shall bear the cost of acquiring the background screening required by Section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to FLVS and its personnel. The parties agree that the failure of FLVS to perform any of the duties described in this section shall constitute a material breach of this Agreement entitling Customer to terminate immediately with no further responsibilities or duties to perform under this Agreement. To the extent permitted by law, FLVS agrees to indemnify and hold harmless Customer, its officers and employees from any liability in the form of physical or mental injury, death or property damage resulting in FLVS's failure to comply with the requirements of this section or with Sections 1012.32 and 1012.465, Florida Statutes. Nothing herein shall be construed as a waiver by Customer or FLVS of sovereign immunity or of any rights or limits to liability existing under Section 768.28, Florida Statutes.

#### 8.5 No Waiver of Sovereign Immunity

Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes.

#### 8.6 Non-Discrimination

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

#### 8.7 Records

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

#### 8.8 Entire Agreement

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

#### 8.9 Amendments

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

#### 8.10 Waiver

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

#### 8.11 Compliance with Laws

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

#### 8.12 Severability

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

#### 8.13 Notice

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

To FLVS: Florida Virtual School  
2145 Metrocenter Blvd.  
Orlando, Florida 32835

With a Copy to: Julie Young  
2145 Metrocenter Blvd.  
Orlando, Florida 32835

To Customer: Superintendent of Schools

#### 8.14 Authority

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

## APPENDIX A

The Components, which are the subject of the FLVS Franchise Agreement, including FLVS course content, 3<sup>rd</sup> party components, FLVS Virtual School Administrator Registration, Student Information System, and the Learning Management System granted to Customer and the fees payable to FLVS hereunder are as follows:

### 1. Courses Available August 2012 Adaptive

Physical Education IEP or 504 Plan

Advanced Algebra with Financial Applications

Algebra I / Algebra I Honors

Algebra II / Algebra II Honors

American Government / American Govt. Honors

American History / American History Honors

Anthropology

AP Art History

AP Biology

AP Calculus AB

AP Calculus BC

AP Computer Science A

AP English Language and Composition

AP English Literature and Composition

AP Environmental Science

AP Human Geography

AP Macroeconomics

AP Microeconomics

AP Spanish

AP Statistics

AP U.S. Government and Politics

AP U.S. History

Beginning Spanish

Biology I / Biology I Honors

Calculus

Chemistry I / Chemistry I Honors

Chinese I

Chinese II

Chinese III

Civics

Comprehensive PE 6/7

Comprehensive PE 7/8

Comprehensive Science 1 / C.S. 1 Advanced (6th)

Comprehensive Science 2 / C.S. 2 Advanced (7th)

Comprehensive Science 3 / C.S. 3 Advanced (8th)

Computer Programming - Basic I

## Santa Rosa County District Schools

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**Submitted By:** Patti Peacher

### Curriculum/ Instruction

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<b>Title of Item:</b>	Overview of Virtual Education Program
<b>Description/Introduction:</b>	The purpose of this agenda item is to provide, at the superintendent's request, an overview of our district's virtual education program: where we are, where we are heading.
<b>Recommendation/Action Requested:</b>	n/a

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### Financial Impact:

<b>A-Funds required from School Board?</b>	No
<b>B-Amount required</b>	
<b>C-Grant/Project Synopsis attached?</b>	No
<b>D-Date Grant/Project Reviewed/Approved by Accountant:</b>	

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### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

 [Overview of Santa Rosa Online.pdf](#)

Description:

Overview of VEP Powerpoint Presentation



Patti Peacher  
Coordinator of Virtual Education Programs  
[peacherp@mail.santarosa.k12.fl.us](mailto:peacherp@mail.santarosa.k12.fl.us)

Paula Lowrimore  
Guidance Counselor  
[lowrimorep@mail.santarosa.k12.fl.us](mailto:lowrimorep@mail.santarosa.k12.fl.us)





**Welcome to the world** of Santa Rosa Online, an exciting opportunity for the students of the Santa Rosa County School District to move beyond the traditional school setting into the world of online learning. Serving Santa Rosa students in home education, public education, and private education, Santa Rosa Online offers online courses free of charge through our partnerships with Florida Virtual School and K<sup>12</sup>, Inc., two fully accredited and established leaders in providing online learning opportunities throughout the world.



**Florida Virtual School (FLVS)** offers a full complement of core and elective courses for middle and high school students, with 100% of the instruction delivered online and facilitated by highly qualified teachers. In the Santa Rosa County School District, FLVS is available to home education, public education, and private education students, with students taking anywhere from one to six classes, depending on the needs of the particular student. Interested students and parents should visit the Florida Virtual School website at [www.flvs.net](http://www.flvs.net) for additional information.



## **FLVS Enrollments: Home, Public, Private Education Students\***

2010-2011: 141 students

2011-2012: 247 students

Growth: 75%

\*Students taking at least one FLVS class through our district franchise



## **FLVS Enrollments: Course Segments**

2010-2011: 578 completions of course segments

2011-2012: 414 completions of course segments

504 active

918 completions by end of term

Growth: 59%



## **FLVS Enrollments: Santa Rosa Online School (7004)**

2010-2011: 7 students

2011-2012: 70 students

Growth: 900%



**K<sup>12</sup>, Inc.** offers a full curriculum for students in grades K-12, combining online instruction and hands-on instruction in the home environment. In K<sup>12</sup>, Inc., 30-40% of the instruction is delivered online and facilitated by highly qualified teachers. The rest of the instruction is delivered by the parent in the home, serving as the daily learning coach for the student. In the Santa Rosa County School District, K<sup>12</sup> is available as a full-time program to public education students only (not home education or private education students) in grades K-12. Interested parents should visit the K<sup>12</sup> website at [www.k12.com](http://www.k12.com) for additional information.



## **K12, Inc. Enrollments (7001 VIP)**

2010-2011: 13 students

2011-2012: 29 students

Growth: 123% increase



## **Recent Legislation: High School Online Class**

As a result of legislation made effective July 1, 2011, all high school students, beginning with freshmen entering in the 2011-2012 school year, must take and pass at least one online class as a part of the 24 required credits for high school graduation.





## **Recent Legislation: High School Online Class**

This class may be taken during the summer and during any of the 9<sup>th</sup> through 12<sup>th</sup> grade years, either during school hours in a computer lab in the school or after school hours at home, and may be a ½ credit course or a full credit course. High-school level online classes taken during middle school years will satisfy the online graduation requirement for high school students as well.



## **Recent Legislation: High School Online Class**

In order to comply with this requirement, student have one of several options to choose from:

- ▶ Taking an online class through Florida Virtual School
- ▶ Taking an online class through Santa Rosa Online, a partner of Florida Virtual School
- ▶ Taking an online class through K<sup>12</sup>, Inc.
- ▶ Taking an online dual enrollment class through PSC
- ▶ Taking an online course through Locklin Technical Center
- ▶ Taking an online course through Santa Rosa Adult and High School



## **Recent Legislation: 4<sup>th</sup> and 5<sup>th</sup> Grade Acceleration**

As a result of legislation made effective July 1, 2011, all 4<sup>th</sup> and 5<sup>th</sup> grade students who scored a Level 4 or 5 in FCAT Reading and Mathematics during the previous year's FCAT administration has the option to take accelerated courses through Florida Virtual School.



## **Recent Legislation: 4<sup>th</sup> and 5<sup>th</sup> Grade Acceleration**

The accelerated classes available to 4<sup>th</sup> and 5<sup>th</sup> grade students are M/J Reading and M/J Mathematics 1, 6<sup>th</sup> grade level classes. Interested students may take one of these classes after school during the calendar school year only (not summer) and are assigned one of our highly certified Santa Rosa Online teachers. Successful completion of the class enables the student to accelerate in that subject once he or she enters middle school.



## **4<sup>th</sup> and 5<sup>th</sup> Grade Acceleration: M/J Reading 1**

Active: 2 (segment 1)

Withdrawn (no grade): 8

Withdrawn (failing): 4



## **4<sup>th</sup> and 5<sup>th</sup> Grade Acceleration: M/J Language Arts 1**

Completed: 3 (segment 1)

Active: 3 (segment 2)

Withdrawn (no grade): 5



## **4<sup>th</sup> and 5<sup>th</sup> Grade Acceleration: M/J Mathematics 1**

Completed: 24 (segment 1)

Active: 23 (segment 2)

Withdrawn (no grade): 12



## **Goals for 2012-2013:**

Expanded course offerings for advanced students

Increased enrollment of Home Education students

Tutoring opportunities: FCAT and course material

Quarterly field trips



## Santa Rosa County District Schools

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**Submitted By:** Cheryl Smith

### Curriculum/ Instruction Action Agenda

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**Title of Item:** Changes to Workforce Education Training Education 2012-13

**Description/Introduction:** Requesting approval to implement program changes to the Workforce Educaiton Training Programs for 2012-13.

**Recommendation/Action Requested:** Request Board Approval

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

 [Changes to Workforce Education Training Program 2012-13.pdf](#)

Description:

Changes to Workforce Educaiton Trainig Program 2012-13

TO: Tim Wyrosdick, Superintendent of Schools  
School Board Members  
Cheryl Smith, Director of Workforce Education

FROM: Charlin Knight, Principal

DATE: March 26, 2012

RE: Changes to Workforce Education Training Program 2012-13

Locklin Tech is requesting your approval to implement the following program changes for the 2012-13 school year as we strive to better serve the needs of our students and answer the changing demands of our regional workforce:

1. Replace existing program, Automotive Service Technology, with Automotive Service Technology I to provide students the increased opportunity for program completion and a more seamless alignment of DOE curriculum frameworks with industry curriculum being followed to maintain NATEF certification of this program.
2. Replace existing program, Air Conditioning, Refrigeration & Heating Technology, with two separate programs, Air Conditioning, Refrigeration & Heating Technology I and Air Conditioning, Refrigeration & Heating Technology II with additional exit points for program completion and the opportunity to enter the workforce.
3. Replace existing Certified Nursing Assistant Program (secondary) with Patient Care Technician program (postsecondary) to meet the requirements of Level II Background Screening required by the Board of Nursing.

March 26, 2012

Page 2 of 2

4. Replace two programs, Computer Electronics Technology and Network Support Services programs with a single program, Computer Systems & Information Technology which encompasses all of the industry certifications being taught in the two programs but allows students to complete the program in a shorter amount of time.
5. Replace Web Design and New Media Technology programs with the addition of new program, Legal Administrative Specialist, being offered via distance learning.
6. Transition of Medical Administrative Specialist from traditional instructional delivery to distance learning.

These program changes are being requested for various reasons, including but not limited to, enhancing our course/program offerings to potential students, meeting an increasing demand for distance learning opportunities and providing earlier exit points for students seeking to enter the workforce. These requested program changes do not impact staffing for Locklin Tech.

These program changes require approval by the Council on Occupational Education as a condition of our institution's accreditation as well as approval for eligibility of these programs in order to receive Title IV funding for those students who receive financial aid.

## Santa Rosa County District Schools

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**Submitted By:** Sherry Diamond

### Curriculum/ Instruction Administrative Agenda

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**Title of Item:** Middle School School Supply Lists

**Description/Introduction:**

**Recommendation/Action Requested:** Approve school supply list for middle schools.

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

 [2012-2013 Middle School Supply Lists.pdf](#)

Description:

school supply lists for middle school

# Avalon Middle School

## 2012-2013 6<sup>th</sup> Grade Supply List

Students may carry a backpack. It should fit neatly under the desks. **Backpacks with wheels are not permitted.**

### Materials Needed and Replaced Throughout School Year:

- loose-leaf, wide-ruled notebook paper (NO college ruled)
- 12 (two per class) three-prong, duo-tang folders with pockets.
- one pencil bag
- No. 2 wooden pencils
- one small pencil sharpener with cover (NO battery-operated)
- red ballpoint pens (NO other colors please)
- one 8-pack colored pencils

### Materials Needed at the Beginning of the School Year:

- one ream 8 ½" x 11" white copy paper
- one large box facial tissues
- one roll paper towels
- one spiral, one subject notebook (for L.A.)
- one plastic ruler
- see-through plastic protractor

### Science Materials Needed:

- \$5 Science Lab Fee (Fee pays for all lab/project supplies and materials and replacement of damaged equipment.)

### P.E. Students ONLY:

- navy blue or black shorts (no denim; must meet dress code length)
- white or gray shirt; **OR**
- a P.E. uniform set (includes shorts and shirt) may be purchased at orientation
- athletic shoes that tie or Velcro
- one-time \$2 Locker Fee
  - (Students who pay \$2 locker fee will be issued a locker and combination lock [See P.E. Combination Lock Section below.] Students who are not issued a locker are responsible for the security of their belongings in the locker room and may not use another student's locker.)

### Mrs. Anderson's Class ONLY:

- one box No. 2 wooden pencils (24 count)
- six big pink erasers
- one roll paper towels
- 2 boxes facial tissues
- one ream 8 ½" x 11" white copy paper
- one bottle hand sanitizer
- one container of Lysol wipes

### Chorus Students ONLY:

- one 1", 3-ring binder (any color)

**P.E. Combination Locks:** A combination lock will be issued to each P.E. student who pays a \$2 Locker Fee and is to be used on their P.E. locker **ONLY**. If the combination lock is damaged or lost, it must be replaced at the student's expense. The student will be responsible for a damage assessment fee or a replacement fee. (See Student Handbook – P.E. Combination Locks)

**Teacher Recommendations:** Teachers may need additional supplies throughout the year such as old magazines, poster board, construction paper, etc. You do not need to purchase any of these supplies until you receive notification. Thank you.

**Class Schedules:** Schedules will be available for pick-up at **6<sup>th</sup> Grade Orientation** on **August 16, 6:00 – 7:30 p.m.** School begins August 20, 2012. (Please bring copy paper, facial tissues, and paper towels to orientation.)

**Student Planners:** Students will receive an AMS Planner at the beginning of school which serves as a communication tool between students, teachers, and parents. The AMS Planner is provided by the school and should be **treated like a textbook**. Students use their Planner to record homework assignments, tests, school activities, and messages to parents/guardians. Students are required to take their Planner to each class and home each day. If the student's Planner is defaced, destroyed, lost, misplaced, stolen, etc., it **must be replaced at the student's expense**. (See Student Handbook - AMS Planner)

**Visit the school's website at [www.santarosa.k12.fl.us/AMS](http://www.santarosa.k12.fl.us/AMS)**

**IN NO INSTANCE ARE THESE SUPPLIES REQUIRED OR THE COLLECTION OF FEES MANDATORY ACCORDING TO THE SANTA ROSA COUNTY SCHOOL BOARD POLICY 4.19.**

# Avalon Middle School

## 2012-2013 7<sup>th</sup> Grade Supply List

Students may carry a backpack. It should fit neatly under the desks. **Backpacks with wheels are not permitted.**

### Materials Needed and Replaced Throughout School Year:

- loose-leaf, wide-ruled notebook paper (NO college ruled)
- 6, three-prong, duo-tang folders with pockets
- one pencil bag/box
- No. 2 wooden pencils (NO mechanical pencils)
- one ream 8 ½" x 11" white copy paper
- one large box facial tissues per class (girls) one roll of paper towels per class (boys)
- one box of colored pencils
- pencil sharpener with lid
- graph paper
- one composition notebook (for math)

### Science Materials Needed:

- \$5 Science Lab Fee (Fee pays for all lab/project supplies and materials and replacement of damaged equipment.)

### P.E. Students ONLY:

- navy blue or black shorts (no denim; must meet dress code length)
- white or gray shirt; **OR**
- a P.E. uniform set (includes shorts and shirt) may be purchased at orientation
- athletic shoes that tie or Velcro
- one-time \$2 Locker Fee
  - (Students who pay \$2 locker fee will be issued a locker and combination lock [See P.E. Combination Lock Section below.] Students who are not issued a locker are responsible for the security of their belongings in the locker room and may not use another student's locker.)

### Mrs. Anderson's Class ONLY:

- one box No. 2 wooden pencils (24 count)
- six big pink erasers
- one roll paper towels
- 2 boxes facial tissues
- one ream 8 ½" x 11" white copy paper
- one bottle hand sanitizer
- one container of Lysol wipes

### Chorus Students ONLY:

- one 1", 3-ring binder (any color)

**P.E. Combination Locks:** A combination lock will be issued to each P.E. student who pays a \$2 Locker Fee and is to be used on their P.E. locker **ONLY**. If the combination lock is damaged or lost, it must be replaced at the student's expense. The student will be responsible for a damage assessment fee or a replacement fee. (See Student Handbook – P.E. Combination Locks)

**Teacher Recommendations:** We recommend students use a three-ring binder to keep all materials organized and with them everyday. We also recommend students keep pencils in the pencil bag inside their three-ring binder.

Teachers may need additional supplies throughout the year such as old magazines, poster board, construction paper, etc. You do not need to purchase any of these supplies until you receive notification. Thank you.

**Class Schedules:** Schedules will be available for pick-up at **7<sup>th</sup> Grade Orientation** on **August 16, 9:00 – 11:00 a.m.** Students must be **up-to-date with their Hepatitis B shots and Tetanus Booster (TDAP)** to receive their schedule and begin school on **August 20, 2012**.

**Student Planners:** Students will receive an AMS Planner at the beginning of school which serves as a communication tool between students, teachers, and parents. The AMS Planner is provided by the school and should be **treated like a textbook**. Students use their Planner to record homework assignments, tests, school activities, and messages to parents/guardians. Students are required to take their Planner to each class and home each day. If the student's Planner is defaced, destroyed, lost, misplaced, stolen, etc., it **must be replaced at the student's expense**. (See Student Handbook - AMS Planner)

**Visit the school's website at [www.santarosa.k12.fl.us/AMS](http://www.santarosa.k12.fl.us/AMS)**

**IN NO INSTANCE ARE THESE SUPPLIES REQUIRED OR THE COLLECTION OF FEES MANDATORY ACCORDING TO THE SANTA ROSA COUNTY SCHOOL BOARD POLICY 4.19.**

# Avalon Middle School

## 2012-2013 8<sup>th</sup> Grade Supply List

Students may carry a backpack. It should fit neatly under the desks. **Backpacks with wheels are not permitted.**

### Materials Needed and Replaced Throughout School Year:

- loose-leaf, wide-ruled notebook paper
- graph paper
- No. 2 wooden pencils
- calculator
- blue, black, and red pens
- 7 three-prong, duo-tang folders with pockets (two for reading)
- One ream 8 ½ X11 white copy paper
- One box of facial tissue

### Science Materials Needed:

- \$5 Science Lab Fee (Fee pays for all lab/project supplies and materials and replacement of damaged equipment.)

### Art Students ONLY:

- one gum (kneaded) eraser
- one pack of colored pencils
- one pack of wooden No. 2 pencils for art drawings (the Ticonderoga HB#2 works well)
- one pack of regular markers
- one pair of scissors
- one ruler
- one-time \$5 Art Fee
  - (Fee pays for supplies and materials for art projects to include but not limited to paint (oil pastels), paint brushes, drawing/painting paper, construction paper, copy paper, tissue paper, and assorted yarns.)

### P.E. Students ONLY:

- navy blue or black shorts (no denim; must meet dress code length)
- white or gray shirt; **OR**
- a P.E. uniform set (includes shorts and shirt) may be purchased at orientation
- athletic shoes that tie or Velcro
- one-time \$2 Locker Fee
  - (Students who pay \$2 locker fee will be issued a locker and combination lock [See P.E. Combination Lock Section below.] Students who are not issued a locker are responsible for the security of their belongings in the locker room and may not use another student's locker.)

### Mrs. Anderson's Class ONLY:

- one box No. 2 wooden pencils (24 count)
- six big pink erasers
- one roll paper towels
- 2 boxes facial tissues
- one ream 8 ½" x 11" white copy paper
- one bottle hand sanitizer
- one container of Lysol wipes

### Chorus Students ONLY:

- one 1", 3-ring binder (any color)

**P.E. Combination Locks:** A combination lock will be issued to each P.E. student who pays a \$2 Locker Fee and is to be used on their P.E. locker **ONLY**. If the combination lock is damaged or lost, it must be replaced at the student's expense. The student will be responsible for a damage assessment fee or a replacement fee. (See Student Handbook – P.E. Combination Locks)

**Teacher Recommendations:** We recommend students use a binder/portfolio to keep all materials organized and with them everyday. We also recommend students keep pencils and pens in a pencil bag inside their three-ring binder.

**Class Schedules:** 8<sup>th</sup> grade schedules will be available for pick-up at 8<sup>th</sup> grade Orientation on **August 16 from 1:00 - 3:00 p.m.** School begins August 20, 2012. (Please bring copy paper and facial tissues to orientation.)

**Student Planners:** Students will receive an AMS Planner at the beginning of school which serves as a communication tool between students, teachers, and parents. The AMS Planner is provided by the school and should be **treated like a textbook**. Students use their Planner to record homework assignments, tests, school activities, and messages to parents/guardians. Students are required to take their Planner to each class and home each day. If the student's Planner is defaced, destroyed, lost, misplaced, stolen, etc., it must be replaced at the student's expense. (See Student Handbook - AMS Planner)

**Visit the school's website at [www.santarosa.k12.fl.us/AMS](http://www.santarosa.k12.fl.us/AMS)**

**IN NO INSTANCE ARE THESE SUPPLIES REQUIRED OR THE COLLECTION OF FEES MANDATORY ACCORDING TO THE SANTA ROSA COUNTY SCHOOL BOARD POLICY 4.19.**

**GULF BREEZE MIDDLE SCHOOL  
GRADE 6 - SUGGESTED SUPPLY LIST  
2012 - 2013**

#2 Lead Pencils (Do **not** rely on mechanical pencils only.) Replace throughout the year.  
Red Grading Pens (ball point type - not Sharpies) Replace throughout the year.  
Loose-leaf Paper (Not college ruled) Replace throughout the year.  
Folder with pockets and brads for each class (plastic preferred) Replace at mid-year.  
Dry erase marker  
Lined index cards  
Ultra-fine black Sharpie pen for map work  
Colored Pencils  
Hi-lighter  
Small pencil sharpener with shavings cup  
Protractor (**see-through** plastic)  
Ruler (6" or 12"- metric and standard markings. If protractor has both ruler markings, you do not need another ruler)  
Zippered pencil holder with holes  
A 2-gig or more flash/jump drive

***Gifted Enrichment class:*** Flash/jump drive

**P.E.:**

Combination lock (not a key lock)  
Physical education uniforms (white or gray t-shirt and navy blue shorts) may be purchased at orientation for \$20 (includes both).  
Sweats in cold weather  
Deodorant  
Towel  
Soap

2 boxes of tissues and roll of paper towels (TURN IN TO FIRST PERIOD TEACHER)

\$10 art fee per semester  
\$10 fee for Gifted Enrichment per semester  
\$10 lab fee for science  
\$13 fee for computer classes

**In no instance are these supplies required or collection of fees mandatory according to the Santa Rosa County School Board Policy 4.19.**



**Gulf Breeze Middle School  
GRADE 7 SUPPLY LIST  
2012 - 2013**

#2 Pencils with erasers (preferably mechanical)  
Pencil sharpener  
Notebook paper (not college ruled)  
Folders with brads & pockets for each class (please replace at semester)  
3-ring binder for Language Arts (with dividers)  
½ in. binder for Reading (with pockets)  
Marbled composition book (not spiral, language arts and science)  
Colored pencil set  
Black pens  
10 Red grading pens (one each month)  
Highlighter  
Spiral notebook (math)  
**Basic** Calculator  
Standard/metric ruler  
Protractor  
2 boxes of tissues and 1 roll of paper towels for 1st period teacher  
Flash drive - 2 gig (suggestion only)

**PE**

Physical Education uniforms (blue shorts and gray or white tee-shirt - cost **\$20.00**) may be purchased at orientation at the beginning of school.

Deodorant (**not spray**), towel, soap

**Combination** lock (not a key lock - Master lock recommended)

**\$10.00 art fee per semester**

**\$10.00 science lab fee**

**\$ 8.00 health fee**

**\$10.00 Gifted Enrichment per semester and a flash drive**

**\$ 13.00 computer class fee**

**In no instance are these supplies required or collection of fees mandatory according to the Santa Rosa County School Board Policy 4.19.**

**Gulf Breeze Middle School  
Grade 8 Supply List  
2012 - 2013**

2 gig Flash drive  
Pencils—#2 and colored pencils  
Pens—blue, black, and red  
Highlighters  
Wide-rule, loose-leaf paper (no spiral)  
2 packages of index cards (1 pack color and 1 pack white for science)  
2 packages of white index cards for language arts  
Ruler—6 inch or 12 inch with both standard and metric  
Pad of graph paper with large squares  
Calculator  
Dividers for several classes  
1 inch plastic, lightweight three-ring notebook with set of dividers for language arts  
Mead composition book for math  
Folders with pockets and brads  
2 plastic folders with pockets and brads for science (one for each semester)  
1 Kleenex box and 1 paper towel roll for first-period teacher  
Home access to dictionary or thesaurus

**Physical Education:** combination lock (not a key lock), uniform (blue shorts and gray or white T-shirt), sweats for cold weather, deodorant, towel, and soap. The uniform may be purchased at orientation for \$20.00 for both shorts and shirt.

**Career Research and Decision Making Skills:** \$13.00 fee due the semester the student takes the class.

**Family and Consumer Science (Home Economics):** 1 inch notebook, paper, 5 dividers, pencil, and pen. Lab fee of \$10.00 due the semester the student takes the class.

**Art fee:** \$10/per semester

**Science fee:** \$10/year.

**Gifted Enrichment fee:** \$10 per semester; the gifted enrichment students will frequently use the flash drive.

**Computer class fee:** \$13.00

**See fee schedule for other fees.**

**In no instance are these supplies required or collection of fees mandatory according to Santa Rosa School Board Policy 4.19.**

**Gulf Breeze Middle School**  
**LAB FEES**  
2012 - 2013

Due to the increasing expense of consumable materials, lab fees will be assessed this year. The schedule below is an itemized statement of the course, fee, and the purpose of the fee. In order to keep our bookkeeping records accurate, we request that fees be paid separately to the individual subject area teachers.

ART: 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup>	\$ 10.00 per semester	Fees help cover the cost of supplies and activities. Consumables like various paper, paints, pastels, pencils, erasers, ink, glazes, clay, fabric and glue are included. Occasionally, non-consumable items like scissors, brushes, carving and printing tools are replaced using art fees as well. Students may keep completed projects at the conclusion of their course.
BAND: School Instrument	\$120.00 use fee	To maintain and repair instruments. At the end of the year, instruments are chemically dipped and sanitized. Small dents are removed and all valves and slides are oiled and lubed. Throughout the year, pads and springs are replaced as needed.
CAREER RESEARCH AND DECISION MAKING SKILLS Gr. 8	\$13.00	To cover the cost of Interactive Computer software, cartridges for the printers, minor expense of consumable items such as mouse pads, mouse replacements, batteries and equipment cords as needed
COMPUTER CLASSES 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup>	\$13.00	
FAMILY AND CONSUMER SCIENCE (Home Economics) Gr. 8	\$ 10.00	Fees help with the cost of the cooking labs and various supplies used during the sewing project.
SCIENCE LAB Grades 6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup>	\$ 10.00	To cover the cost of consumable items such as chemicals for physical science labs, frogs, and worms for life science labs, and relatively fragile lab equipment.
HEALTH Gr. 7	\$ 8.00	CPR and AED booklets and supplies
GIFTED ENRICHMENT Grades 6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup>	\$ 10.00 per semester	To cover the cost of supplies and various activities

**In no instance are these fees required or collection of fees mandatory according to the Santa Rosa County School Board Policy 4.19.**

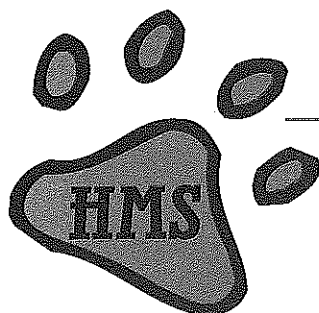
# Gulf Breeze Middle School

## Class Supply List for ESE VE Classes

### 2012 - 2013

No. 2 pencils (12 count)  
Wide -ruled notebook paper  
Washable markers (10 count, classic colors)  
Colored pencils (12 count)  
1 ream of copy paper  
Toothbrush  
Toothpaste  
Deodorant  
Napkins  
Paper towels  
Sugar-free powdered drink mix (like Crystal Light or Kool-Aid, can be generic)  
Gallon size ziplock baggies  
Quart size ziplock baggies  
Sandwich size ziplock baggies  
Hand sanitizer

**In no instance are these supplies required or collection of fees mandatory according to the Santa Rosa County School Board Policy 4.19.**



# Hobbs Middle School

5317 Glover Lane • Milton, FL 32570  
Phone: (850) 983-5630 • Fax: (850) 983-5635

**Buddy Powell**  
Principal

**Amanda Makar**  
Assistant Principal

## SUGGESTED SCHOOL SUPPLY LIST 2012-2013

### SIXTH GRADE

Notebook paper (not spiral)  
1 pack of #2 pencils  
2 Green pens  
6 folders with brads & pockets  
1 pack of colored pencils  
1 set earbuds or earphones  
1 Box of Tissues – Homeroom  
Hand sanitizer – Homeroom  
1 ream of computer paper – Homeroom  
1 pack of highlighters  
1 metric ruler  
1 3 ring 1½ inch binder  
2 70 ct spiral notebooks  
Clorox wipes – Critical Thinking

### EIGHTH GRADE

Notebook paper, college ruled  
#2 pencils or mechanical pencil  
6 folders with brads & pockets  
1 highlighter  
1 package of Graph paper  
1 basic calculator  
2 spiral notebooks  
1 12-inch ruler with metric  
Blue or Black pens  
Math Compass  
Math Protractor  
2 packs of index cards  
1 ream of computer paper  
1 box of facial tissues  
1 roll of paper towels

### 7th Grade

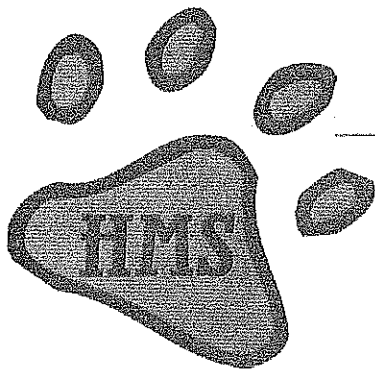
Notebook paper  
#2 pencils  
2 spiral bound notebooks  
5 folders with brads & pockets  
1 package highlighters  
Graph paper  
Math compass  
Math protractor  
Basic calculator  
Ruler  
Two ink pens (1 red, 1 in orange or green)  
Ear buds (or inexpensive headphones)  
One ream computer paper  
One roll of paper towels  
One box of facial tissue  
Hand sanitizer

**PE Students:** Combination Lock. Required dress for PE is a solid white t-shirt, solid black shorts, Or black shorts with white trim. Cold weather dress is white sweat shirt and black pants.

**ELECTIVE CLASS SUPPLYLIST** will be given to student on first day of school.

**ESE SUPPLY LIST** is available upon request.

**\*\*In no instance are these supplies required or collection of fees mandatory according to the Santa Rosa County School Board Policy 4.19.**



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*Below is the Hobbs Middle School Band supply list. Please note that a student's needs depend largely on what instrument they play. The only fee I charge is for a student who needs to use a school-owned instrument. It is called the "Instrument Rental Fee". This \$100 fee covers the cost of sanitizing the instrument at the end of the school year so that it is ready for use the following school year.*

*-Amanda Leddy*

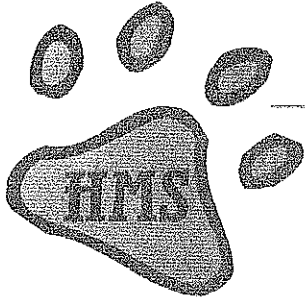
## Class and Instrument Supplies

*In addition to your student's instrument, there are certain supplies that your child needs to have throughout the year.*

1. Book
  - a. Beginner Brass and Woodwind : *Essential Elements 2000* Book 1 for their instrument
  - b. Beginner Percussion: *A Fresh Approach to Snare Drum* and *A Fresh Approach to Mallets*.
  - c. Concert Band: *Essential Elements 2000* Book 2 for their instrument
2. Folder: 3-ring binder or 3-pronged folder. Plastic sheet protectors work best to protect music.
3. Paper and Pencil
4. Nametag: Every instrument must have a nametag. With a cabinet full of cases the same size and color, this is a necessity. Instruments will be checked frequently to make sure they have them. Luggage tags work fine. Duck tape works fine as well.
5. Bring one of the following to class: a box of Kleenex or a bottle of hand sanitizer.

The following lists additional materials that are specific to different instrument types. Please read and see if the following applies to your student.

1. **Clarinets and Saxophones:** must have 3-4 playable reeds at all times and a reed guard. I would suggest that parents purchase a large quantity of reeds and keep them at home, **while the student keeps 3 or 4 in their case on a daily basis.** If it is not possible to play the instrument without a reed, so please make plans to purchase more when the supply begins to run low, not after they've been without one for days. The recommended strength to start out with is 2.5. Second and third year players should be using a 2.5 or a 3 (depending on the strength of their embouchures). Reeds don't always have to break before they need to be thrown away. They do wear out.
2. **Brass Players:** must have valve oil, slide oil or grease, a cleaning snake for the inside of the instrument, and a cloth to wipe off fingerprints. Your child should always **keep the valves well oiled and the valve casings clean!!!** It doesn't do much good to oil a valve if you are going to put it back into a dirty casing. Valves will quit working and cause damage to the valve casings if they dry out. French horn players will need both valve oil and rotary oil.
3. **All Wind Players (Brass and Woodwinds):** need a soft polishing cloth to wipe fingerprints off the outside surface and keys. Fingerprints and dirt are particularly visible on flutes and saxophones. **All woodwind players must have** a swab to dry the moisture out of the interior of the instrument. Most new instruments will come with a swab or a cleaning rod.
4. **Percussion:** must have their own sticks and bell mallets.
5. **Wire Music Stand (optional):** while not a necessity, is a great idea. The student should practice proper posture and position when they practice. This can be achieved by sitting at a piano, putting their book on a shelf or dresser or on a stand. They should not lay the book flat on a bed or chair and try to bend over to see it.
6. **Metronomes (optional):** are wonderful tools for reinforcing a steady beat and rhythmic accuracy. No one is required to have one, but they might be a nice gift idea. You can also Google "free metronome" on your computer, and there are many Smartphone apps available for metronomes.
7. **Tuners(optional):** will be used in class and sometimes checked out by the students. They aid in developing a sense of correct pitch and therefore also help with embouchure and breath control. Again, no one is required to own one, but they might be a gift idea for later on.



# Hobbs Middle School

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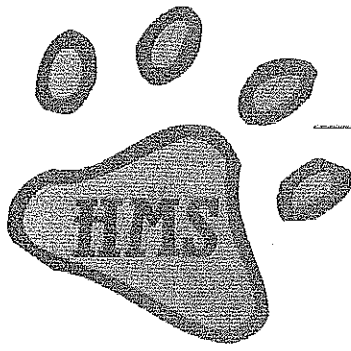
**Buddy Powell**  
Principal

**Amanda Makar**  
Assistant Principal

2012 – 2013 Critical Thinking Class

Jocelyn Blake

- 1 pkg. colored index cards
- 1 - 1" binder with pockets
- 1 pkg. 3 X 3 colored sticky notes
- 1 bottle hand sanitizer
- 1 box Kleenex
- 1 pkg. #2 pencils
- 1 thumb drive (2-4 Gig)



# Hobbs Middle School

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Principal

**Amanda Makar**  
Assistant Principal

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## Odom's Supply List

1 pack of Copy paper

2 packs of pencils

1 pack of Dry Erase Markers

Glue Sticks

Red, Green, Yellow, and Orange Pocket Folder

Box of Kleenex

Antibacterial Hand Sanitizer

1 set of head phones

Toothbrush/Toothpaste

### For P.E.

*White Shirt*

*Black Shorts*

### Wish List or Specific Needs

Gloves

Wipes

Gallon or quart size Ziplock bags



# HOLLEY NAVARRE MIDDLE SCHOOL

## 2012-2013 STUDENT SUPPLY LIST AND FEES FOR INSTRUCTIONAL MATERIALS

6TH GRADE	8TH GRADE
As Needed and Description	As Needed and Description
No. 2 pencils (12 pack)	No. 2 pencils
Blue or Black ink pens (no gel)	Big eraser
Pocket Folders with brads (plastic)	Colored pencils
Red ink pens	Black, blue, red, green ink pens (no gel)
Facial tissues, Paper Towels, Hand Sanitizer (turn into 1st period)	Highlighters
Colored pencils (12 count)	Glue stick
12 inch plastic ruler(keep at binder)	Pocket folders with brads
Dry Erase Markers (4 box) Large point	Loose Leaf Lined Notebook paper
Protractor(keep in binder)	3 x 5" index cards
Highlighters	Four function calculator
Loose Leaf Lined Notebook paper	12 standard and metric ruler
Washable markers (Science)	Markers
Composition books (Lang., Rdg., Science)	1/4" graph paper
3 x 5 index cards (100 count)	Black/white composition notebook
Zip type sandwich bags	1 " Black 3 ring binder (Band Only)
1 " black 3 ring binder (Band only)	10 clear 3 ring page protectors
10 clear 3 ring page protectors (Band only)	Poster board
1 pair ear buds or ear phones	Spiral notebook for Science
	Facial tissues, Paper Towels, Hand Sanitizer (turn into 1st period)
	1 inch Three ring binder (Math & Lang. Arts)
	Dry erase marker set
	1 pair ear buds or ear phones

7TH GRADE
As Needed and Description
No. 2 pencils
Pocket folders with brads
Ziploc bags (Science class)
1 " Black 3 ring binder (Band Only)
Loose leaf lined notebook paper
Facial tissues, Paper Towels, Hand Sanitizer (turn into 1st period)
Colored pencils
Four function calculator
Blue, Black & Red Pens (no gel)
Graph paper (1/4 inch blue)
Highlighter
1 x 3" Post-it notes (Reading)
Tracing paper for Geography
12 inch plastic ruler
Dry erase marker
70 page spiral notebooks (Reading)
Protractor
Portable Pencil sharpener
Hard cover bound composition notebook
1 pair ear buds or ear phones

Gifted	
1	Scientific calculator
4 rolls	clear tape

PHYS ED.	All P.E. students will need the following:
As needed	Roll on or stick deodorant (NO SPRAY)
	Black shorts-knee length/basketball type shorts
	White t-shirt (appropriate logo or writing)
	Tennis shoes (closed toe/closed heel)

**NOTE:** In no instance are these supplies required or collection of fees mandatory to Section 4.19 of Santa Rosa County School Board

REQUESTED FEES		
Course	Description	Fee
Band	Cost of class supplies including paper, transportation expenses for band trips, student refreshments	\$50.00/ Year
Band	Student band uniform shirt, etc.	\$40.00/ Year
Band	Rental of school issued instrument	\$100.00/ Year
PE	Lock and Locker rental/maintenance	\$2.00 / Year
Science (all grades)	Lab Fees	\$10.00/ Year

# King Middle School

## Suggested School Supply List

Listed below are the supplies that would be helpful for those students attending King Middle School for the 2012-2013 school year.

### Sixth Grade

# 2 Pencils  
1 Metric/Standard Ruler  
Trapper Keeper (preferred notebook)  
5 Folders with Pockets & Brads  
2 Writing journals

Loose-leaf Paper  
1 Red Pen

### Seventh Grade

Notebook paper  
Dictionary (for home)  
# 2 Pencils  
6 Folders with Pockets & brads  
1 Metric/Standard Ruler  
**1 Basic 4-Function Calculator (NO Scientific Calculators)**

#### Geography & Science Supplies – 7<sup>th</sup> Grade

1 Folder with Pockets & Brads  
1 Box Colored Pencils (optional)  
1 Glue Stick (optional)  
1 box markers (optional)

### Eighth Grade

#2 Pencils  
Pens  
1 Metric/Standard Ruler  
1 Box Tissues  
1 Box Colored Pencils  
1 Red Pen  
1 Dictionary (for home)  
6 Folders with Pockets & Brads  
**1 Basic 4-Function Calculator (NO Scientific Calculators)**

### ESE Students

**\*Full time ESE students DO NOT need Grade Level list.**

6 Folders with Pockets & Brads  
1 Box Colored Pencils  
Loose Leaf Paper  
Trapper keeper allowed

1 Box Tissue  
Pencils

### Art Students

1 Folder with Pockets & Brads  
3 #2 Pencils (for Art Room)  
1 Fine Pt. Black Sharpie (for Home)

Colored Pencils  
Loose-Leaf Paper

### Intensive Reading

Dry Erase Markers  
Headphones (to keep in class)  
Red leaded pencils

Folder  
Composition book

### PE

Master combination lock  
Black/Navy shorts & Pants  
Jacket that zips/buttons or white hoodie  
Safely-laced athletic shoes  
Towel/deodorant

PE folder/paper  
White Shirt

In no instance are these supplies required or collection of fees mandatory according to the Santa Rosa County School Board Policy 4.19.

**Sims Middle School**  
**6<sup>th</sup> Grade School Supply List**  
**2012/2013**

Backpacks: drawstring-type bags are preferred. For safety reasons, all backpacks/bookbags must be small enough to fit underneath students desks.

**\*NO MECHANICAL PENCILS**

7 pocket folders with prongs or brads

Loose leaf paper (Wide-Ruled, **NOT** college-ruled)

#2 Pencils (We prefer students not use mechanical pencils.)

2 Yellow Highlighters

2 boxes Kleenex (give to 1<sup>st</sup> period teacher)

One small box of colored pencils

Pencil bag

Pencil sharpener (small, pocket size, with built-in receptacle to catch shavings)

Master combination lock for P. E.

3 packs of ruled index cards to be turned into (2)science (1) Lang. Arts

Hand-Sanitizer

3 x 5 lined index cards

\$4.00 for Science Lab Fees - Materials purchased with these fees include consumable groceries for cooking labs, science videos, beakers/glassware, chemicals, sand, maps/posters, earthworms, rock specimens, books related to science topics (not textbooks), utensils, science software/hardware and peripherals.

\$4.50 Weekly Reader Fee - give to your Lang. Art teacher.

**\*In no instance are these supplies required or collection of fees mandatory according to the Santa Rosa County School Board Policy 4.19**

**Sims Middle School  
7th Grade Supply List  
2012/2013**

Backpacks: drawstring-type bags are preferred. For safety reasons, all backpacks/bookbags must be small enough to fit underneath students desks.

**\*NO MECHANICAL PENCILS**

- 1 pkg 4 x 4 graph paper (Math)
- 2 red pencils w/eraser
- 2 Box tissues - to be turned in to 1<sup>st</sup> period class
- 1 Roll paper towels (Science and Humanities)
- #2 Pencils (non-mechanical)
- Notebook Paper: Wide-rule **NO COLLEGE RULE**
- 2 Highlighters
- 12 Duo tang folders: 3 prong with 2 pockets
- Box of 12 colored pencils
- 2 black dry erase marker (Math - Foyd)
- 1 small basic function calculator with square root key (Math)
- Master Combination Lock (for P.E.) (Master brand locks fit the locker holes)
- Manual pencil sharpener
- Headphones in labeled ziploc bag for Computer Class
- Hand-Sanitizer
- 3 - 1" binder/notebook (Science, Math, Civics)

**\$5.00 Science Lab Fee** (materials purchased with this fee include but are not limited to: consumable materials, such as batteries, dissection materials, light bulbs, beaker/lab glassware, thermometers, books and videos related to science topics (not textbooks), models, and lab equipment.

**\$2.00 Computer Lab Fee** (materials purchased with this fee will be ink for printers in computer lab)

**\*In no instance are these supplies required or collection of fees mandatory according to the Santa Rosa County School Board Policy 4.19.**

**Sims Middle School  
8th Grade Supply List  
2012/2013**

**Backpacks:** drawstring-type bags are preferred. For safety reasons, all backpacks/bookbags must be small enough to fit underneath students desks.

**\*NO MECHANICAL PENCILS**

- 1 roll of paper towels (to be turned into 1st period class)
- 1 bottle of Germ-X (to be turned into 1st period class)
- 2 boxes tissues per student (to be turned into 1<sup>st</sup> period class)
- #2 pencils and pens: red and blue or black
- Loose leaf paper, wide-rules, NO COLLEGE RULE
- Highlighters (Yellow)
- 7 duo tang folders: 3 prong with 2 pockets
- One 1" 3 ring binder - Language Arts
- 2 tablet post-it notes any color 3 x 3 (Language Arts and Literature)
- Graph Paper (Quad Ruled) - Math & Science
- Scientific Calculator (recommend: TI-30) - Algebra I (students only)
- Master Combination Lock (for P. E.)
- Basic Function Calculator - Math (all students not taking Algebra I)

**\$5.00 Science Lab Fee** (materials purchased with this fee include but are not limited to: consumable materials, batteries, light bulbs, wire, magnets, construction materials, beaker/lab, glassware, thermometers, chemicals, science videos, books related to science topics (not textbooks), models, lab utensils, and a subscription to current events science magazine)

*Independent reading alone is not enough to provide the kind of vocabulary growth and development students need to communicate successfully, to succeed academically, and to perform well on standardized tests. Students need active engagement and multiple, varied encounters with words to develop their vocabulary and to enhance their written and verbal communication skills.*

*Based on this research, we use Sadlier-Oxford Vocabulary Workshop, Level C, the 8<sup>th</sup> grade level of the same series used at Pace High School, a book that contains 15 five-part lessons consisting of definitions, context, synonyms/antonyms, roots study, and analogies. **We encourage students to purchase their own copy so that they will have more time to complete their vocabulary work and study at home.** The cost of the book is \$10.00, if purchased from us here at school. The cost is close to \$20.00 per book if purchased separately.*

**\*In no instance are these supplies required or collection of fees mandatory according to the Santa Rosa County School Board Policy 4.19.**

**Sims Middle School  
ESE Supply List  
2012/2013**

**Middle School**

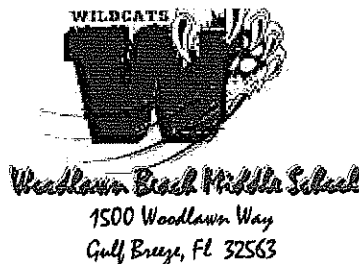
**Backpacks:** drawstring-type bags are preferred. For safety reasons, all backpacks/bookbags must be small enough to fit underneath students desks.

**\*NO MECHANICAL PENCILS**

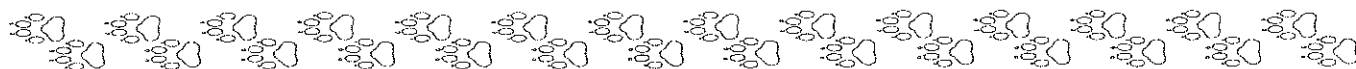
2 boxes of tissues  
2 rolls of paper towels  
1 bottle of germ-x hand sanitizer  
1 pack of wide-ruled notebook paper  
2 packs of number 2 pencils  
2 spiral bound notebooks (wide-ruled)  
1 package of cap erasers  
1 package of glue sticks  
1 box of crayons or colored pencils  
Wet wipes  
Laundry Detergent

**\*In no instance are these supplies required or collection of fees mandatory according to the Santa Rosa County School Board Policy 4.19**

Telephone: (850) 934-4010  
Fax: (850) 934-4015



Victor G. Lowmire, Principal  
Will Nowling, Assistant Principal



## 2012-2013 6<sup>th</sup> Grade School Supplies

<b><u>Item</u></b>	<b><u>Quantity</u></b>
#2 pencils with erasers	12
Loose-leaf notebook paper	as needed
Folders with pockets & brads (1 per class)	6 (to be replaced each 9 weeks)
1/2 inch notebook/vinyl folder with rings	1 (Language Arts)
70 page spiral notebook	2 (for math and reading)
Black and white composition notebook (not spiral)	2 (for Language Arts)
Red pens	2
Highlighter	1
Facial tissue	2 boxes
Colored pencils	1 package
Paper towels	1 roll

### **Helpful homework items and project supplies we strongly suggest (keep these items at home)**

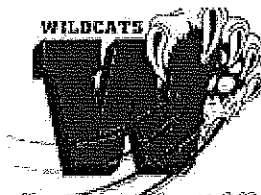
Dictionary	Glue
Ruler	Scissors
Crayons	Highlighter
Tape	

### **Additional information:**

- ✓ Backpacks, book bags, and brief cases **are** allowed at school.
- ✓ Trapper Keepers or zippered binders are suggested.
- ✓ Elective class supply lists are provided separately the first day of school
- ✓ Science Lab fee of **\$5.00** for 6th grade

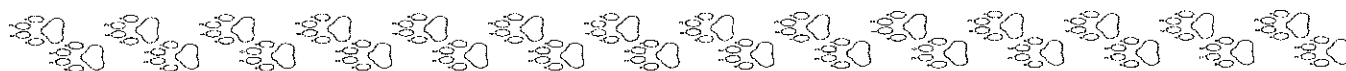
"In no instance are these supplies required or collection of fees mandatory according to the Santa Rosa County School Board Policy 4.19."

Telephone: (850) 934-4010  
Fax: (850) 934-4015



Victor G. Lowrimore, Principal  
Will Nowling, Assistant Principal

**Woodlawn Beach Middle School**  
1500 Woodlawn Way  
Gulf Breeze, FL 32563



**2012-2013**  
**7<sup>th</sup> Grade School Supplies**

<b><u>Item</u></b>	<b><u>Quantity</u></b>
Folders-Plastic (with brads and pockets)	8 (to be replaced as needed)
Loose leaf paper (wide ruled)	as needed
Graph Paper (Math)	
Spiral notebooks (Math, Science & Social Studies)	3
Blue, black, green & red pens	2 each
#2 pencils	12
Highlighter	1
Black and white composition notebook	1
(NOT SPIRAL) Lang. Arts only	
Simple calculator (Math)	1
Tissue	1 box
Paper towels	1 roll
Index cards	1 pk

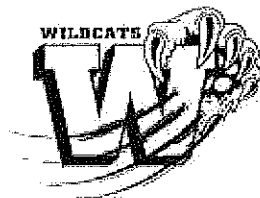
**Helpful homework items and project supplies we strongly suggest (keep these items at home)**

Dictionary	Tape	Colored Pencils
Ruler	Scissors	1G Flash drive
Glue	Highlighter	extra #2 pencils

"In no instance are these supplies required or collection of fees mandatory according to the Santa Rosa County School Board Policy 4.19."

Email the Principal at: [lowrimorev@mail.santarosa.k12.fl.us](mailto:lowrimorev@mail.santarosa.k12.fl.us)  
WBMS website: <http://www.santarosa.k12.fl.us/wbms/>





# Woodlawn Beach Middle School

## 8<sup>th</sup> Grade School Supplies

2012 - 2013

### **Item**

### **Quantity**

Folder (with brads and pockets)	6 (to be replaced as needed)
Loose-leaf paper	as needed
Composition book (marbleized black/white)	1
Red, black & blue pen	2 each
#2 pencil	12
Highlighter (multiple colors are helpful)	1 each
100 count 3x5 index cards (for science and social studies)	4 packs
4-function calculator	1
Graph paper	1 pack
Paper towels	1 roll
Facial tissue	1 box
3x3 post-it notes (for social studies)	1 pack (any color)
4 pack AA batteries (for math)	1 pack

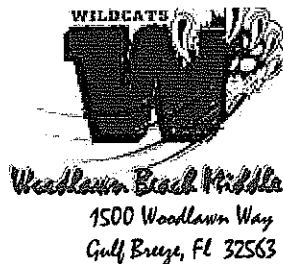
### **Helpful homework items and project supplies we strongly suggest (keep these items at home)**

Dictionary/ thesaurus	Glue	Compass
Tape	Scissors	Computer paper/flash drive for research papers
Protractor	Highlighter	
Ruler	Colored Pencils	

### **Additional Information**

- ✓ Backpacks and book bags are allowed.
- ✓ Elective class supply lists are provided separately.
- ✓ Science lab fee is \$10.00.
- ✓ Health class fee is \$5.00.

Telephone: (850) 934-4010  
Fax: (850) 934-4015



Victor G. Lowrimore, Principal  
Will Nowling, Assistant Principal



**2012-2013**  
**6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade**  
**Graphic Art Supplies and Lab Fees**

**Course: Art (semester)**

**Art Lab Fee : \$20.00 semester**

**Suggested Supplies:**

#2 pencils (not mechanical)  
Folder with brads and pockets or 1 inch three ring binder  
supply of notebook paper  
**\*USB Flash Drive 1G or larger**

**Quantity:**

2  
1  
1 pkg.  
**1**

\*lab fee covers the expense of printer's ink, photo paper, batteries for cameras, black matte board, and cost of any repairs or replacement needed for tech equipment.

\*The graphics lab computers have 6 students using each computer throughout the course of the day. The USB Flash Drive insures student work is safely preserved and not accessible to the general class population. Flash Drives remain in the classroom throughout the semester and do not go home daily nor are they to be used for any other class. This practice keeps drives safely stored, insures students always have their work, and prevents any virus being uploaded to the network lab.  
(Students are to take drives home at end of semester)

*Pencils and erasers are not provided or loaned out in class, therefore it is very important students report to class with their own pencils and erasers.*

*There is not a textbook for this course, students are required to keep accurate notes in regards to PSE program and techniques.*

"In no instance are these supplies required or collection of fees mandatory according to the Santa Rosa County School Board Policy 4.19."

Email the Principal at: [lowrimorev@mail.santarosa.k12.fl.us](mailto:lowrimorev@mail.santarosa.k12.fl.us)  
WBMS website: <http://www.santarosa.k12.fl.us/wbms/>

Telephone: (850) 934-4010  
Fax: (850) 934-4015



Victor G. Lowrimore, Principal  
Will Nowling, Assistant Principal

**Woodlawn Beach Middle School**  
1500 Woodlawn Way  
Gulf Breeze, FL 32563



**2012-2013**  
**Physical Education School Supplies**

**Combination lock/locker rental fee: \$5.00 (NO outside locks can be used)**

**Items**

**Quantity**

**(For taking tests, writing assignments, notes, etc.)**

Loose Leaf Paper

As needed

No. 2 Pencils

2

Folder with pockets and brads

1 each 9 weeks

Tennis shoes **(which lace up completely for safety factor)**

P.E. uniform (black/navy fingertip length shorts; gray/white school shirt **purchased** through the P.E. department **\$20.00 per set**)

**For purchase through the Physical Education Department:**

Shorts only: \$12.00

Shirt only \$12.00

Shorts and Shirt set: \$20.00

**\*Also available for optional purchase:**

Gym bag: \$10.00

Physical Education Set (shirt, shorts, & gym bag): \$35.00

**Additional athletic wear to consider:**

Gray, navy, black, or dark sweat pants / wind pants with no writing on the rear / pullovers / athletic jackets / sweatshirts for cold weather. Gloves are encouraged as well.

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Email the Principal at: [lowrimorev@mail.santarosa.k12.fl.us](mailto:lowrimorev@mail.santarosa.k12.fl.us)  
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Telephone: (850) 934-4010  
Fax: (850) 934-4015



Victor G. Lowrimore, Principal  
Will Nowling, Assistant Principal

**Woodlawn Beach Middle School**  
1500 Woodlawn Way  
Gulf Breeze, FL 32563



## **2012-2013**

### **Gifted Enrichment *Supply List* 2012-2013**

Due to the research nature of the Gifted class, the following items are requested in addition to those listed on the grade level supply list. These supplies will be housed in the classroom and will not need to be transported to and from school, except in rare occurrences.

#### **ITEM**

- ½" 3-ring binder (w/ view-through cover)
- 5-tab divider set
- composition book (NOT Spiral)
- flash drive (1gb will work)\*
- tissue box- girls
- paper towel roll- boys
- Lab fee- \$10.00 per semester for supplies and activities

Returning students that already have their binder, dividers, composition book, and flash drive in the classroom do not need to buy new ones unless they have lost or used them up.

#### **DONATIONS**

Students are permitted to use the classroom printer in moderation as needed during research. Due to this, supplies are used very quickly.

- Copy paper
- HP #45 black ink cartridge for Hewlett Packard DeskJet 895Cxi
- HP #23 color ink cartridge for Hewlett Packard DeskJet 895Cxi

\*I will have some flash drives, but students will not be permitted to take them home. Flash drives can be found locally or online for \$5.

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WBMS website: <http://www.santarosa.k12.fl.us/wbms/>

Telephone: (850) 934-4010  
Fax: (850) 934-4015



Victor G. Lowrimore, Principal  
Will Nowling, Assistant Principal

**Woodlawn Beach Middle School**  
1500 Woodlawn Way  
Gulf Breeze, FL 32563



**2012-2013**  
**Chorus Supply List**

**Supplies:**

Staff paper (optional)	paper (as needed)
#2 pencils (as needed)	1 Folder with pockets & brads
1 Water Bottle	2 Blank CD's

**Girls Preferred Chorus Uniform:**

Long Black Dress purchased through Chorus Department - \$54.00

**All Girls:** Black closed toed shoes and black hose

**Boys Preferred Chorus Uniform:**

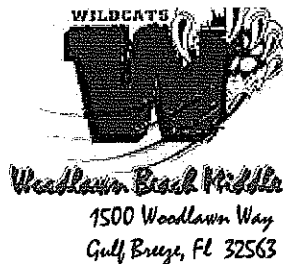
Black Dress Pants and white tux shirt rented through Chorus Department - \$15.00

**All Boys:** Black Dress shoes and black socks

**Chorus T-Shirt:** \$20, required for Intermediate and Advanced Chorus, optional for other Chorus classes.

In no instance are these supplies required or collection of fees mandatory according to the Santa Rosa School Board Policy 4.19

Telephone: (850) 934-4010  
Fax: (850) 934-4015



Victor G. Lowrimore, Principal  
Will Nowling, Assistant Principal



## 2012- 2013 Band School/Lab Supplies

**Lab fee: \$70.00 per each instrument** (If the student uses a school-owned instrument for school and a different school-owned instrument for home, each instrument will have a lab fee due.) - **This fee is requested for students that will be renting school-owned instruments only and is due at the beginning of the school year.** This lab fee does not apply to students that rent or own their own instrument. The purpose is to maintain the quality playing condition of the instrument. Students are responsible for any damage or loss of the school-owned instrument. Students should maintain the instrument as instructed (i.e. lubrication of valves and slides). Failure to maintain the instrument properly could result in additional maintenance repair fees. \*Students that rent or purchase an instrument from a store should be cautious to rent/purchase a good quality instrument that is capable of being repaired with a quick turnaround.

**Lab fee: \$20.00- This fee is requested for students that will be playing on school-owned percussion instruments only.** The purpose is to maintain the quality playing condition of the instruments and to replace mallets worn out by excessive use. Students are responsible for any damage or loss of the school-owned instrument.

### School Supply List:

Paper/Pencil

Thin black binder with page protectors for music

\*\*Music book for Varsity and Symphonic Band Students – Standard of Excellence, Book 2 by Bruce Pearson

\*\*Music Book for Beginning Band Students – Standard of Excellence, Book 1 by Bruce Pearson

Depending on the instrument selected, students will need to purchase reeds, reed protectors, rotary or valve oil, cork grease, polishing cloth, cleaning cloth, snake for brass instruments, mouthpiece brush, and Rovner ligature for clarinet and alto, tenor, and baritone saxophone players.

A music book will also be provided for Beginning Band Students to use in class. Students will be responsible for any damage or loss of this band textbook.

\*Advanced band students and any student participating in the Madrigal Dinner Event will need to have a madrigal costume.

The band also has a band uniform. This consists of black dress pants (not jeans), black belt, black socks, black dress shoes (preferably closed toed dress shoes-not tennis shoes, sandals or flip flops, and a band shirt. The band student and parent/guardian should purchase everything except the band shirt on their own. The band shirt may be purchased from the band director for approximately \$22.

Please see (attached) A Director's Approved Instrument Guide and Materials Checklist. These are items and materials that a band student will need to clean, maintain, and practice his instrument. Also attached is an IMPORTANT MEMO for parents to read.

\*\*Books can be purchased through most music stores.

### **WBMS Band Members**

Students will have the opportunity during the school year to purchase a "fun" shirt/clothing item (such as a shirt and/or sweatshirt) in support of the band and school spirit. This is by no means a mandatory purchase. It is optional. **The purchase for the shirt is usually under \$20.**

**"In no instance are these supplies required or collection of fees mandatory according to the Santa Rosa County School Board Policy 4.19."**

Email the Principal at: [lowrimorev@mail.santarosa.k12.fl.us](mailto:lowrimorev@mail.santarosa.k12.fl.us)  
WBMS website: <http://www.santarosa.k12.fl.us/wbms/>

## ***Approved Instrument Guide & Materials Checklist***

for WBMS Beginning Band Students

The following is a list of approved brands for each instrument. The brand names on this list are of high quality and workmanship. It is important that you acquire a quality instrument in good working condition in order for your child to enjoy a successful band experience. In addition to the instrument, there are some additional items your child should have for cleaning, maintaining, and practicing which are also listed below.

### **FLUTE**

Approved Brands: Emerson, Gemeinhardt, Artley, Armstrong, Yamaha

Additional Materials: Tuning rod, cleaning swab, cleaning cloth and folding music stand

### **CLARINET/SAXOPHONE**

Approved Brands: Yamaha, Vito, Selmer, Artley, and Armstrong (with Yamaha 4C mouthpiece)

Additional Materials: Rovner Ligature, reeds, reed guard, cork grease, cleaning swab, cleaning cloth and folding music stand

### **OBOE/BASSOON**

Instrument is rented from the school.

Additional Materials: Reeds, Cork Grease, Cleaning Swab, Cleaning Cloth and Folding Music Stand \*Bassoon player may need a seat strap

### **TRUMPET**

Approved Brands: Yamaha, King, Conn, Getzen, Selmer/Bach (with Yamaha 11C4 mouthpiece)

Additional Materials: Slide oil, mouthpiece brush and folding music stand, cleaning snake

### **FRENCH HORN**

Instrument is rented from the school.

Additional Materials: UMI 7BW, Vincent Bach 7, King 7BW, Vincent Bach 11, Blessing 11, Yamaha 29D4

\*Choose one of these mouthpieces, rotary oil, mouthpiece brush, cleaning cloth and folding music stand, cleaning snake

### **TROMBONE**

Approved Brands: Yamaha, King, Conn, Getzen, Selmer/Bach

Additional Materials: Slide oil, mouthpiece brush and folding music stand, cleaning snake

### **BARITONE HORN**

Instrument is rented from the school.

Additional Materials: Yamaha 45C4 mouthpiece, valve oil, mouthpiece brush, cleaning cloth and folding music stand, cleaning snake

### **TUBA**

Instrument is rented from the school.

Additional Materials: Yamaha 67C4 mouthpiece, mouthpiece pouch, mouthpiece brush, valve oil, cleaning cloth and folding music stand, cleaning snake

### **PERCUSSION**

Approved Brands: Any percussion kit (includes bell set, practice pad, stand, bell mallets and 2B sticks)

\*Bell mallets should be upgraded to a soft mallet-suggested Yamaha or Mike Balter

### **Additional Niceties:**

#### **Tuner**

#### **Metronome**

#### **Stand**

\*Although these are not required, they are very helpful to have at home to help students with accurate pitch and tempo! The stand is extremely nice to have to practice-other "make do" set ups could contribute to poor posture/tone production.

**MEMO: Important Information to all Parents**  
**RE: All Beginning and Advanced Band Members**  
**FROM: Stacy Rohde, Band Director at WBMS**

Several local music stores and area school band directors are now experiencing the negative results created by the marketing of band instruments that are of poor quality but attractive to consumers because of their rather low price. These instruments are predominantly manufactured in China, India, Indonesia and other third world countries. These instruments are showing up on the Internet auction sites, wholesale clubs, and discount department stores.

The problem is twofold, first, repair facilities have no parts and cannot even begin to find the manufacturer to obtain parts; and second, the materials and craftsmanship do not respond to adjustments for any length of time. Considering these facts, many music stores are adopting the policy that they ***WILL NOT SELL, TRADE, or REPAIR SUCH INSTRUMENTS.*** Please consider the consequences of purchasing poorly made, low-priced instruments.

The following are some of the brands to caution parents about:

First Act	Simba	Windsor
Cadet	Accent	Parrot
Rhythm	Stuebin	Pathfinder
Image	Iolite	Steubar
Winston	Heimer	Skylark
Rhyme	Bestler	Bandfolio
Wexler	Lark	Maestro
Concert Works	Belcrest	
Tempo	Dixon	
Concer Mark II	LaFayette	
Artist	Burlington	
Belmonte	Palentino	
Opus		

This is a difficult situation because quality may not be apparent, and it seems most expedient to notify parents of this situation. Such situations usually lead to frustration and are not conducive to success in band. Area music stores and school band directors alike, welcome any opportunity to work together to avoid such failures that will protect the integrity of instrumental music programs in Northwest Florida.



## Santa Rosa County District Schools

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**Submitted By:** Judy Friery

### Curriculum/ Instruction Action Agenda

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**Title of Item:** Adaptive PE Teachers travel increase

**Description/Introduction:** Request travel cap increase

**Recommendation/Action Requested:** Request approval

---

### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

 [Adaptive PE Teacher travel increase.pdf](#)

Description:

Adaptive PE Teachers travel increase

# **Santa Rosa District Schools**

*Berryhill Administrative Complex  
6751 Berryhill Street  
Milton, Florida 32570*



*Phone (850) 983-5052  
Fax (850) 983-5577*

*Judy M. Friery  
Director of Student Services*

March 1, 2012

Mr. Timothy Wyrosdick  
Santa Rosa District Schools  
5086 Canal Street  
Milton, Florida 32570

Dear Mr. Wyrosdick and School Board Members,

Due to an extensive amount of traveling by Adaptive Physical Education Teacher, Astley Blackwell, we request your approval for an increase in his maximum travel cap amounts for In-County travel. This request is for the 2011 - 2012 school year for the amount indicated below. This individual travels to various school sites throughout the year.

Astley Blackwell - current cap is \$1450.00 - increase \$800.00

Your consideration of this request is greatly appreciated.

Respectfully,

A handwritten signature in blue ink that reads "Judy M. Friery".

Judy M. Friery  
Director, Student Services

# **Santa Rosa District Schools**

*Berryhill Administrative Complex  
6751 Berryhill Street  
Milton, Florida 32570*



*Phone (850) 983-5052  
Fax (850) 983-5577*

*Judy M. Friery  
Director of Student Services*

March 1, 2012

Mr. Timothy Wyrosdick  
Santa Rosa District Schools  
5086 Canal Street  
Milton, Florida 32570

Dear Mr. Wyrosdick and School Board Members,

Due to an extensive amount of traveling by Adaptive Physical Education Teacher, Stephen Cone, we request your approval for an increase in his maximum travel cap amounts for In-County travel. This request is for the 2011 – 2012 school year for the amount indicated below. This individual travels to various school sites throughout the year.

Stephen Cone - current cap is \$1450.00 – increase \$800.00

Your consideration of this request is greatly appreciated.

Respectfully,

A handwritten signature in blue ink that reads "Judy M. Friery". The signature is fluid and cursive.

Judy M. Friery  
Director, Student Services

# ***Santa Rosa District Schools***

*Berryhill Administrative Complex  
6751 Berryhill Street  
Milton, Florida 32570*



*Phone (850) 983-5052  
Fax (850) 983-5577*

*Judy M. Friery  
Director of Student Services*

March 1, 2012

Mr. Timothy Wyrosdick  
Santa Rosa District Schools  
5086 Canal Street  
Milton, Florida 32570

Dear Mr. Wyrosdick and School Board Members,

Due to an extensive amount of traveling by Adaptive Physical Education Teacher, Alan Worley, we request your approval for an increase in his maximum travel cap amounts for In-County travel. This request is for the 2011 - 2012 school year for the amount indicated below. This individual travels to various school sites throughout the year.

Alan Worley - current cap is \$1450.00 - increase \$800.00

Your consideration of this request is greatly appreciated.

Respectfully,

A handwritten signature in blue ink that reads "Judy M. Friery". The signature is written in a cursive, flowing style.

Judy M. Friery  
Director, Student Services

## Santa Rosa County District Schools

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**Submitted By:** Dr. Bettie Bonner

### Curriculum/ Instruction Administrative Agenda

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**Title of Item:** Early Head Start/Head Start Monthly Report for March 2012 (Review)

**Description/Introduction:** Early Head Start/Head Start Monthly Report for March 2012 (Review Only)

**Recommendation/Action  
Requested:**

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

 [Monthly\\_Report\\_for\\_March\\_2012.doc](#)

Description:

Early Head Start/Head Start Monthly Report for March 2012 (Review)

# Santa Rosa County School District Pre-Kindergarten Programs

## Monthly Report for the month of March 2012

### Submitted to the School Board

From Dr. Bettie Bonner, Director of Pre-K Programs

#### PROGRAM DESIGN AND MANAGEMENT

##### Policy Council Meeting Summary

- Policy Council meeting was held at T. R. Jackson Pre-K School. Parents in attendance at the Policy Council meeting received information on the following: monthly expenditures, award of the 2012-2013 grant, the Pre-K program's focus on nature and science, First Teacher Day, and ways to increase parent involvement in the Pre-K program at all Pre-K designated sites (Bagdad, Berryhill, Central, Chumuckla, East Milton, Pea Ridge, and West Navarre Intermediate).
- The parents also participated in a wonderful hands-on activity, "OOBLECK." This activity was an introduction to the awesome activities that are done during the First Teacher Day workshops.

##### Enrollment

- As of March 30, 2012, the Santa Rosa County District Schools Head Start/EHS Program reported the following funded enrollment to the Region IV Program office:

Head Start	Early Head Start
240	40

#### 2011 – 2012 Enrollment Chart

Pre-K School Sites	Intake Apps including Incomplete Apps	Apps Processed	Funded Enrollment	# of children served	# of children served with a disability	# of over-income children served	# of children on waitlist	# of children withdrawn from program	# of Orientation Placement Conferences Conducted
EHS Center-Base	0	0	40	40	3	3	40	0	0
<b>TOTAL (EHS):</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>40</b>	<b>3 (8%)</b>	<b>3 (8%)</b>	<b>40</b>	<b>0</b>	<b>0</b>

Pre-K School Sites	Intake Apps including Incomplete Apps	Apps Processed	Funded Enrollment	# of children served	# of children served with a disability	# of over-income children served	# of children on waitlist	# of children withdrawn from program	# of Orientation Placement Conferences Conducted
BES	0	0	18	18	2	2	16	0	0
BHE	0	0	20	20	1	3	35	0	0
Central	0	0	17	17	3	4	22	0	1
CES	0	0	20	20	6	10	24	0	0
EME	1	1	20	20	5	0	30	0	0
TRJ	0	0	129	128	18	2	115	1	1
WNI	0	0	16	17	3	1	24	0	1
<b>TOTAL (HS):</b>	<b>1</b>	<b>1</b>	<b>240</b>	<b>240</b>	<b>37 (15%)</b>	<b>22 (9%)</b>	<b>266</b>	<b>1</b>	<b>3</b>

### **Fiscal**

- The Head Start Budget was submitted to the Finance Office and the budget was in place on March 1 for the grant period March 2012-February 2013. The Program is in the process of closing out the past budget period.
- Classroom computers, printers, and televisions have been ordered for the Early Head Start and Head Start Pre-K classrooms.

### **Transportation**

<b>Designated Pre-K Sites</b>	<b>Field Trips</b>	<b>Buses for Field Trips</b>	<b>HS/EHS Bus Riders</b>	<b>ESE Bus Riders</b>
<b>Bagdad Elementary</b>	<b>Dental Activity Trip</b>	<b>1 0</b>	<b>6 0</b>	<b>N/A</b>
<b>Berryhill Elementary</b>	<b>Dental Activity Trip</b>	<b>1 0</b>	<b>4 0</b>	<b>N/A</b>
<b>Central School</b>	<b>Dental Activity Trip</b>	<b>0 0</b>	<b>3 0</b>	<b>N/A</b>
<b>Chumuckla Elementary</b>	<b>Dental Activity Trip</b>	<b>1 0</b>	<b>3 0</b>	<b>N/A</b>
<b>East Milton Elementary</b>	<b>Dental Activity Trip</b>	<b>1 0</b>	<b>3 0</b>	<b>N/A</b>
<b>T. R. Jackson Pre-K School</b>	<b>Dental Activity Trip</b>	<b>5 0</b>	<b>31 0</b>	<b>1 0</b>
<b>West Navarre Intermediate</b>	<b>Dental Activity Trip</b>	<b>2 0</b>	<b>6 0</b>	<b>N/A</b>

## Safety

- Tonya Shepherd, Head Start Enrollment/Quality Assurance Specialist/acting Assistant Principal for T. R. Jackson Pre-K School, will assist in the monitoring of site safety for all of the Head Start and Early Head Start designated locations district-wide.

## Safety Chart

	<u>Bagdad</u>	<u>Berryhill</u>	<u>Central</u>	<u>Chumuckla</u>	<u>East Milton</u>	<u>T. R. Jackson</u>	<u>WNI</u>
Individual School Plan for Emergency Management	8/25	9/9	9/6	9/8	8/30	1/6	9/9
Site Safety Committee Mtg.	9/20 11/30 2/17	9/26 12/14 3/19	3/26	9/15 11/16	10/19 1/12 1/24	10/31 3/21 4/2	8/16 1/20 4/2
Fire Drill * Denotes alternate evacuation	8/25 9/1 10/19 11/30* 12/13 1/25 2/6 3/29	8/25 *9/1 10/4 11/17 12/1 1/12 2/23 3/21	8/25 9/2 9/15 10/21 11/30 12/14 1/26 3/1 3/26	8/26 9/2 10/27 11/30 12/15 1/30 2/29 3/30	8/25 9/1 10/7 11/17 12/1 1/24 2/17 3/28	8/24 8/26 *9/23 10/28 11/29 12/16 1/31 2/27 2/27	8/25 9/1 10/31 11/7 12/15 1/31 2/27 3/7
Severe Weather/Tornado Drill	2/10	2/2	2/1	2/1	2/1		2/1
Lockdown Drill	9/15	10/14	10/21	9/23		9/20 4/3	9/7
FDLE Check	8/12 11/16 2/8	8/25 9/13 9/28 10/6 1/27	9/13 1/12 2/8 3/20	8/30 10/26 2/1	9/20 1/27	8/30 9/13 9/30 10/31 11/28 12/16 1/7 1/31 2/13 3/1 3/30	8/18 9/16 4/2
Shelter in Place Drill		2/1					9/15
AED Staff Training	10/24	8/31	9/27	1/2	8/24	10/24	8/16 4/2
AED Response Team Drill	10/24	4/2				10/25	9/2
AED Maintenance Check (Status Indicator/Pad expiration)	8/31 9/20 10/31 11/30 12/16 1/30 2/29 3/30	8/25 9/26 10/4 11/2 12/1 1/3 2/2 3/1 4/2	8/18 9/13 10/15 11/15 12/13 1/12 2/15 3/22	8/31 9/13 10/3 11/2 12/2 1/2 2/1 3/1	8/24	8/23 9/27 10/25 11/15 12/13 1/3 2/28 3/27	8/16 9/2 10/3 11/7 12/5 1/2 2/6 3/7
AED Maintenance Check (integrity of pads)	8/31		8/18				9/2

Blank spaces indicate has not taken place.



### **Record Keeping**

- Eighteen (18) Child Plus reports were generated for Record-Keeping to monitor Head Start/EHS information. The reports consisted of disabilities, health/dental, new student information, and family information. They were requested by and distributed to the Health/Nutrition/Dental Specialist, Social Emotional/ESE Specialist, Teachers/Teacher Assistants, and Classroom Liaisons.
- Applications for the 2011-2012 school year continue to be entered into Child Plus. One (1) Head Start application was entered for 2011-2012 school year.
- Forty-one (41) Head Start/Early Head Start applications were entered into Child Plus for the 2012-2013 school year.

## **EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES**

### **Education**

- Martha Todd and several Academic Intervention Specialists volunteered to train teachers of four-year-old (4) students during the Readiness for Kindergarten Transition Training on using the Tyner Method for teaching alphabet knowledge. Teachers have begun using the Tyner Method and are pleased with the initial results.
- The second observational period data, when compared to data from the other domains of learning, indicated that students were not making progress within the area of nature and science as they were in the other domains of learning. Strategies that have been planned to promote learning in the area of nature and science are: The Curriculum, Assessment, and Planning (CAP) meeting focus was to provide teachers with time to work together in teams to plan science activities that will enhance student knowledge; First Teacher Day, which was implemented this school year, will concentrate on the area of science by providing parents with activities that can be done at home; and a science fair that will encourage and provide activities that are fun while teaching scientific processes. We are anticipating that these strategies will promote scientific thinking and enhance student learning within the area of nature and science.
- Classroom Assessment Scoring System (CLASS) Observations were conducted. Recent legislation mandates that Head Start Programs must meet specific score criterion regarding re-competition. The legislation states that within the three domains, scores must be as follows: Emotional Support must score a four (4), Classroom Organization must score a three (3), and Instructional Support must score a two (2). In order to promote excellence, the goal for Santa Rosa County District School Head Start Program has been set as one (1) point above the mandated score in all domains. The data indicates that the Head Start Program was successful in meeting that goal.

### **Health/Dental/Nutrition**

- Field Day was held at East Milton Elementary on March 8, 2012. Pictures were taken of Head Start students participating in sack races, bean bag toss and relay races.
- Jeff Mathews from the Santa Rosa County Extension Program provided lessons on grains and parts of the digestive track for the Head Start Programs at Bagdad, Central, Chumuckla, East Milton and T.R. Jackson Pre-K.
- Heights and Weights for students at East Milton and West Navarre Intermediate were measured and continue to be monitored.
- Documentation of visit/assistance, requested by the Central School Head Start teacher, was given to the appropriate staff.

- Ongoing monitoring of student well child exams, immunizations and health screening requirements continue to be conducted. Letters were sent home regarding expired and/or expiring health requirements such as physicals, immunizations, or the lead/hemoglobin requirements: thirty-two (32) Head Start and six (6) Early Head Start. Twenty-one (21) of the thirty-eight (38) requirements have been met.

**Head Start (HS) 3 and 4 year olds  
(Santa Rosa County Health Department Dental Clinic)**

	<i>Exam</i>	<i>Cleaning</i>	<i>Restorative</i>	<i>Complete</i>	<i>Services through Private Provider</i>
<b>Bagdad HS</b>	1	0	4	2	1
<b>Berryhill HS</b>	0	1	1	1	0
<b>Central HS</b>	1	0	1	0	1
<b>Chumuckla HS</b>	0	0	4	1	0
<b>East Milton HS</b>	0	0	4	1	0
<b>T. R. Jackson HS</b>	1	0	11	4	1
<b>WNI HS</b>	0	0	1	0	0
<b>Total</b>	3	1	26	9	3

**Early Head Start (EHS), Head Start (HS) 3 and 4 Year olds  
(Dr. Randall Cole's office)**

	<i>Exam</i>	<i>Cleaning</i>	<i>Restorative</i>	<i>Complete</i>	<i>Services through Private Provider</i>
<b>Berryhill HS</b>	0	0	0	0	0
<b>T. R. Jackson EHS</b>	0	0	1	0	0
<b>T. R. Jackson HS</b>	0	0	0	0	0
<b>Total</b>	0	0	1	0	0

**Early Head Start (EHS), Head Start (HS) 3 and 4 Year olds  
(Sacred Heart Pediatric Dental Clinic)**

	<i>Exam</i>	<i>Cleaning</i>	<i>Restorative</i>	<i>Complete</i>	<i>Services through Private Provider</i>
<b>Chumuckla HS</b>	1	0	0	0	0
<b>T. R. Jackson EHS</b>	0	0	0	0	0
<b>T. R. Jackson HS</b>	3	5	2	5	0
<b>WNI HS</b>	1	0	0	1	0
<b>Total</b>	5	5	2	6	0

**Social/Emotional Development/ Disabilities (Mental Health)/ESE**

- Pre-K currently has the following Individual Education Plan data program wide:

Bagdad Elementary Head Start Students	2
Berryhill Elementary Head Start Students	1
East Milton Elementary Head Start Students	6
Central Head Start Students	3
Chumuckla Elementary Head Start Students	6
T. R. Jackson Early Head Start Students	3
T. R. Jackson Head Start Students	27
West Navarre Intermediate Head Start Students	4
Head Start/Early Head Start Student Total	52

- Nine (9) eligibility/staffings for ESE services were conducted at T. R. Jackson Pre-K, Berryhill, and East Milton. Three (3) parent conferences were conducted to discuss parent concerns regarding behavior at T. R. Jackson Pre-K ESE, Central Head Start, Bagdad Head Start and military transition.
- The following mental health referrals were completed by Mental Health Professional, Gail Patterson. Currently there are twenty-eight (28) active mental health referrals. Of those twenty-eight (28), one (1) is new.

Total Mental Health Referrals for T. R. Jackson: HS/EHS 18	Total Mental Health Referrals for other designated sites: HS 10
---------------------------------------------------------------	--------------------------------------------------------------------

- The following mental health services were provided as a result of teacher or parent request.

2 Unofficial observations were made	5 Unofficial teacher consultations
3 Telephone parent conferences	8 Student counseling sessions
2 Parent counseling sessions	5 Parent conferences.
1 Classroom intervention	4 Classroom observations
10 Teacher consultations	2 Child intervention
2 Staff consultations/counseling	1 New referral

- Currently there have been twenty-seven (27) Early Head Start Transition meetings held and two (2) ESE Transition meetings. Of the twenty-seven (27) Early Head Start Transition meetings, thirteen (13) resulted in a request to move to the Head Start Program for three-year (3) olds pending an opening.
- Parent Talk meetings were held at T. R. Jackson Pre-K, Bagdad, Chumuckla Elementary and Central. Discussion topics were facilitated by Gail Patterson, Mental Health Professional and Melanie Perritt, Social/ Emotional and ESE Area. Debbie Laird of Family Promise, a transitional housing program, provided information to our parents regarding the program and the HUD (Housing and Urban Development) Project plan for one hundred sixty (160) houses to be built in the Santa Rosa County area by February 2013.
- During the Curriculum, Assessment and Planning (CAP) meeting, information was provided by Melanie Perritt regarding the upcoming Kindergarten Transition Parent Meeting as well as information regarding resources for the Military Family.
- Site visits were conducted at East Milton, Berryhill, Central, Chumuckla and Bagdad. The visits consisted of ESE staffings, transition meetings and classroom visits regarding student behavior and teacher/staff support.
- The Mental Health Subcommittee meeting, which is an extension of the Chief Executive Officer (CEO) Roundtable, was held at Berryhill Administrative Complex. The meeting was facilitated by Mary Lou Darby. Santa Rosa County transit, Military Resources, updates from the Sheriff's Office and items from the Community Drug and Alcohol Council were discussed.

#### **FAMILY AND COMMUNITY PARTNERSHIPS**

- Under the supervision of Tonya Shepherd, the Family Liaisons for the Head Start and Early Head Start program made family contacts regarding a recent family needs assessment that was conducted in February.
- Reports on students transitioning to Kindergarten were gathered and compiled. The Family Liaisons contacted families to aid in the dissemination of transition information.
- Contact was made with Carolyn Rustan of Habitat for Humanity to schedule an opportunity to talk with and inform families of the wonderful home-ownership opportunities that Habitat for Humanity has to offer the eligible citizens of Santa Rosa County.
- The Family and Community Partnerships service area will collaborate with the Education, Health and Nutrition, and Social/Emotional Development service areas and program partnership with Men with Vision to provide at least three (3) Fatherhood Initiative seminars for the families in the Head Start, Early Head Start, VPK, and T. R. Jackson's ESE Pre-K programs.

**2012 – 2013 Application Intake  
March 1 – 31, 2012**

<b>Early Head Start</b>	<b>Bagdad</b>	<b>Berryhill</b>	<b>Central</b>	<b>Chumuckla</b>	<b>East Milton</b>	<b>T. R. Jackson</b>	<b>West Navarre Int.</b>
1	1	5	9	7	4	13	1

<b>Other Programs</b>	<b>School Site</b>	<b>Funded Enrollment</b>	<b># of children served</b>	<b># of children withdrawn from the program</b>	<b># of Orientation and Placement Conferences Conducted</b>
<b>ESE</b>	TRJ	N/A	20	0	0
<b>VPK</b>	PRE	20	18	0	0
<b>VPK</b>	TRJ	20	10	1	1
<b>VPK</b>	WNI	20	20	0	0

- Santa Rosa District Schools is offering the School-Year Voluntary Pre-Kindergarten Program (VPK) at the following locations: Pea Ridge Elementary, T. R. Jackson Pre-K School and West Navarre Intermediate.
- The 2012 Spring VPK session will culminate on June 7, 2012.
- The following elementary school sites have been designated as Summer VPK providers for 2012:
  - Bagdad Elementary
  - Chumuckla Elementary
  - East Milton Elementary
  - Pea Ridge Elementary
  - West Navarre Intermediate
- The 2012 Summer VPK Program will operate from June 14, 2012 through August 9, 2012.
- Enrollment for the 2012 Summer VPK program began on March 26, 2012. Interested families will register at the Early Learning Coalition of Santa Rosa County.

## Santa Rosa County District Schools

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**Submitted By:**

### Finance Action Agenda

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**Title of Item:** New Bank Account for Internal Funds for Santa Rosa Adult School

**Description/Introduction:** New Bank Account for Internal Funds for Santa Rosa Adult School

**Recommendation/Action  
Requested:**

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

 [Board Memo for New Bank Account-SRAS.pdf](#)

Description:

New Bank Account for Santa Rosa Adult School



Tim S. Wyrosdick  
Superintendent of Schools

Kathy Strickland

Accountant II

5086 Canal Street  
Milton, Florida 32570-6706

Phone: 850/983-5016

Suncom: 689-5016

Facsimile: 850/983-5011

E-mail: stricklandk@mail.santarosa.k12.fl.us

TO: Superintendent Wyrosdick and School Board Members

DATE: April 24, 2012

RE: Internal Funds New Bank Account for Santa Rosa Adult School

Santa Rosa Adult School has requested the opening of a new internal funds bank account at United Bank. In the past, Locklin Technical School has graciously provided the Adult School with internal funds account service. Since the Adult School is now required to charge tuition from the adult students and the volume of collected funds has increased, it is imperative that the Adult School handles these funds and this new bank account be established. The check signer positions requested are as follows: Principal, Counselor, and Bookkeeper. Your approval for the establishment of the new bank account and check signer positions is requested. Thank you.

DIANE SCOTT  
DISTRICT 1

HUGH WINKLES  
DISTRICT 2

BOARD MEMBERS  
DIANE COLEMAN  
DISTRICT 3

JOANN SIMPSON  
DISTRICT 4

SCOTT PEDEN  
DISTRICT 5

## Santa Rosa County District Schools

---

**Submitted By:** Marilynne Pugh

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**Title of Item:** Florida School Labor Relations Service 2012-13 Membership Dues

**Description/Introduction:**

**Recommendation/Action Requested:** Approval of the \$3,100.00 (Option 2) membership dues for FSLRS/FEN 2012-13.

---

**Financial Impact:**

**A-Funds required from School Board?** Yes

**B-Amount required** \$3,100.00

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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**Legal Review**

**Does item require legal review?** No

**If Yes, Approval Date**

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**ATTACHMENTS:**

Name:

 [2012-13 FSLRS-FEN Membership Dues.pdf](#)

Description:

2012-13 Membership Dues Invoice





**Florida School Labor Relations Service**

203 South Monroe Street-Tallahassee, Florida 32301  
850/414-2587-FAX: 850/414-2585

A Joint Venture of the Florida School Boards Association and  
the Florida Association of District School Superintendents

**MEMORANDUM**

**April 2012**

**TO: Superintendents  
Chief Negotiators**

**FROM: Bill Graham  
Executive Director**

**RE: 2012-2013 Membership**

Please find attached the invoice for the 2012-2013 fiscal year. The dues for F.S.L.R.S. and F.E.N. are combined and remain unchanged since they were increased in 2004-05. As a result of your support, both organizations are fiscally sound, and no increase in dues is necessary at this time.

Our primary purpose is to share information, ideas and solutions to problems which we encounter every day in the field of employee relations. F.S.L.R.S. will continue to provide services to superintendents, school board members and negotiators upon request. These services include assistance in selecting special magistrates and arbitrators, researching issues for individual member districts and assisting school districts in the implementation of new legislative initiatives.

I would like to take this opportunity to thank you for your active participation and support. Together, we continue to make significant progress for the benefit of students, school district employees and their families.

Please contact our office if you have any questions or need assistance.

BG/cm

Attachment: FSLRS/FEN Invoice



## FSLRS/FEN 2012-2013 DUES INVOICE

**TO: Chief Negotiator**

*Please complete this form and return to the address below.*

NAME \_\_\_\_\_  
TITLE \_\_\_\_\_  
DISTRICT \_\_\_\_\_  
E-MAIL ADDRESS \_\_\_\_\_  
TELEPHONE NUMBER \_\_\_\_\_

Annual dues are for the period July 1, 2012 – June 30, 2013. Please check **ONE** of the options below. There is also the commercial membership. Option 1 allows you to name two negotiators. Option 2 allows you to name an unlimited number so you may include your team members.

Option 1 - \$2,900 ( )

\_\_\_\_\_  
\_\_\_\_\_

Option 2 - \$3,100 ( )

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional members may be listed on the back of this form with e-mail addresses.

Please designate which individuals listed above are **CHIEF NEGOTIATORS** for a bargaining unit by writing a **CN** after their name. **PLEASE INCLUDE E-MAIL ADDRESSES FOR ALL NAMES SUBMITTED FOR OUR DISTRIBUTION LIST.**

**Commercial - \$500 ( )** This category is **only** for non employee contracted negotiators.

*Please make the check payable to: Florida School Labor Relations Service, Inc.*

**Mail to:** Bill Graham  
Florida School Labor Relations Service  
203 S. Monroe Street  
Tallahassee, FL 32301

*Please return a copy of the invoice with your remittance.*

## Santa Rosa County District Schools

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**Submitted By:** Marilynne Pugh

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**Title of Item:** Florida School Board Association Dues for 2012-13

**Description/Introduction:**

**Recommendation/Action Requested:** Approval to pay FSBA 2012-13 Dues

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**Financial Impact:**

**A-Funds required from School Board?** Yes

**B-Amount required** \$18,042.00

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

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**Legal Review**

**Does item require legal review?** No

**If Yes, Approval Date**

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**ATTACHMENTS:**

Name:

 [FSBA 2012-13 dues.pdf](#)

Description:

FSBA Invoice for 2012-13



# FLORIDA SCHOOL BOARDS ASSOCIATION, INC.

203 South Monroe Street - Tallahassee, FL 32301

850/414-2578 - FAX: 850/414-2585

www.fsba.org

PRESIDENT  
LEE SWIFT  
PUNTA GORDA

EXECUTIVE DIRECTOR  
DR. WAYNE BLANTON  
TALLAHASSEE

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Vice President  
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Immediate Past President  
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Moore Haven

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District No. 8  
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DORETHA EDGECOMB  
Tampa

District No. 11  
NANCY ROBBINSON  
Orlando

District No. 12  
ROBIN WYKLE  
Tarpon Springs

District No. 13  
J. M. HOLTZCLAW  
O'Brien

District No. 14  
BRENDA CARLTON  
Perry

District No. 15  
BARBARA HARVEY  
Palmetto

District No. 16  
JOANNE MURLEY  
Laud O'Lakes

District No. 17  
MAUREEN DINNEN  
Fort Lauderdale

District No. 18  
CHUCK SHAW  
West Palm Beach

District No. 19  
AMY KNEESSY  
Satellite Beach

District No. 20  
MAGGIE LEWIS-BUTLER  
Tallahassee

District No. 21  
KELLY OWENS  
Okeechobee

District No. 22  
DEBBIE STIVENDER  
Tavares

District No. 23  
BILL MURRAY  
Lecanto

District No. 24  
CAROLINE ZUCKER  
Sarasota

District No. 25  
KAREN ALMOND  
Casselberry

District No. 26  
JEANNE DOZIER  
Fort Myers

District No. 27  
JUDY CONTE  
Ormond Beach

## MEMORANDUM

February 2, 2012

TO: School Board Chairmen  
District School Superintendents  
School Finance Officers

FROM: Lee Swift, President  
Karen Disney-Brombach, Treasurer  
Wayne Blanton, Executive Director  
Florida School Boards Association

Enclosed is the FSBA dues statement. The 2012-2013 dues will remain the same as for the previous five years. We also anticipate a freeze on dues for several more years.

The Florida School Boards Association and local school districts have made tremendous accomplishments during the past year by working together to improve education in our State. FSBA will continue to be your "voice of education" throughout our great state.

- We will continue to work to mitigate the budget crisis by working with local, state and federal leaders to provide adequate education funding for Florida's school districts.
- Our daily legislative update on the FSBA website is one of your most valuable tools for keeping abreast of current events.
- Our weekly web cast during the legislative session, gives you an "up-close" look at the most current issues facing all of us.
- Our leadership training is consistently judged to be the best in the country, and we are always available for you and your district.

Our staff answers and returns an average of 60 phone calls per day to assist school board members, superintendents, and district staff with technical, legal, and legislative information.

**Memo  
Page 2  
February 2, 2012**

**FSBA will continue to provide a variety of valuable services to local school board members. These services include publications, newsletters, research, on-site and regional workshops and training sessions, state educational conferences, and representing your views before the State Board of Education, the Department of Education, the Florida Legislature, Congress, and other organizations interested in public education. Additionally, FSBA provides all members of our Association with a \$100,000 accidental death and dismemberment insurance policy.**

**FSBA would like to take this opportunity to thank the school districts for their support during the past year. We have accomplished a great deal in Florida with your assistance and we look forward to a continued, close working relationship with all school districts. Please feel free to call us if you have any questions or need assistance.**

**LS/KDB/WB/lld  
Enclosure**

FLORIDA SCHOOL BOARDS ASSOCIATION  
(850) 414-2578 FAX (850) 414-2585  
203 S. MONROE STREET  
TALLAHASSEE, FL 32301

# INVOICE

INVOICE DATE

2/1/12

INVOICE NO.

10082

SANTA ROSA CO SCHOOL BOARD  
5086 CANAL STREET  
MILTON, FL 32570

PURCHASE ORDER NO.

ITEM DESCRIPTION

PRICE

2012-13 Annual Dues

18,042.00

TOTAL AMOUNT DUE

\$18,042.00

# Santa Rosa County District Schools

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**Submitted By:** Superintendent

## Superintendent Action Agenda

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**Title of Item:** Gulf Breeze Property

**Description/Introduction:** Appraisals of Gulf Breeze Property

**Not Public Record - Do not disclose until after purchase or  
cancellation of purchase.**

**Recommendation/Action  
Requested:** Discussion Item

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

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### ATTACHMENTS:

Name:

- ☐ [Bankers Appraisal Part 1 of 2.docx](#)
- ☐ [Bankers Appraisal Part 2 of 2.docx](#)
- ☐ [Hoffman and Associates, Part 1 of 2.docx](#)
- ☐ [Hoffman and Associates Part 2 of 2.docx](#)

Description:

Bankers Appraisals  
Bankers Appraisal  
Hoffman & Associates  
Hoffman and Associates

## Santa Rosa County District Schools

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**Submitted By:** Superintendent

### Superintendent Action Agenda

---

**Title of Item:** Discuss potential school property in Pace/Milton area

**Description/Introduction:**

**Recommendation/Action Requested:**

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

Description:

No Attachments Available



## Santa Rosa County District Schools

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**Submitted By:** Superintendent

### Superintendent Action Agenda

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**Title of Item:** Safe Schools Training

**Description/Introduction:** On-Line training compliance management system for school employees.

**Recommendation/Action Requested:**

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### Financial Impact:

**A-Funds required from School Board?** No

**B-Amount required**

**C-Grant/Project Synopsis attached?** No

**D-Date Grant/Project Reviewed/Approved by Accountant:**

---

### Legal Review

**Does item require legal review?** No

**If Yes, Approval Date**

---

### ATTACHMENTS:

Name:

 [Safe Schools Training - Mr Wyrosdick for Board.doc](#)

Description:

Safe Schools Training

## **Safe Schools Training**

On-line training compliance management system for school employees.  
Escambia County Schools has been using this system for several years.

Over 200 courses – majority of courses are about 20 minutes

Topics cover a wide spectrum developed specifically for the school environment:

- Safety such as Classroom Safety; Slips, Trips and Falls; Back Injury and Lifting
- Human Resources such as Sexual Harassment; Boundary Invasion
- Health such as Bloodborne Pathogens; AED's; Concussion Awareness
- Social and Behavioral such as Bullying; Dating Violence
- Information Technology such as On-Line Safety; Network Data Security
- Transportation and Food Service topics

District would develop job specific training plans and determine who needs to be trained in what. The courses would then be assigned to employees according to the job specific training plans and given a target date for completion.

Santa Rosa School Board policies can be uploaded into the training system for employees to review. Example: Employee could be required to complete the on-line safety training course and then review the School Board's acceptable use policy as part of meeting the training requirement.

The system tracks completion of training and maintains training records by employee, school, department, etc.

Cost is \$4.95 per employee per YEAR (Approximately \$13,860 per year)

- Based on number of full time employees and 50% of part time employees
- Volunteers can be added for no additional fee
- Substitutes can be added for no additional fee

*Mrs. Carnley has agreed to pay out of the Safe Schools Budget*

Staff members will receive in-service points for completed training.

Karen Retherford is setting up a committee with key personnel to develop job specific training plans.

Tentative plan is to roll out at the beginning of the 2012/2013 school year.

*Staff members who evaluated the system included: Lewis Lynn, Conni Carnley, Judy Friery, Vicki Beagle, Tobin Faciane, Joey Harrell, Charlie Parker, Richard Laing, Don Ellis and Karen Retherford.*

