

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

September 27, 2016

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

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

ITEMS FOR CONSENT

5. REVIEW OF MINUTES

- a. August 23, 2016, 4:30 p.m. – School Board Workshop
- b. August 23, 2016, 6:00 p.m. – Regular School Board Meeting
- c. September 6, 2016, 6:00 p.m. – Final Budget Hearing

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #5**

- a. Personnel 2016 – 2017

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Charter School Financial Reports - **SEE PAGE #9**

Fund Source: General Funds pass through to Charter School  
Amount: N/A – presentation information only

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/PROJECT/GRANT APPLICATIONS

- a. Memorandum of Understanding – CIS of Florida - **SEE PAGE #25**  
Fund Source: Federal  
Amount: \$42,000.00 (\$6,000 per VISTA for up 7 total)  
ACTION REQUESTED: The Superintendent recommends approval.
- b. Math and Science Partnership Grant - **SEE PAGE #32**  
Fund Source: Federal  
Amount: \$110,068.86  
ACTION REQUESTED: The Superintendent recommends approval.
- c. Virtual Instruction Program – **SEE PAGE #46**  
Fund Source: N/A  
Amount: N/A  
ACTION REQUESTED: The Superintendent recommends approval.
- d. Dental Equipment Lease for Havana Magnet School – **SEE PAGE #69**  
Fund Source: General Revenue  
Amount: \$1.00 Annual Rental Fee  
ACTION REQUESTED: The Superintendent recommends approval.
- e. Participation through PAEC, Educational Management Consultant Services (EMCS) and Gadsden County School Board for School Board Policies **SEE PAGE #77**  
Fund Source: General Revenue  
Amount: Approximately \$625 per year  
ACTION REQUESTED: The Superintendent recommends approval.

9. SCHOOL FACILITY/PROPERTY

- a. Grounds Maintenance – Athletic Fields at East Gadsden High School & West Gadsden High School (Bid No. 16-17:07) – **SEE PAGE #84**  
Fund Source: 110  
Amount: \$1,965.00 per month – EGHS  
\$1,965.00 per month - WGHS  
ACTION REQUESTED: The Superintendent recommends approval.
- b. Pest and Weed Control for Athletic Fields – East Gadsden High School & West Gadsden High School – **SEE PAGE #86**  
Fund Source: 110  
Amount: \$17,491.50  
ACTION REQUESTED: The Superintendent recommends approval.

- c. Approval to Continue Agreement with North Florida Vault and Septic for Pump Out Services of Grease Traps and Sewer Plants – **SEE PAGE #91**

Fund Source: 110  
Amount: \$8,520.00.00

ACTION REQUESTED: The Superintendent recommends approval.

- d. Solid Waste Collection Agreement Between Gadsden County School District and Waste Pro of Florida, Inc. - **SEE PAGE #93**

Fund Source: 110  
Amount: \$116,364.23

ACTION REQUESTED: The Superintendent recommends approval.

- e. LP Gas Contract for FY 2016 - 2017 – Suburban Propane – **SEE PAGE #97**

Fund Source: 110  
Amount: \$45,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- f. Policy Waiver – **SEE PAGE #125**

Fund Source 110 & 379  
Amount: TBD

ACTION REQUESTED: The Superintendent recommends approval.

- g. Proposal of Construction Managers – **SEE PAGE #126**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

## 10. EDUCATIONAL ISSUES

- a. School Field Trip Requests (Out-of-State) – Gadsden Technical Institute, East Gadsden High, and West Gadsden High School – **SEE PAGE #130**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Gadsden County Controlled Open Enrollment Plan – **SEE PAGE #145**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- c. 2016 – 2017 Gadsden County District Parental Involvement Plan  
**SEE PAGE #151**  
  
Fund Source: N/A  
Amount: N/A  
  
ACTION REQUESTED: The Superintendent recommends approval.
- d. 2016 – 2018 School Health Services Plan for Gadsden County  
**SEE PAGE #165**  
  
Fund Source: N/A  
Amount: N/A  
  
ACTION REQUESTED: The Superintendent recommends approval.
- e. District Digital Classroom Plan – **SEE PAGE #192**  
  
Fund Source: N/A  
Amount: -\$0-  
  
ACTION REQUESTED: The Superintendent recommends approval.
- f. Master In-Service Plan 2012 - 2017 – **SEE PAGE #223**  
  
Fund Source: N/A  
Amount: N/A  
  
ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

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

# The School Board of Gadsden County

**Reginald C. James**

**SUPERINTENDENT  
OF SCHOOLS**



35 MARTIN LUTHER KING, JR. BLVD.  
QUINCY, FLORIDA 32351  
TEL: (850) 627-9651  
FAX: (850) 627-2780  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

September 27, 2016

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

Dear School Board Members:

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

## Item 6A Instructional and Non-Instructional Personnel 2016-2017

The following reflects the total number of full-time employees in this school district for the 2016-2017 school term, as of September 27, 2016.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees September 2016</u>
Classroom Teachers and Other Certified	120 & 130	408.00
Administrators	110	56.00
Non-Instructional	150, 160, & 170	<u>396.00</u>
		860.00

Sincerely,

Reginald C. James  
Superintendent of Schools

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

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

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

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

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

**AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2016/2017****REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:****LEAVE**

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>Ending Date</u>
Garcia-Beane, Rosio	District/Receptionist	09/03/2016	06/30/2017

**RESIGNATION**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Arrieta, Ana	WGHS	Teacher	07/21/2016
Green, Adrian	Transportation	Bus Aide	08/12/2016
Lamb, Makenzie*	GWM	Ed. Paraprofessional	09/09/2016
Malone, Renita	GWM	Teacher	07/22/2016
McLendon, Ashley	GWM	Teacher	09/19/2016
Pitts, Williams	WGHS	Teacher	08/26/2016
Shaw-Robinson, Antonita	GWM	Office Manager	08/26/2016
Wilson, Peter	WGHS	Teacher	08/29/2016

\*Resigned to accept another position within the District.

**D.R.O.P. RETIREMENT**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Reginald C. James	Administration	Superintendent	09/30/2016

**TRANSFERS**

<u>Name</u>	<u>Location/Position</u> <u>Transferring From</u>	<u>Location/Position</u> <u>Transferring To</u>	<u>Effective Date</u>
King, Melanie	District/System Support Spec.	Transp./System Support Spec.	08/30/2016
Wright, Jo Lynda	WGHS/Teacher	JASMS/Teacher	08/29/2016

**TERMINATION**

<u>Annual</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Taylor, Patricia	GWM	Teacher	08/26/2016

**INSTRUCTIONAL**

<u>Annual</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Berg, Angela	WGHS	Teacher	09/06/2016
Habersham, Sherise	GWM	Teacher	09/12/2016
Lewis, Rodney	EGHS	JROTC	08/17/2016
Pierreuil, Jeffrey	WGHS	Teacher	08/29/2016
Stokeley, Edward	GWM	Teacher	09/12/2016
Strickland, Maggie	EGHS	Teacher	08/22/2016
Taylor, Kevin	JASMS	Teacher	09/12/2016
Vickers, Annette	WGHS	Teacher	09/13/2016

**NON-INSTRUCTIONAL**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Position</u></b>	<b><u>Effective Date</u></b>
Alls, Precious	HMS	Ed. Paraprofessional	09/12/2016
Clark, Clayton	WGHS	Ed. Paraprofessional	08/16/2016
Estrada, Jaquelin	District	Receptionist (Interim)	09/19/2016
Griffin, Antonio	HMS	SFS Worker	09/06/2016
Hightower, Elizabeth	PreK	HIPPY Program Assistant	08/22/2016
Lamb, Makenzie	GWM	Office Manager	09/12/2016
McMillon, Tamita	JASMS	Ed. Paraprofessional	09/12/2016
Perez, Dalfina	PreK	HIPPY Program Assistant	08/22/2016
Price, Demarrius	Transportation	Bus Driver	08/22/2016
Rollinson, Bernica	GWM	Ed. Paraprofessional	09/12/2016

**OUT-OF-FIELD**

<b><u>Name</u></b>	<b><u>Location</u></b>	<b><u>Out-of-Field Area</u></b>	<b><u>No. of Periods</u></b>
Andrews, Pamela	CES	Elementary Education	All Periods
Allen, Mark	GBES	Elementary Ed/ESOL	All Periods/1 pd.
Amin, Roshini	GBES	Elementary Education	All Periods
Branch, Whitney	CPA	Business Education	All Periods
Brown, Melisa	HMS	History	1 pd.
Cervera, Angela	HMS	Pre-Algebra	1 pd.
Chambers, Breshaun	HMS	Math	1 pd.
Clary, Dritches	CES	Elementary Education	All
Davis, Lynda	GWM	Elementary Education	All Periods
Foxx-Smith, Yolanda	HMS	History	1 pd.
Estremera, Ricardo	WGHS	ESOL	2 pds.
Grant, Kimberly	HMS	History	1 pd.
Habersham, Sherise	GWM	Elementary Education	All Periods
Harmon, Ashleigh	SJES	ESOL	All Periods
Hunter, Sarah	WGHS	Technology Ed.	1 pd.
Jones, Antoinette	CES	Elementary Education	All Periods
Jones, Kiyonna	JASMS	Math	All Periods
Ledger, Richard	WGHS	ESOL	5 pds.
Lightfoot, Erica	WGHS	Art	2pds.
Madry, Cecilia	WGHS	Drama	1 pd.
McMillan, Angel	CES	Elementary Education	All Periods
McNair, Cassandra	HMS	ESE	1 pd.
Mickens, Patrice	HMS	Elementary Education	All Periods
Munroe, Janice	SJES	ESOL	All Periods
Muirhead, Thomas*	WGHS	ESOL/English	4 pds.
Rambosk, Peggy	WGHS	Journalism	1 pd.
Richardson, Shareese	HMS	Reading	1 pd.
Rodier, Christopher	WGHS	Technology Education	6 pds.
Salters, Brandon	WGHS	Driver Education	2 pds.
Sailor, Jasmine	HMS	History/ Reading	2 pds/3 pds.
Sheals, Maurice	JASMS	Science	All Periods
Sims, Jamal	WGHS	Math	6 pds.
Shoy, Briceyda	CPA	Math	All Periods
Taylor, Kevin	JASMS	Library/Media	All Periods
Taylor, Michelle	WGHS	Technology Education	1 pd.
Toussaint, Eric	WGHS	Physical Science	1 pd.
Vickers, Annette	WGHS	Math/Biology	6 pds.
White, Breterra	HMS	Elementary Education	All Periods
Wilson-Montgomery, Laitima	GWM	Library/Media	All Periods

\*correction from August 2016 Board Letter

**Terminations**

#09269026-01 I recommend termination effective September 26, 2016.

**Substitutes**

Garrett, Blake

**Substitutes SFS/Custodial**

Murphy, Pinky

**Substitutes SFS**

Wilson, Gladys





**CROSSROAD ACADEMY CHARTER SCHOOL**  
**(A DIVISION OF COMMUNITY AND**  
**ECONOMIC DEVELOPMENT**  
**ORGANIZATION OF GADSDEN COUNTY, INC.)**  
**FINANCIAL STATEMENTS**  
**JUNE 30, 2016**

**CROSSROAD ACADEMY CHARTER SCHOOL  
(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT  
ORGANIZATION OF GADSDEN COUNTY, INC.)  
JUNE 30, 2016**

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**INDEPENDENT AUDITORS' REPORT**

To the Board of Directors,  
Crossroad Academy Charter School:

We have audited the accompanying special purpose financial statements of Crossroad Academy Charter School (a division of Community and Economic Development Organization of Gadsden County, Inc.), which comprise the statement of financial position as of June 30, 2016 and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

**Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. 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 involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers the internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we obtained is sufficient and appropriate to provide a basis for our audit opinion.

As discussed in Note 1(c) to the special purpose financial statements, the accompanying financial statements were prepared for the purpose of complying with Section 218.39, Florida Statutes, and Section 10.856(2), Rules of the Auditor General for Audits of Charter Schools and Similar Entities, and are intended to present the financial position and the changes in net assets and its cash flows of only that portion of the financial reporting entity of Community and Economic Development Organization of Gadsden County, Inc. that is attributable to the transactions of Crossroad Academy Charter School. These financial statements do not purport to, and do not, present fairly the financial position of Community and Economic Development Organization of Gadsden County, Inc. as of June 30, 2016 and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

## Opinion

In our opinion, the special purpose financial statements referred to above present fairly, in all material respects, the financial position of Crossroad Academy Charter School as of June 30, 2016 and the changes in net assets and its cash flows for the year then ended in conformity with the basis of accounting described in Note 1(c).

## Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated August 25, 2016, on our consideration of Crossroad Academy Charter School's internal control over financial reporting and 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* in considering Crossroad Academy Charter School's internal control over financial reporting and compliance.



Tallahassee, Florida  
August 25, 2016

**CROSSROAD ACADEMY CHARTER SCHOOL  
(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT  
ORGANIZATION OF GADSDEN COUNTY, INC.)  
STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2016**

**ASSETS**

<b>Current assets</b>	
Cash and cash equivalents	\$ 2,836,616
Certificate of deposit	264,407
Prepaid expenses	25,370
Total current assets	3,126,393
 <b>Restricted assets</b>	
Cash for PTO and student activities	45,928
Cash for debt service	98,047
Cash for reserve	148,200
Total restricted assets	292,175
 <b>Property and equipment, net of accumulated depreciation of \$1,017,127</b>	
	3,647,144
 <b>Total Assets</b>	 <b>\$ 7,065,712</b>

**LIABILITIES AND NET ASSETS**

<b>Current liabilities</b>	
Current portion of notes payable	\$ 67,066
Accounts payable and accrued expenses	303,843
Accrued interest	46,047
Total current liabilities	416,956
 <b>Notes payable, less current portion</b>	 1,834,209
 <b>Net assets, unrestricted</b>	 4,814,547
 <b>Total Liabilities and Net Assets</b>	 <b>\$ 7,065,712</b>

The accompanying notes to special purpose financial statements  
are an integral part of this statement.

**CROSSROAD ACADEMY CHARTER SCHOOL**  
**(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT**  
**ORGANIZATION OF GADSDEN COUNTY, INC.)**  
**STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2016**

<b>Support and revenues</b>	
Federal through state	\$ 77,667
Revenue from state sources	3,022,911
Revenue from local sources	<u>654,521</u>
Total support and revenues	<u>3,755,099</u>
 <b>Expenses</b>	
Basic instruction	1,337,162
Other instruction	68,174
Pupil personnel services	43,763
Instructional media services	47,992
Instruction and curriculum development services	5,286
Instructional staff training	1,403
Instructional-related technology	39,442
Board administration	108,571
General administration	38,491
School administration	514,313
Facilities acquisition and construction	-
Fiscal services	1,303
Food services	73,879
Central services	2,795
Pupil transportation services	3,315
Operation of plant	183,251
Maintenance of plant	165,940
Debt service	<u>80,855</u>
Total expenses	<u>2,715,935</u>
 <b>Increase in unrestricted net assets</b>	 <u>1,039,164</u>
 <b>Net assets, unrestricted, beginning of year</b>	 3,775,383
 <b>Net assets, unrestricted, end of year</b>	 <u><u>\$ 4,814,547</u></u>

The accompanying notes to special purpose financial statements  
are an integral part of this statement.

**CROSSROAD ACADEMY CHARTER SCHOOL  
(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT  
ORGANIZATION OF GADSDEN COUNTY, INC.)  
STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED JUNE 30, 2016**

<b>Cash flows from operating activities</b>	
Cash received from grantors, programs and other	\$ 3,303,526
Cash paid to suppliers and employees	(2,486,708)
Interest income	659
Interest paid	(83,539)
Net cash provided by operating activities	<u>733,938</u>
<b>Cash flows from investing activities</b>	
Purchases of property and equipment	(24,020)
Purchase of certificate of deposit	(390)
Net cash used in investing activities	<u>(24,410)</u>
<b>Cash flows from financing activities</b>	
Payments on long-term debt	(64,332)
<b>Net increase in cash and cash equivalents</b>	<u>645,196</u>
<b>Cash and cash equivalents, beginning of year</b>	2,483,595
<b>Cash and cash equivalents, end of year</b>	<u><u>\$ 3,128,791</u></u>
<b>Reconciliation of increase in unrestricted net assets to net cash provided by operating activities:</b>	
Increase in unrestricted net assets	<u>\$ 1,039,164</u>
Adjustments to reconcile increase in unrestricted net assets to net cash provided by operating activities:	
Depreciation	145,227
Increase in prepaid expenses	(894)
Decrease in due from Gadsden County School Board	6,074
Decrease in due from related parties	43,012
Decrease in deferred revenue	(500,000)
Increase in accounts payable and accrued expenses	4,039
Decrease in accrued interest	(2,684)
Total adjustments	<u>(305,226)</u>
<b>Net cash provided by operating activities</b>	<u><u>\$ 733,938</u></u>

The accompanying notes to special purpose financial statements  
are an integral part of this statement.



**CROSSROAD ACADEMY CHARTER SCHOOL  
(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT  
ORGANIZATION OF GADSDEN COUNTY, INC.)  
NOTES TO SPECIAL PURPOSE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2016**

**(1) Summary of Significant Accounting Policies:**

The following is a summary of the more significant accounting policies and practices of Crossroad Academy Charter School (“the Organization”) which affect significant elements of the accompanying financial statements:

- (a) **Purpose of Crossroad Academy Charter School**—Crossroad Academy Charter School was formed to provide a year round, alternative educational system to assist “at risk” students in preparing academically, socially, and culturally to be responsible participants in our society.
- (b) **Basis of Accounting**—The financial statements of the Organization have been prepared on the accrual basis of accounting, and accordingly, reflect all significant receivables, payables and other liabilities.
- (c) **Basis of Presentation**—The financial statements were prepared solely for the purpose of complying with Chapter 10.850, Rules of the Auditor General of the State of Florida, and are not intended to be a complete presentation of Community and Economic Development Organization of Gadsden County, Inc.. Financial statement presentation follows the recommendations of the Financial Accounting Codification, *Financial Statements of Not-for-Profit Organizations*. Accordingly, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.
- (d) **Property and Equipment**—Property and equipment acquired by the Organization is considered to be owned by the Organization. However, funding sources may maintain an equitable interest in the property purchased with grant monies as well as the right to determine the use of any proceeds from the sale of these assets. The Federal Government has a reversionary interest in those assets purchased with its funds which have cost of \$5,000 or more and an estimated useful life of at least one year. The State of Florida has a reversionary interest in those assets purchased with funds which have a cost of \$1,000 or more and an estimated useful life of at least one year.

Property and equipment with a value greater than \$1,000 and an estimated useful life of at least one year is recorded at cost when purchased. Depreciation is computed using the straight-line method over the estimated useful life of the assets, ranging from five to thirty nine years.
- (e) **Cash and Cash Equivalents**—For the purpose of reporting cash flows, cash and cash equivalents include cash on hand, amounts due from banks, and certificates of deposit with original maturities of less than ninety days.
- (f) **Use of Estimates**—The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

The accompanying notes to financial statements  
are an integral part of this statement.

**CROSSROAD ACADEMY CHARTER SCHOOL  
(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT  
ORGANIZATION OF GADSDEN COUNTY, INC.)  
NOTES TO SPECIAL PURPOSE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2016**

**(1) Summary of Significant Accounting Policies: (Continued)**

- (g) **Income Taxes**—The Organization is generally exempt from income taxes under Section 501 (c)(3) of the Internal Revenue Code. Therefore, no provision for income taxes has been made in the accompanying financial statements.
- (h) **Advertising**—The Organization expenses advertising as incurred.
- (i) **Receivables**—Receivables are stated at the amount management expects to collect from balances outstanding at year-end. Based on management’s assessment of the credit history with those having outstanding balances and current relationships with them, it has concluded that realization losses on balances outstanding at year-end will be immaterial.

**(2) Concentrations of Credit Risk:**

- (a) **Demand Deposits with Bank**—The Organization maintains cash deposits with banks. The Organization has no policy requiring collateral to support its cash deposits, although accounts at each bank are insured by the Federal Deposit Insurance Corporation.
- (b) **Receivables**—The Organization’s receivables are for amounts due under contracts with the State of Florida and Federal and local government agencies. The Organization has no policy requiring collateral or other security to support its receivables.

**(3) Significant Funding Source:**

The Organization receives a substantial amount of its funding from the Gadsden County School Board. A significant reduction in the level of this funding, if this were to occur, could have an adverse effect on the Organization’s programs and activities.

**(4) Property and Equipment:**

Property and equipment consists of the following at June 30, 2016:

Land	\$ 303,505
Buildings and improvements	3,732,981
Computer equipment	412,812
Construction in process	139,265
Furniture and equipment	62,871
Vehicles	12,837
	4,664,271
Less: accumulated depreciation	1,017,127
	\$ 3,647,144

Depreciation expense for the year ended June 30, 2016 was \$145,227.

The accompanying notes to financial statements  
are an integral part of this statement.

**CROSSROAD ACADEMY CHARTER SCHOOL  
(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT  
ORGANIZATION OF GADSDEN COUNTY, INC.)  
NOTES TO SPECIAL PURPOSE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2016**

(5) **Long-term Debt:**

Long-term debt consisted of the following at June 30, 2016:

4.25% note payable to USDA Rural Development, payable in \$ 1,901,275  
annual payments of \$147,870 including interest, due on  
December 4, 2034, collateralized by real property.

	1,901,275
Less: Current portion of long-term debt	67,066
Long-term debt, less current portion	\$ 1,834,209

At June 30, 2016, note payable maturities were as follows:

Year		\$
2017		67,066
2017		69,916
2019		72,888
2020		75,985
2021		79,215
Thereafter		1,536,205
Total		\$ 1,901,275

Under the Loan Agreement with Rural Development, the Organization is required to make monthly deposits of \$1,233 into a reserve account until the balance reaches \$147,870.

(7) **Profit Sharing Plan:**

The Organization offers a defined contribution pension plan set up under IRC401(a). The maximum contribution is 25% of eligible compensation. For the year ended June 30, 2016, the amount of retirement expense was \$100,000.

(8) **Risk Management:**

The Organization is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; and natural disasters for which the Organization carries commercial insurance.

The accompanying notes to financial statements  
are an integral part of this statement.

**CROSSROAD ACADEMY CHARTER SCHOOL  
(A DIVISION OF COMMUNITY AND ECONOMIC DEVELOPMENT  
ORGANIZATION OF GADSDEN COUNTY, INC.)  
NOTES TO SPECIAL PURPOSE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2016**

(9) **Subsequent Event:**

The Organization has evaluated events and transactions for potential recognition or disclosure in the financial statements through August 25, 2016, the date which the financial statements were available to be issued. No subsequent events have been recognized or disclosed.

The accompanying notes to financial statements  
are an integral part of this statement.

- 9 -

**INDEPENDENT AUDITORS' 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 Board of Directors,  
Crossroad Academy Charter School

We have audited, 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, the financial statements of Crossroad Academy Charter School, which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated August 25, 2016.

**Internal Control Over Financial Reporting**

In planning and performing our audit, we considered Crossroad Academy Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the effectiveness of Crossroad Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Crossroad Academy Charter School's internal control.

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 misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the Organization's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during the audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

## **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Crossroad Academy Charter School'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*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Tallahassee, Florida  
August 25, 2016

**INDEPENDENT AUDITORS' MANAGEMENT LETTER REQUIRED BY CHAPTER 10.850,  
RULES OF THE AUDITOR GENERAL**

To the Board of Directors,  
Crossroad Academy Charter School:

**Report on the Financial Statements**

We have audited the special purpose financial statements of Crossroad Academy Charter School (a division of Community and Economic Development Organization of Gadsden County, Inc.) as of and for the year ended June 30, 2016, and have issued our report thereon dated August 25, 2016.

**Auditor Responsibility**

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 Reporting Required by Government Auditing Standards**

We have issued our Independent Auditors' 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*. Disclosures in that report, which is dated August 25, 2016, should be considered in conjunction with this management letter.

**Prior Audit Findings**

Section 10.854 (1)(e)1., Rules of the Auditor General, requires that we determine as to whether or not corrective actions have been taken to address significant findings and recommendations made in the preceding annual financial audit report. The finding identified as a deficiency in the prior year as 2015-01 Preparation of Financial Statements and the second preceding fiscal year as 2014-01 Preparation of Financial Statements, is no longer warranting further action.

**Financial Condition**

Section 10.854 (1)(e)2. And 10.855(11), Rules of the Auditor General, require that we apply appropriate procedures to determine whether or not the Charter School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific conditions(s) met. In connection with our audit, we determined that the Crossroad Academy Charter School (a division of

Community and Economic Development Organization of Gadsden County, Inc.) did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854 (1)(e)6a and 10.855(12), Rules of the Auditor General, require that we apply financial condition assessment procedures for the Charter School. It is management's responsibility to monitor the Crossroad Academy Charter School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of the financial information provided by same. The financial condition assessment was done as of June 30, 2016, and there were no deteriorating financial conditions required to be disclosed by the Rules of the Auditor General (Section 10.855(12)).

#### **Transparency**

Sections 10.854(1)(e)7. and 10.855(13), Rules of the Auditor General, require that we apply appropriate procedures to determine whether the Crossroad Academy Charter School (a division of Community and Economic Development Organization of Gadsden County, Inc.) maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that the Crossroad Academy Charter School (a division of Community and Economic Development Organization of Gadsden County, Inc.) has not maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

#### **Other Matters**

Section 10.854 (1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we did not have any such recommendations.

Section 10.854 (1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts 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 which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

Section 10.854 (1)(e)5., Rules of the Auditor General, requires the name or official title of the charter school. Crossroad Academy Charter School (a division of Community and Economic Development Organization of Gadsden County, Inc.) was formed August 6, 1998 by the Community and Economic Development Organization of Gadsden County, Inc.

#### **Purpose of this Letter**

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and the House of Representatives, the Florida Auditor General, Federal and other granting agencies, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

*Brooks, Hanson & Cuyler*

Tallahassee, Florida  
August 25, 2016



SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: September 27, 2016

TITLE OF AGENDA ITEM: Memorandum of Understanding – CIS of Florida

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Renewal of annual Memorandum of Understanding with Communities in Schools of Florida to provide the establishment and operation of a local project under the AmeriCorps VISTA program pursuant to Title I, Part A of the Domestic Volunteer Service Act. The primary purpose of this MOU is for the Gadsden County Schools to provide the site with up to (7) AmeriCorps VISTA members (serving as Parent Liaisons) to perform volunteer service to strengthen and supplement efforts to eliminate poverty and poverty-related human, social and environmental problems as specified in the Project Application. The Project Application is incorporated in this MOU by reference.

FUND SOURCE: Federal

AMOUNT: \$42,000.00 (\$6,000 per VISTA for up 7 total)

PREPARED BY: Rose Raynak *ll*

POSITION: Director of Federal Programs

2016 SEP -9 PM 4:25  
COMMUNITY IN SCHOOLS OF FLORIDA

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

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

## MEMORANDUM OF UNDERSTANDING

Communities In Schools of Florida  
444 Appleyard Dr.  
Tallahassee, FL 32304  
850-201-9756

Project Director: Douglas Martin  
Project Number: (850) 201-9750  
&

Gadsden County School District  
35 Martin Luther King Jr. Boulevard  
Quincy, FL 32351  
(850) 627-9651

Director: Rose Raynak  
AmeriCorps\*VISTA Supervisor: Rose Raynak

This Memorandum of Understanding, hereinafter referred to as "the MOU", between the two above-captioned parties: 1) **Communities In Schools of Florida**; hereafter referred to as "Sponsor" and 2) **Gadsden County School District**, hereafter referred to as "Site," sets forth the parties' understanding concerning the establishment and operation of a local project under the AmeriCorps\*VISTA program, pursuant to Title I, Part A of the Domestic Volunteer Service Act, as amended, (42 U.S.C. 4951 et seq.), hereinafter referred to as "the Act". The primary purpose of this MOU is for the Sponsor to provide the Site with up to Seven (7) AmeriCorps\*VISTA members to perform volunteer service to strengthen and supplement efforts to eliminate poverty and poverty-related human, social, and environmental problems as specified in the Project Application. The Project Application is incorporated in this MOU by reference.

The MOU provides for the assignment of up to Seven (7) AmeriCorps\*VISTA members supported by the Sponsor.

This MOU is not intended to be a formal contract between the agencies/parties, but rather an expression of understanding to facilitate cooperation on matters as outlined herein.

### I. GENERAL PROVISIONS

#### 1. Duration of This MOU

This MOU is for one year, and shall become effective on the date after execution of this MOU. The date of execution of this MOU is the date that the final signatory for either party signs and dates this MOU. This MOU is subject to performance of the terms as set forth in this MOU, below in Part II. Activity on the project shall be deemed to have begun on **08/23/2016** and shall end thereafter on **08/22/2017**, unless terminated sooner by either or both of the parties. It is the intent that this MOU will be renewed in August 2017 and continues for another year; this is pending available resources from the CNCS VISTA State Office and not Communities In Schools of Florida.

## **2. Status of VISTA Members During Service**

- a. AmeriCorps\*VISTA members are eligible for all benefits and coverage's provided to them under the Domestic Volunteer Service Act of 1973 (the Act), including the "income disregard" provisions as set forth at 42 U.S.C. § 5044 of the Act; the Federal Employees Compensation Act (FECA); and the Federal Tort Claims Act (FTCA).
- b. AmeriCorps\*VISTA members shall not be considered employees of the Sponsor or the Site. AmeriCorps\*VISTA members are deemed employees of the federal government
- c. AmeriCorps\*VISTA members are non-sworn individuals with no rights or authority to take any law enforcement action or effect arrest.

## **II. RESPONSIBILITIES OF THE PARTIES**

### **1. Sponsor Responsibilities**

- a. Provide technical assistance to the Site in planning, development, and implementation of the project;
- b. Periodically review and assist the Site's use of AmeriCorps\*VISTA members to achieve the objectives and perform the task(s) specified in the Project Narrative;
- c. Promptly respond to written requests by the Site to remove any AmeriCorps\*VISTA member from the project.

### **2. Site Obligations**

- a. VISTA members must be supervised by a trained site supervisor who is responsible for management of the VISTA program locally, verifying time and attendance records of VISTAs, reporting on progress being achieved, as well as resolving any issues/questions associated with the VISTAs. The Site Supervisor must take the official CNCS site supervisor on-line training course and utilize the VISTA Site Supervisor Manual. If for any reason the Site Supervisor is out for an extended amount of time, an acting Site Supervisor must be identified and trained.
- b. Assist in the recruitment of applicants to become AmeriCorps\*VISTA members;
- c. Accept an assigned AmeriCorps\*VISTA member as a volunteer, subsequent to a successful law enforcement background investigation;
- d. Arrange and be responsible for providing in-depth on-site orientation and training for all incoming AmeriCorps\*VISTA members at the beginning of their service;
- e. Assist in the provision of pre-service, early service, and in-service training, as specified in the Project Narrative;
- f. Operate the project in accordance with the provisions of the Act, applicable program policies and regulations, and other Federal laws, regulations, and policies which are, or become, applicable to the program;

- g. Operate the project in accordance with the project application, including the budget that states the Site's reimbursement to the Sponsor for the subsistence allowances of all AmeriCorps\*VISTA members assigned to the Site who are subject to cost-share. The current cost-share (administrative fee) is \$6,000 annually. **The site will make every reasonable effort to provide the Sponsor the annual cost prior to any members attending the required Pre-Service Orientation for AmeriCorps VISTA.** All cost-share amounts are final and not pro-rated if a member terminates early for any reason;
- h. Engage in best efforts to accomplish the goals and objectives set out for the AmeriCorps\*VISTA members in the Project Narrative, and comply with the Assurances included within the Project Application (Narrative);
- i. Provide reimbursement for mileage if member travels
- j. Supervise the AmeriCorps\*VISTA members.
- k. Abide by the appropriate task set forth by the Sponsor and avoid assigning VISTA Members Direct Service assignments or inappropriate tasks. (A list of inappropriate tasks can be found in the Supervisors manual on pages 71-72);
- l. Maintain such records and accounts, and make such reports and investigations concerning matters involving AmeriCorps\*VISTA members and the project as the Sponsor may request. The Site agrees to retain such records as the Sponsor may request for a period of three years after completion or termination of the project, or longer if requested for administrative proceedings and/or litigation purposes, and to provide access to such records to the Sponsor for the purpose of litigation, audit or examination;
- m. Notify the Sponsor of any changes in writing to the VISTA Member's Assignment Description, supervisor, site;
- n. To the maximum extent practicable, consult with and use the people of the community to be served by AmeriCorps\*VISTA members in planning, developing, and implementing the project;
- o. Report to the Sponsor, within 24 hours, the unscheduled departure of AmeriCorps\*VISTA members, and otherwise keep the Sponsor timely informed of unscheduled changes of status and conditions of AmeriCorps\*VISTA members, such as arrests, hospitalization, and absence without leave;
- p. Submit Project Progress Reports within the required time frame. Currently The Sponsor operates on a monthly progress report schedule that is to be completed by the VISTA member and turned in by the Site Supervisor no later than the 5<sup>th</sup> business day of every month;
- q. Submit on-site training (OST) plans to the Sponsor prior to the starting date of such training. On-site training must occur and be completed within the first two to four weeks of an AmeriCorps\*VISTA member's assignment to the Site;
- r. Make every reasonable effort to ensure that the health and safety of AmeriCorps\*VISTA members are protected during the performance of their assigned duties. The Site shall

not assign or require AmeriCorps\*VISTA members to perform duties which would jeopardize their safety or cause them to sustain injuries;

- s. In the event of a locally- and/or nationally- declared disaster, and with direction from the Sponsor be responsible for providing AmeriCorps\*VISTA members opportunities to participate in local and/or national emergency disaster relief efforts if needed. All AmeriCorps\*VISTA Program policies, terms and conditions remain in effect and benefits and protections afforded and provided to AmeriCorps\* VISTA members and Sponsors and Sites shall continue while on special disaster relief assignment as if the AmeriCorps\*VISTA members are in traditional service at the originally assigned site;
- t. Allow AmeriCorps\*VISTA members to participate in National Days of Service, e.g., Martin Luther King, Jr. Holiday, National Volunteer Week, should activities be organized in the communities where the members are in service.

### **3. Joint Responsibilities**

- a. Site has primary responsibility for recruiting AmeriCorps\*VISTA members with support from the Sponsor;
- b. The Sponsor and Site will cooperate together in all in-service trainings;
- c. Neither the Sponsor nor the Site have authority to terminate a VISTA member and will request removal of a member should a situation arise that deems it necessary.

### **4 Nondiscrimination**

#### **a. General Prohibition**

No person with responsibilities in the operation of the project shall discriminate against any AmeriCorps\*VISTA member, or member of the staff of, or beneficiary of the project, with respect to any aspect of the project on the basis of race, religion, color, national origin, sex, sexual orientation, age, disability, political affiliation, marital or parental status, or military service.

#### **b. Sexual Harassment**

Sexual harassment is a form of discrimination based on sex, which is prohibited as addressed directly above. As the recipient of federal financial assistance from the Corporation, the Site is responsible for violations of the prohibition against sexual harassment and for taking corrective action and/or disciplinary action if violations occur. Such sexual harassment violations include:

1. Acts of "quid pro quo" sexual harassment where a supervisor demands sexual favors for service benefits, regardless of whether the Site, its agents or supervisory employees should have known of the acts;
2. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature which have the purpose or effect of creating an intimidating, hostile or offensive service environment;

3. Acts of sexual harassment toward fellow AmeriCorps\*VISTA members or non-employees, where the Site, its agent or its supervisory employees knew or should have known of the conduct, unless it took immediate and appropriate corrective action.

**5. Delegation and Subcontracting**

The Site is prohibited from delegating or assigning any of its obligations or duties contained in this MOU.

**6. Supplemental Payments Prohibited**

Monetary subsistence allowances provided to AmeriCorps\*VISTA members are designed to permit AmeriCorps\*VISTA members to live at or below the economic level of the persons served, as required by law. The Site is strictly prohibited from supplementing these allowances.

**7. Prohibitions of Use of Corporation Assistance By Site**

The Site agrees that no AmeriCorps\*VISTA member assigned to the Site, under this MOU, shall be used to assist, provide or participate in:

- a. Partisan and non-partisan political activities associated with a candidate, including voter registration;
- b. Direct or indirect attempts to influence passage or defeat of legislation or proposals by initiative petition;
- c. Labor or anti-labor organization or related activities;
- d. Religious instruction, worship services, proselytization, or any other religious activity as an official part of their duties;

**8. The Sponsor further agrees not to:**

- a. Carry out projects resulting in the identification of such projects with partisan or non-partisan political activities, including voter registration activities, or providing voter transportation to the polls;
- b. Assign AmeriCorps\*VISTA members to activities that would result in the hiring of or result in the displacement of employed workers, or impair existing contracts for service;
- c. Accept or permit the acceptance of compensation from AmeriCorps\*VISTA members or from beneficiaries for the services of AmeriCorps\*VISTA members;
- d. Approve the involvement of any AmeriCorps\*VISTA members assigned to it in planning, initiating, participating in, or otherwise aiding or assisting in any demonstration whatsoever.

**III. LIABILITY**

1. To the extent permitted by Section 768.28, Florida Statutes, and the Florida Constitution, the parties agree to indemnify and hold harmless each other from all claims, damages, liabilities, or suits of any nature whatsoever arising out of, because of, or due to any act or occurrence of omission or commission of either party, including but not limited to costs and a reasonable attorney's fee. Neither party shall be deemed to assume any liability for the acts, omissions to act and negligence of servants and employees;
2. The Site does not waive its sovereign immunity by entering into this MOU, and fully retains all immunities and defenses provided by law with respect to any action based on or occurring as a result of this MOU;
3. The Sponsor and the Site agree that the AmeriCorps\*VISTA member that has been assigned to the Site for participation in the local project as defined in the opening paragraph of this MOU, is not an employee of the Site, but rather an employee of the federal government as defined in Section I.2.a., herein, and therefore, the Site shall not be deemed to assume responsibility for the acts, omissions, or conduct of the AmeriCorps\*VISTA member while engaged in rendering services pursuant to this MOU.

**IV. TERMINATION**

1. This MOU may be terminated without cause by either party upon 30 days written notice provided to the non-terminating party by the terminating party;
2. In witness whereof, the parties whose signatures appear below attest to having the authority to enter into this MOU and agree that this MOU will become effective on the aforementioned date.

**COMMUNITIES IN SCHOOLS OF FLORIDA**

**Gadsden County School District**

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

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

(Sponsor Signature)

(Responsible Party)

Name: Douglas Martin

Name: \_\_\_\_\_

(Print)

Title: CISFL Interim State Director

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Address: 444 Appleyard Drive, TPP 298  
Tallahassee, FL 32304

Address: 35 Martin Luther King Jr. Boulevard  
Quincy, FL 32351

Phone: (850) 201-9750

Phone: (850) 627-9651

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: September 27, 2016

TITLE OF AGENDA ITEM: Math and Science Partnership Grant



DIVISION: Federal

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

**PURPOSE AND SUMMARY OF ITEM:**

The following purchase orders are a part of the materials for the approved Math and Science Partnership grant between FSU and Gadsden County Schools.

<u>Vendor</u>	<u>PO#</u>	<u>Fund</u>	<u>Amount</u>
Ella Mae Daniel	198014	420	\$ 11,833.00
IAT Interactive, LLC	198547	420	\$ 35,000.00
IAT Interactive, LLC	198548	420	\$ 15,400.00
Carolina Biological Supply	198550	420	\$ 21,282.85
School Specialty	198551	420	\$ 4,688.12
Hights Cross Communications	198552	420	\$ 1,812.38
FL School Book Depository	198553	420	\$ 4,560.51
Amscope	198554	420	\$ 13,497.00
Explore Learning, LLC	198555	420	\$ 1,995.00

FUND SOURCE: Federal

AMOUNT: \$ 110,068.86

PREPARED BY: Rose Raynak *RR*

POSITION: Director of Federal Programs

9/28 SEP - 2 PM 4:05  
OFFICE OF THE SUPERINTENDENT  
1000 UNIVERSITY BLVD  
TALLAHASSEE, FL 32310

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

     Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered     

CHAIRMAN'S SIGNATURE: page(s) numbered





# Purchase Order

# 198014  
05/10/2016

Standard - STEM-Daniel, Ella  
Mae

**State Tax Exemption #**

85-8012621915C-2

**Federal Employer Identification #**

59-6000615

Order Contact: Dana Martin

School Contact: Rose Raynak

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

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

Vendor (VD01926000)	Ship To	Bill To
DANIELS, ELLA MAE G107 STONE BLDG TALLAHASSEE, FL 32306-4459	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
	PROVIDE PROFESSIONAL DEVELOPMENT FOR STEM	1		11,833.00	11,833.00
<b>Total</b>					11,833.00

Fund	Function	Object	Facility	Project	Program	Amount
420	6400	390	9001	4227000		11,833.00

Superintendent

Comments for vendor:

Terms:



**Purchase Order**  
Standard - IAT Interactive

# 198547  
09/07/2016

**State Tax Exemption #**

85-8012621915C-2

**Federal Employer Identification #**

59-6000615

Order Contact: Dana Martin

School Contact: Rose Raynak

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

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

Vendor (VI03200000)	Ship To	Bill To
IAT INTERACTIVE, LLC DBA-IT'S ABOUT TIME 333N BEDFORD RD, STE 110 MT. KISCO, NY 10549	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
PD STEM	STEM Follow - up Workshop - 3 days	1		15,000.00	15,000.00
	On Site STEM Coaching	1		7,200.00	7,200.00
	STEM Webinar For Teachers	1		4,800.00	4,800.00
	Administrator STEM Session	1		6,000.00	6,000.00
	STEM Webinars for administrators	1		2,000.00	2,000.00
<b>Total</b>					<b>35,000.00</b>

Fund	Function	Object	Facility	Project	Program	Amount
420	6400	390	9001	4227000		35,000.00

Superintendent

**Comments for vendor:**

SAM Checked/Vendor not subrecipient; No state of consortia pricing found per S.287.056, F.S.; Continued STEM Learning from 2015-2016 Bd Apvd 10/27/15 (7p) Sole Source/consumables :sa

**Terms:**



# Purchase Order

Standard - IAT Interactive, LLC

# 198548

09/07/2016

**State Tax Exemption #**

85-8012621915C-2

**Federal Employer Identification #**

59-6000615

Order Contact: Dana Martin

School Contact: Rose Raynak

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

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

Vendor (VI03200000)	Ship To	Bill To
IAT INTERACTIVE, LLC DBA-IT'S ABOUT TIME 333N BEDFORD RD, STE 110 MT. KISCO, NY 10549	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
STEM Active Learning Package	6-12 STEM Package includes Activities that covers Physics content. Enough materials to service up to 35 teachers for multiple sections.	35		400.00	14,000.00
	Shipping	1		1,400.00	1,400.00
<b>Total</b>					<b>15,400.00</b>

Fund	Function	Object	Facility	Project	Program	Amount
420	6400	510	9001	4227000		15,400.00

Superintendent

**Comments for vendor:**

SAM Checked/Vendor not subrecipient; No state of consortia pricing found per S.287.056, F.S.; Continued STEM Learning from 2015-2016 Bd Apvd 10/27/15 (7p) Sole Source/consumables

**Terms:**



# Purchase Order

Standard - Carolina

# 198550

09/07/2016

### State Tax Exemption #

85-8012621915C-2

### Federal Employer Identification #

59-6000615

Order Contact: Dana Martin

School Contact: Rose Raynak

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

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

Vendor (VC03800000)	Ship To	Bill To
CAROLINA BIOLOGICAL SUPPLY CO 2700 YORK RD BURLINGTON, NC 27215-3398	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

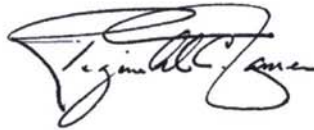
Item #	Description	Quantity	UOM	Unit Price	Amount
702070	Pull-Spring Scales, Economy, 100 g x 2 g	14		5.50	77.00
646706B	Goggles, Economy Chemical Splash	341		3.40	1,159.40
706348	Disposable Vinyl Gloves, Medium, Dispenser of 100	17		20.00	340.00
721231	Carolina Cylinder Starter Pack	11		66.30	729.30
721230	Carolina Beaker Starter Pack	14		26.55	371.70
731048	Carolina Standard-grade glass test tube 10 x 75 mm	14		15.20	212.80
745380	Red spirit-filled total immersion 12 in thermometer	52		5.55	288.60
758406	Alnico bar magnets, unpainted 2 x 1/2 x 1/4	9		11.30	101.70
758407	Alnico bar magnets, unpainted 3 x 1/2 x 1/4	9		15.70	141.30
758527	Alnico magnet set of 4	14		31.95	447.30
736903	Medicine droppers, glass, straight tip 4 in	9		4.05	36.45
GEO90	Comprehensive mineral collection	3		261.00	783.00
971750	Cup, plastic 2-1/2 oz	6		4.95	29.70
758557	Magnetic marbles	11		17.60	193.60
158708	Discovery lens kit	3		49.95	149.85
755961	Carolina introduction to electricity kit	1		157.00	157.00
964522	Electronic snap circuits Jr. upgrade kit	1		34.95	34.95
964512	Electronic snap circuits jr., SC100	5		38.50	192.50
702012	Carolina electronic balance 500 g, readability 0.1 g	1		204.00	204.00
961865	Graduated cylinder set	21		34.65	727.65
701630	Indicator tape, sterile, 3/4 x 500"	2		6.25	12.50
973423CS	String, super twine, 200 ft	1		79.95	79.95
713116	Plastic bags, heavyweight, 10 x 14	2		20.75	41.50
971323	Spoon, plastic	2		4.45	8.90
<b>Total</b>					21,282.85

Item #	Description	Quantity	UOM	Unit Price	Amount
623990	Dissecting forceps, economy, plastic, 5"	70		1.15	80.50
702629	Fiberglass tape measure	5		18.30	91.50
602278	Plastic box with magnifying lid 4 x 1 square	30		1.40	42.00
957152	Motorized solar system	8		57.25	458.00
731025	Carolina standard grade erlenmeyer flasks, 25 ml	3		31.15	93.45
644009	Modeling clay assortment 1	34		5.65	192.10
644010	Modeling clay assortment 2	10		5.65	56.50
971718	Drinking straw, plastic, jumbo	4		2.95	11.80
971744	Cube, metal, 2 oz	2		26.95	53.90
972146	Clothespin, wood	4		6.95	27.80
974617	Sandpaper, coarse 14 x 27 cm	3		8.45	25.35
974616	Sandpaper, fine, 14 x 27 sm	3		8.45	25.35
706332	Disposable laboratory coat, tyvek	20		7.80	156.00
158702	Wisconsin fast plants growth, development, and reproduction advanced classroom kit	5		78.95	394.75
671704	Fusion 200	2		8.50	17.00
659006	Exhibit panels, tri-fold, white	8		101.95	815.60
602014	Carson magnifama magnifier, 3 x	16		2.95	47.20
752245	Bottle rocket launcher, single	1		41.00	41.00
702011	Carolina electronic balance 300 g, readability 0.1 g	2		173.00	346.00
702150	OHAUS triple beam balance model 750-S0	8		168.00	1,344.00
705060	Hardboard seat stool 18" H	20		51.00	1,020.00
712490	Rubber stopper assortment, 5 lb	3		63.60	190.80
716541	Dispensing bottle, 1 oz	10		1.50	15.00
716542	Dispensing bottle, 2 oz	10		1.65	16.50
716543	Dispensing bottle, 4 oz	10		2.20	22.00
716544	Dispensing bottle, 6 oz	2		2.45	4.90
716545	Dispensing bottle, 8 oz	2		3.10	6.20
702676	Large-display timer	4		39.95	159.80
752476	Deluxe density cube set	4		36.50	146.00
840461	Goofy glowing gel experiment class chemistry kit	4		61.95	247.80
840461	Silly putty	25		11.95	298.75
751528	Falling bodies apparatus	4		26.95	107.80
751640	Happy and sad balls	4		7.95	31.80
751840	Friction board	8		19.60	156.80
GEO2878	Introduction to minerals study kit	4		26.00	104.00
GEO2070	Explore with me geology, rocks & minerals	25		9.95	248.75
GEO500	Crystals, rocks and minerals kit	4		56.50	226.00
652532	Solar motion classroom set	4		32.50	130.00
957126	Planet poster set	4		16.95	67.80
221240	Vertebrate survey set	4		60.00	240.00
				<b>Total</b>	21,282.85

Item #	Description	Quantity	UOM	Unit Price	Amount
571504	Animals, carolina's realms of life chart	4		19.95	79.80
144060	Butterfly life cycle model set	25		8.00	200.00
951515	Butterfly life cycle poster	4		15.75	63.00
970434	Container, storage, mini, purple	4		22.95	91.80
144085	Painted lady butterfly amazing bugs kit	4		34.75	139.00
962107	Stopwatch	4		40.75	163.00
731037	Carolina standard grade widemouthed erienmeyer flask 1000 ml	2		63.05	126.10
731028	Carolina standard grade erienmeyer flasks 100 ml	2		32.60	65.20
731031	Carolina standard grade erienmeyer flasks 1000 ml	3		13.90	41.70
731029	Carolina standard grade erienmeyer flasks 250 ml	2		31.80	63.60
731030	Carolina standard grade erienmeyer flasks 500 ml	2		25.20	50.40
711315	Stirring rod with rubber policeman	14		9.95	139.30
579938A	Atlantis relief globe	6		79.00	474.00
707242	Support ring, cast iron, 2"	24		6.80	163.20
758527	Alnico magnet set	6		31.95	191.70
705831	Adjustable t-leg activity table 30 x 72 rectangular, light oak top	6		217.00	1,302.00
758322	Iron fillings	6		6.50	39.00
975134	Sphere, styrene, 1-3/8	24		9.95	238.80
895440	Litmus paper strips, neutral	1		11.60	11.60
895510	Litmus paper strips, red	1		11.95	11.95
895389	Litmus paper strips, blue	12		1.25	15.00
731027	Carolina standard grade erienmeyer flasks 50 ml	2		31.80	63.60
731038	Carolina standard grade glass culture tubes with caps 13 x 100 mm	4		12.75	51.00
731979	Economy plastic test tube rack 13 mm	1		10.90	10.90
731980	Economy plastic test tube rack 16 mm	1		10.90	10.90
731984	Ecnomy plastic test tube rack, 25 mm	2		10.90	21.80
702850	Lab scoop with handle	3		4.55	13.65
702972	Utility tongs	4		2.60	10.40
702900	Test tube clamp, stoddard	6		2.05	12.30
703469	96-well tissue culture plate	4		6.25	25.00
758685	Field compass	2		12.95	25.90
721219	Pyrex beaker starter pack	3		32.95	98.85
701032	Carolina digital hot plate, 115 v, us plug	2		265.00	530.00
GEO190	Classroom collection of rocks and minerals	4		56.50	226.00
292336	Beginner's biology microscope slide set	2		389.95	779.90
702150	OHAUS triple beam balance, model tj6111	2		151.00	302.00
756350	Wire, bare copper, 16 gauge, 135 ft	2		19.50	39.00
955040	Carolina electric circuits kit	2		189.00	378.00
706245	Laboratory aprons value pack, adult size 36 x 43	3		66.30	198.90
<b>Total</b>					21,282.85

Item #	Description	Quantity	UOM	Unit Price	Amount
840164	Organic chemistry molecular mode set	1		87.75	87.75
646514	Deluxe OSHA-compliant first aide kit	1		59.70	59.70
717820	Chemistry labware kit	2		93.25	186.50
736319	Corning disposable bulk pack, nonsterile, nonplugged pasteur pipet, 5 3/4 in long	2		15.80	31.60
706336	Nitrile disposable gloved, medium	2		17.95	35.90
311968	Beginner's human tissue microscope slide set	1		132.00	132.00
<b>Total</b>					<b>21,282.85</b>

Fund	Function	Object	Facility	Project	Program	Amount
420	6300	510	9001	4227000		21,282.85



Superintendent

**Comments for vendor:**

SAM Checked/Vendor not subrecipient; No state of consortia pricing found per S.287.056, F.S. Materials for Board approved project 2015-16sa; 5% education discount will be applied per company

**Terms:**



**Purchase Order**  
Standard - FREY Scientific

# 198551  
09/07/2016

**State Tax Exemption #**

85-8012621915C-2

**Federal Employer Identification #**

59-6000615

**Order Contact:** Dana Martin  
**School Contact:** Rose Raynak

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

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

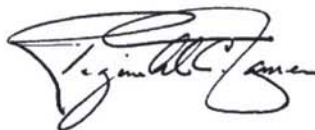
Vendor (VF14400000)	Ship To	Bill To
SCHOOL SPECIALITY DBA-FREY SCIENTIFIC 80 NORTHWEST BLVD NASHUA, NH 03061-3000	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
1457424	MODEL HUMAN HEART LIFE SIZE	2		41.75	83.50
1474928	MODEL BRAIN SECTION MEDIAL AND SAG CUTS	1		305.99	305.99
1498946	MODEL HUMAN URINARY ORGANS 3 PTS	1		74.87	74.87
1457412	MODEL HUMAN BRAIN WITH ARTERIES 9 PTS	1		125.99	125.99
301340	HUMAN TORSO MODEL	2		111.56	223.12
577244	MODEL HUMAN CIRCULATORY SYSTEM 1/2 SIZE	2		318.95	637.90
1459210	MODEL, STOMACH, 2-PART	1		159.11	159.11
563107	TORSO DUAL SEX DELUXE 24-PART	1		980.63	980.63
584376	PAPER,ACID NEUTRAL BASE,100/PK	10		1.43	14.30
086001	CLAY MODELING SCHOOL SMART CREAM 1LB	10		2.51	25.10
085997	CLAY MODELING SCHOOL SMART GRAY 1LB	10		2.51	25.10
085998	CLAY MODELING SCHOOL SMART BROWN 1LB	10		2.51	25.10
086003	CLAY MODELING SCHOOL SMART YELLOW 1LB	10		2.51	25.10
085999	CLAY MODELING SCHOOL SMART GREEN 1LB	10		2.51	25.10
085996	CLAY MODELING SCHOOL SMART RED 1LB	10		2.51	25.10
086002	CLAY MODELING SCHOOL SMART BLUE 1LB	10		2.51	25.10
1810866	ROCK SET SEDIMENTARY	1		15.83	15.83
1810877	ROCK SET METAMORPHIC	1		15.83	15.83
1810855	ROCK SET IGNEOUS	1		15.83	15.83
532001	KIT- KINETIC ENERGY	2		26.63	53.26
322573	MODEL ORBITER PLANETARIUM EA	1		141.11	141.11
077015	2434 INFLATABLE SOLAR SYSTM ST EA	1		35.99	35.99
1302663	MODEL SOLAR SYS	1		92.15	92.15
1297771	HOT DOTS ALL-YEAR SCIENCE PROGRAM GR	1		101.51	101.51
<b>Total</b>					4,688.12



Item #	Description	Quantity	UOM	Unit Price	Amount
1378716	MAGNET SOLAR SYSTEM GIANT	1		19.43	19.43
563864	WEATHER STUDY PRINTS SET/12	1		30.95	30.95
1321185	CELL DIVISION AND GENETICS CHALLENGE	1		17.99	17.99
1413695	POSTER MITOSIS AND MEIOSIS	1		14.39	14.39
1413695	POSTER MITOSIS AND MEIOSIS	1		14.39	14.39
1015723	FREY GEN ANIMAL CELL ACTIVITY MODEL	1		107.99	107.99
30-1430	PLANT CELL MEIOSIS MODEL	1		75.56	75.56
30-1425	PLANT MITOSIS MODEL	1		141.08	141.08
597765	GRASSFROG DOUBLE 4-4.5" WET PAIL/50	1		209.51	209.51
596727	FETAL PIG PLAIN 11-13" VAC PK/10	2		172.79	345.58
568859	PAN, DISSECTION, W/WAX, EA	10		10.07	100.70
080511	GLOVES NITRILE LARGE PACK OF 100	6		13.53	81.18
564410	KIT DISSECTION W/VINYL CASE 65 SERIES	25		6.47	161.75
1385745	APRON DISP POLYETH WT 1MIL 28X46 P/100	5		23.00	115.00
				<b>Total</b>	4,688.12

Fund	Function	Object	Facility	Project	Program	Amount
420	6300	510	9001	4227000		4,688.12



Superintendent

**Comments for vendor:**

SAM Checked/Vendor not subrecipient; No state of consortia pricing found per S.287.056, F.S.

**Terms:**



# Purchase Order

Standard - Triumph Learning  
(GBE)

# 198552

09/07/2016

**State Tax Exemption #**

85-8012621915C-2

**Federal Employer Identification #**

59-6000615

Order Contact: Dana Martin

School Contact: Rose Raynak

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

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

Vendor (VT09850000)	Ship To	Bill To
HAIGHTS CROSS COMMUNICATIONS DBA-TRIUMPH LEARNING P O BOX 1270 LITTLETON, MA 01460-4270	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
193FLPE	FLORIDA COACH, STANDARDS-BASED INSTRUCTION, NEW GOLD EDITION	60		8.99	539.40
194FLPE	FLORIDA COACH, STANDARDS-BASED INSTRUCTION, NEW GOLD EDITION	60		8.99	539.40
195FLPE	FLORIDA COACH, STANDARDS-BASED INSTRUCTION, NEW GOLD EDITION	60		8.99	539.40
	SHIPPING	1		194.18	194.18
<b>Total</b>					<b>1,812.38</b>

Fund	Function	Object	Facility	Project	Program	Amount
420	6300	510	9001	4227000		1,812.38

Superintendent

**Comments for vendor:**

SAM Checked/Vendor not subrecipient; No state of consortia pricing found per S.287.056, F.S.

**Terms:**



**Purchase Order**  
Standard - Florida School  
Book Depository

# 198553  
09/07/2016

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

**Order Contact:** Dana Martin  
**School Contact:** Rose Raynak

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

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

Vendor (VF10400000)	Ship To	Bill To
FLORIDA SCHOOL BOOK DEPOSITORY P O BOX 6578 JACKSONVILLE, FL 32236	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
85-067-1	FL ESNTL HUMAN A&P W/CDRM PH PRENTICE-HALL COLLEGE ANATOMY & PHYSIOLOGY 9-12	30		97.97	2,939.10
860751	LAB MAN ESNTL HUMAN A&P PH PRENTICE-HALL COLLEGE ANATOMY & PHYSIOLOGY 9-12	30		24.97	749.10
860752	WB ESSENTIAL HUMAN A&P PH PRENTICE-HALL COLLEGE ANATOMY & PHYSIOLOGY 9-12	30		24.97	749.10
850672	FL INSTR W/TSTBK ESNTL A&P PH (PRENTICE-HALL COLLEGE)	30		0.00	0.00
850673	CDRM TSTBK ESNTL HUMAN A&P PH (PRENTICE-HALL COLLEGE)	30		0.00	0.00
850674	MNGR W/TSTGN ESNTL HUMAN A&P (PRENTICE-HALL COLLEGE)	30		0.00	0.00
	Shipping	1		123.21	123.21
<b>Total</b>					<b>4,560.51</b>

Fund	Function	Object	Facility	Project	Program	Amount
420	6300	510	9001	4227000		4,560.51

Superintendent

**Comments for vendor:**

SAM Checked/Vendor not subrecipient; No state of consortia pricing found per S.287.056, F.S.; The District School Supt. shall requisition adopted instructional materials from the depository of the publisher with whom a contract has been made. 1006.37

**Terms:**



# Purchase Order

Standard - Amscope

# 198554

09/07/2016

**State Tax Exemption #**

85-8012621915C-2

**Federal Employer Identification #**

59-6000615

**Order Contact:** Dana Martin

**School Contact:** Rose Raynak

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

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

Vendor (V001543402)	Ship To	Bill To
AMSCOPE 14370 MYFORD RD., SUITE 150 IRVINE, CA 92606	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
M150-MS	M150-MS 40X-400X Coarse & Fine Student Microscope w Mechanical Stage	150		89.98	13,497.00
<b>Total</b>					13,497.00

Fund	Function	Object	Facility	Project	Program	Amount
420	6300	510	9001	4227000		13,497.00

Superintendent

**Comments for vendor:**

SAM Checked/Vendor not subrecipient; No state of consortia pricing found per S.287.056, F.S.

**Terms:**



**Purchase Order**  
Standard - Explore Learning

# 198555  
09/07/2016

**State Tax Exemption #**

85-8012621915C-2

**Federal Employer Identification #**

59-6000615

Order Contact: Dana Martin

School Contact: Rose Raynak

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

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

Vendor (V001543017)	Ship To	Bill To
EXPLORELEARNING,LLC 17855 DALLAS PARKWAY, SUITE 400 DALLAS, TX 75287	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
450 students	School Gizmos Science Department License Gr. 3-8 Access	12		166.25	1,995.00
<b>Total</b>					1,995.00

Fund	Function	Object	Facility	Project	Program	Amount
420	6300	510	9001	4227000		1,995.00

Superintendent

**Comments for vendor:**

SAM Checked/Vendor not subrecipient; No state of consortia pricing found per S.287.056, F.S.

**Terms:**

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: September 27, 2016

TITLE OF AGENDA ITEM: Virtual Instruction Program

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Gadsden County's Virtual Instruction Program (GC-VIP) is open to all eligible students within the district. GC-VIP is an innovative educational experience that takes place in an interactive learning environment created through technology. The Gadsden County Public School (GCPS) district remains steadfast to a commitment of excellence.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Deputy Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

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



## **Gadsden County's Virtual Education**

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

### ***VISION STATEMENT***

It is the vision of The School Board of Gadsden County that all students are prepared for success in a rapidly changing, diverse, global society through a variety of educational opportunities.

The district is committed to providing safe and supportive learning environments that ensure continuous progress towards high student achievement. Through the collaboration of a caring school community and the allocation of resources, aligned with GCPS' mission and goals, the district will maximize opportunities for all students to succeed in life.

### ***BELIEF STATEMENTS***

*The Gadsden County School District believes that . . .*

- All students can learn.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- The commitment to continuous improvement to achieve the goal of enabling all students to realize their potential in a rapidly changing, diverse, global society is expected of all stakeholders of the school system.
- Assessments of student learning provide students with a variety of opportunities to demonstrate the achievement of the expectation for their learning.
- Education is the key to opportunity and social mobility.
- A safe and supportive learning environment promotes student achievement.
- Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work.
- The chief priority of GCPS focuses on learning across the system. (*Student learning, professional learning, and organizational learning*)
- The development of a caring school community is a priority for the GCPS school system.
- The allocation of resources, in alignment with GCPS' mission and goals, helps to maximize the opportunity for students to learn and experience success in school.



# Gadsden County's Virtual Instruction Program

## Guidelines and Procedures

### **Enrollment**

#### **Criteria for Eligibility (see Appendix A)**

#### **Florida Statute 1002.455 Student eligibility for K-12 virtual instruction**

A student is eligible to participate in virtual instruction if he/she meets one or more of the following criteria:

- The student spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during October and February for purposes of the Florida Education Finance Program surveys.
- The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to a permanent change of station order.
- The student was enrolled during the prior school year in a virtual instruction program or was a full-time Florida Virtual School.
- The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year.
- The student is eligible to enter kindergarten or first grades.
- The student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School.

#### **Methods to Enroll**

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

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

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

#### **Application Process**

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

## **Gadsden County's Virtual Education Team (VET)**

### **Coordinators**

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

### **Parent & Community Notification**

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

#### **GC-VIP Web-based portal**

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

#### **Telephone Announcements**

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

#### **Media (Print & Audiovisual)**

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

### **Attendance Requirements & Recording**

#### **Compulsory Attendance Requirements**

All student enrolled in GC-VIP are mandated to adhere to the compulsory attendance requirements mandated by the state of Florida and prescribed by the GCPS Student Code of Conduct. Florida law requires each parent/guardian of a child from age six (6) to sixteen (16) years to be responsible for the child's school attendance. Regular attendance is the actual attendance of a pupil during the school day as defined by law and regulations of the state board. A student is considered "truant" when he/she is not in attendance without approval of the principal and/or consent of the parent/guardian. School-based interventions will occur for all truant students. A student is considered a "habitual truant" when he/she has 21 unexcused absences within 90 calendar days.

### **Attendance Recording Expectations**

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

### **Attendance Audits**

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

### **Student Progression**

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

### **Accessibility for All Students**

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

### **Quality Control**

#### **Contractual Agreements**

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

#### **Programs Under Consideration for Adoption (Review Process)**

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

### **Program Evaluation (Quality & Services)**

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

### **Background Checks & Screenings**

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

### **Materials & Resources**

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

- Email
- Postal Mail, or
- online submission

### **State Requirements for Virtual Education**

Each virtual instruction program under this section must:

- (a) Align virtual course curriculum and course content to the Sunshine State Standards under F. S. 1003.41;
- (b) Offer instruction that is designed to enable a student to gain proficiency in each virtually delivered course of study;
- (c) Provide each student enrolled in the program with all the necessary instructional materials.
- (d) Provide each full-time student enrolled in the program who qualifies for free or reduced-price school lunches under the National School Lunch Act, or who is on the direct certification list, and who does not have a computer or Internet access in his or her home with:
  - a. All equipment necessary for participants in the virtual instruction program, including, but not limited to, a computer, computer monitor, and printer, if a printer is necessary to participate in the program; and
  - b. Internet services necessary for online delivery of instruction.
- (e) Not require tuition or student registration fees.

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

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

**APPENDIX A**  
**Virtual Instruction Program**  
**Criteria and Eligibility Chart**

<b>CRITERIA</b>	<b>VERIFICATION</b>
The student is eligible to enter Kindergarten or first grade, F.S. 102.455(2)(e)	Kindergarten and first grade eligibility follow State and district guidelines for student grade level placement
Students eligible to enter grades 2 through 5 do not need to have previous enrollment in a Florida public school to enroll full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School, F.S. 1002.455(2)(f)	Second through fifth grade eligibility follow state and district guidelines for student grade level placement
Students entering grades 6 through 12 are eligible to enroll under F.S. 1002.37 and/or F.S. 1002.455 depending on the virtual instruction program choice. Students must also meet academic criteria to enroll full-time.	Report card, transcripts or information maintained in the District's student information system (Skyward)
The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to the State of Florida from another state or from a foreign country pursuant to the parent's permanent change of station orders, F.S. 1002.455(2)(b)	Verification of a recent transferred member of the United States Armed Forces is confirmed by a copy of the transfer order showing change of station orders dated within 12 months of the intended enrollment date of the child. The dependent status is verified through birth records or by copy of a court order.
The student has a sibling who is currently enrolled in a school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year, F.S. 1002.455(2)(d)	Sibling status is verified by submission of documents to show common address and parent/guardian

APPENDIX B

# The School Board of Gadsden County

**REGINALD C. JAMES**  
SUPERINTENDENT OF SCHOOLS

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

*“Building A Brighter Future”*

**TO:** Superintendent of Schools

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

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

**Please Print**

Child Name	Date of Birth	Current School/Grade Level

Parent’s Name *(please print)* \_\_\_\_\_

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

Phone Number \_\_\_\_\_ Second Phone Number \_\_\_\_\_

Reason for Virtual Instruction or Home School Program

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Parent’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**Mail to:**

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

DISTRICT NO. 1  
HAVANA, FL 32333

STEVE SCOTT  
DISTRICT NO. 2  
QUINCY, FL 32351

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

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

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

APPENDIX C

# The School Board of Gadsden County

**REGINALD C. JAMES**  
SUPERINTENDENT OF SCHOOLS

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

*“Building A Brighter Future”*

## VIRTUAL INSTRUCTION REGISTRATION and ORIENTATION FORM

**TO:** Superintendent of Schools

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

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

Parent’s Name *(please print)* \_\_\_\_\_

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

Phone Number \_\_\_\_\_ Second Phone Number \_\_\_\_\_

Reason for Virtual Instruction  
\_\_\_\_\_  
\_\_\_\_\_

Parent’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**SEX:**  Female  Male

**RACE:**  White/Non-Hispanic  Black, Non Hispanic  Asian/Pacific Islander  American Indian or Alaska Native  
 Multiracial/Other

**ARE YOU HISPANIC or LATINO:**  Yes  No

*Hispanic or Latino – A person of Cuban, Mexican, South or Central American, or other Spanish culture or origin regardless of race*

**Please Print**

Child Name	Date of Birth	Current School/Grade Level

**Required Attachment: Birth Certificate**

**Mail to:**

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

DISTRICT NO. 1  
HAVANA, FL 32333

STEVE SCOTT  
DISTRICT NO. 2  
QUINCY, FL 32351

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

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

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

# APPENDIX D

## Student Progression Plan

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

*(Link is in lower right hand corner of right side bar)*

*Revised annually*



**APPENDIX E**  
**Gadsden County’s Virtual Education Review Tool**

**Program Name:** \_\_\_\_\_ **Date of Review:** \_\_\_\_\_

<b>Submitted by:</b>	<b>Reviewed by:</b>
<b>Decision Recommended:</b>	<b>Decision Made:</b>
<b>Rationale:</b>	<b>Rationale:</b>

**Directions:**

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

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

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

**Scale:**

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

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

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

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

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

This tool was adopted from The Center on Innovations in Learning’s Virtual Education Review Plan (*available at <http://www.northeastcompcenter.org>*)

### Gadsden County’s Virtual Education Review Tool

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

<b>Standard 1.5: The Virtual Learning Program goals include developing strong working relationships with the broader community to support access for all students.</b>	The Virtual Learning Program includes goals to work with the broader community to continually increase access for all students. It frequently measures access to ensure all students have equitable opportunities.	The Virtual Learning Program includes goals to work with the broader community to continually increase access for all students.	The Virtual Learning Program is developing goals to include the broader community to increase access for some students.	The Virtual learning Program goals do not include working with the broader community to increase access for students.	
<i>Evidence, Notes, Comments</i>					

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

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

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

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

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



## APPENDIX F

### Gadsden County's Virtual Instruction Procedural Plan

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

<b>advising them of the open enrollment periods.</b>	No later than October 1 <sup>st</sup> for Spring Open Enrollment  <i>(per F.S. 1004.25(1)(b) – 90 days before open enrollment dates)</i>	<ul style="list-style-type: none"> <li>- Flyers and postings to be displayed in every school's office and guidance department</li> </ul>	
<b>Initiate the enrollment process.</b>	Varies based on enrollment period(s) – but it will be 90+ days ending 30 days prior to the first day of the school year (per Section 1002.45 F.S.)	<ul style="list-style-type: none"> <li>- Enrollment documents</li> <li>- Course schedule</li> </ul>	Site-based guidance counselors and administrators for curriculum
<b>Verify students' receipt of instructional materials, tools and equipment, including internet access.</b>	Varies based on enrollment period. However, all verifications will be completed prior to the commencement of the first day of the course(s).	<ul style="list-style-type: none"> <li>- Verification records from the VIP</li> </ul>	Designee from Deputy Superintendent's Office
<b>Attendance Audits</b>	Every 9 weeks	<ul style="list-style-type: none"> <li>- Attendance records</li> <li>- Early Warning Systems (EWS) data</li> </ul>	Designee from Deputy Superintendent's Office Curriculum and Instruction
<b>Program Evaluation</b>	Ongoing  A comprehensive summative analysis will take place at the close of each academic year.	<ul style="list-style-type: none"> <li>- Sign in sheets</li> <li>- Agendas, minutes, notes, etc.</li> <li>- Evaluation analyses paperwork (See Appendix D)</li> </ul>	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (Finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.

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

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

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

**Virtual Providers Name** (*Print*) \_\_\_\_\_

**Parent/Guardian's Signature:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

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

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

**Ensure you have included the following documents:**

- Packing Documents
- Acknowledgement/Verification Form Fully Completed

**Please send the above documents via:**

**Postal Mail:**

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

**Fax:**

(850) 627-3530

**Or, email:**

[ellisonc@gcpsmail.com](mailto:ellisonc@gcpsmail.com)

## APPENDIX H

### Language that must be addressed in any and all VIP contracts (highlighted areas to be filled in by contractor in actual written agreement)

#### Established student-teacher ratios:

Average student-teacher ratios by grade bands (K-3, 4-8, 9-12 and for core and elective courses)

An average ratio for grades K-3 full time is **1:1**, grades K-3 part-time (0.5 teacher) is **1:1**, 4-8 grade full-time is **1:1**, 4/8 grade part-time (0.5 teacher) is **1:1**. An average ratio for grades 9-12 full-time is **1:1**, 9-12 grades part-time (0.5 teacher) is **1:1** **(adapt this to what agreed upon ratios are with provider).**

#### Data Quality Requirements/Reporting:

The **\_\_\_\_\_** school district will monitor compliance with data requirements on a **\_\_\_\_\_** basis.

**(Place Data Reporting Schedule here)**

#### Minimum Required Security Controls:

Virtual Instructional Provider will implement, maintain, and use appropriate administrative, technical, or physical security measures to the full extent required by Title 20, Section 1232g, United State Code, The Family Educational Right and Privacy Act (FERPA), in order to maintain the confidentiality of student/education records. **(The district should add minimum expectations for the safeguarding of education records)**

#### Provider compliance with contract terms or quality of instruction:

Designate to the Virtual Instructional Provider, a VIP district Liaison to act for the district in all matters pertaining to this contract, **including but not limited to monitoring compliance with contract terms and quality of virtual instruction pursuant to State and Client policy,** and to accept and approve all deliverables and invoices.

Accept standard publications of the Virtual Instructional Provider for all compliance and documentation purposes (i.e., **program guide for information and data about the curriculum, student handbook for school policies and procedures and hours of personnel availability, state reporting for certification status and physical location of personnel, monthly school report for student-teacher ratios, teacher load limits, state data submissions and state report cards for completion, promotion, and other accountability outcomes.**) **(Insert link to VIP Provider's Disclosure Website here)**



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: September 27, 2016

TITLE OF AGENDA ITEM: Dental Equipment Lease for Havana Magnet School

**DIVISION:**

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

**PURPOSE AND SUMMARY OF ITEM:**

Approval is requested of the Equipment Lease between Gadsden County, Florida and the School Board of Gadsden County for dental equipment to be used at Havana Magnet School.

**FUND SOURCE:** General Revenue

**AMOUNT:** \$1.00 annual rental fee

**PREPARED BY:** Pink Hightower, Ph.D.

**POSITION:** Deputy Superintendent

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

     Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered           

CHAIRMAN'S SIGNATURE: page(s) numbered           

REVIEWED BY:

## EQUIPMENT LEASE

THIS EQUIPMENT LEASE (this "Lease") is made and effective as of the Effective Date, as hereinafter defined, by and between Gadsden County, Florida, a political subdivision of the State of Florida (the "Lessor") and the School Board of Gadsden County, a statutory corporation and political subdivision of the State of Florida (the "Lessee").

**WHEREAS**, the Lessee is a statutory corporation and political subdivision of the State of Florida; and

**WHEREAS**, the Lessee does not own and is in need of certain dental equipment for the purpose of implementing an educational program; and

**WHEREAS**, the Lessee has applied to the Lessor for the use of the certain tangible personal property dental equipment; and

**WHEREAS**, the Lessor owns certain tangible personal property dental equipment which is suitable for the purpose of implementing an educational program and is not otherwise needed for County purposes; and

**WHEREAS**, the Lessor, through its duly authorized Board of County Commissioners, has determined that the provision of the dental equipment to the Lessee on the following terms and conditions for the purpose of implementing an educational program will promote the health, safety, and welfare of Gadsden County citizens; and

**WHEREAS**, the Lessor is authorized to lease the dental equipment to the Lessee on certain terms and conditions for the purpose of implementing an educational program pursuant to Section 125.38, Florida Statutes.

**NOW, THEREFORE**, in consideration of the mutual covenants and promises hereinafter set forth, the parties hereto agree as follows:

1. **Lease.** Lessor hereby leases to Lessee, and Lessee hereby leases from Lessor, the following described equipment (the "Equipment"):

- 1) Progeny X-ray timer; S/N JW03046;
- 2) Dental Unit 12CJ (including chair, stool, lamps, and all related equipment); S/N G925370
- 3) M11 UltraClave Automatic Sterilizer – Model No. M11-020; S/N V747671
- 4) M250 Soniclean Ultrasonic Cleaner – Model No. MM250; S/N QDM100

As more particularly described in the pictures attached hereto and made a part hereof.

2. **Term.** The term of this Lease shall commence on the date that the Lease is last executed by a party hereto (the "Effective Date") and shall expire twelve (12) months

thereafter. Lessee, at its sole and absolute discretion, may give Lessor the option to extend the term for up to fifteen (15) additional twelve (12) month periods on mutually agreeable terms and conditions.

**3. Location of Equipment and Shipping.** The Equipment is currently located at 680 Maple Street, Chattahoochee, Florida 32324. The Lessee is allowed to move the Equipment to the Havana Magnet School, located at 1210 Shelfer Cemetery Road, Havana, Florida 32333 (the "Premises"). The Equipment will remain on the Premises throughout the term of the Lease, including all extensions thereof. Lessee shall be responsible for all costs and expenses associated with removing the Equipment from its current location and shipping the Equipment to and installing the Equipment at the Premises upon commencement of the term of the Lease. The Lessee shall not remove the Equipment from the Premises without the prior written consent of the Lessor, in which case Lessee shall be responsible for all costs and expenses associated with removing the Equipment from the Premises and shipping the Equipment to and installing the Equipment at the location approved by Lessor. Upon expiration or earlier termination of the Lease, Lessee shall be responsible for all costs and expenses associated with removing the Equipment from the Premises (or its present location as approved by Lessor) and shipping the Equipment to and installing the Equipment at a location to be determined by the Lessor.

**4. Rent.** The annual rent for the Equipment shall be paid in advance in one installment of one dollar (\$1.00) contemporaneously with the execution of this Lease. The rent shall be non-refundable notwithstanding the expiration or termination of the Lease.

**5. Use.** Lessee shall use the Equipment in a careful and proper manner and shall comply with and conform to all national, state, municipal, police and other laws, ordinances and regulations in any way relating to the possession, use or maintenance of the Equipment. Lessee shall use the Equipment to provide dental services to Gadsden County citizens.

**6. Right to Lease.** LESSOR WARRANTS THAT LESSOR HAS THE RIGHT TO LEASE THE EQUIPMENT, AS PROVIDED IN THIS LEASE.

**7. Warranty Options.** LESSOR DISCLAIMS ANY AND ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, EXCEPT THAT LESSOR WARRANTS THAT LESSOR HAS THE RIGHT TO LEASE THE EQUIPMENT, AS PROVIDED IN THIS LEASE.

**8. Repairs.** Lessee, at its own cost and expense, shall keep the Equipment in good repair, condition and working order and shall furnish any and all parts, mechanisms and devices required to keep the Equipment in good mechanical working order.

**9. Loss and Damage.**

(a) Lessee hereby assumes and shall bear the entire risk of loss and damage to the Equipment from any and every cause whatsoever. No loss or damage to the Equipment or any part thereof shall impair any obligation of Lessee under this Lease which shall continue in full force and effect through the term of the Lease.

(b) In the event of loss or damage of any kind whatever to the Equipment, Lessee shall, at Lessor's sole option:

- (i) Place the same in good repair, condition and working order; or
- (ii) Replace the same with like equipment in good repair, condition and working order; or
- (iii) Pay to Lessor the replacement cost of the Equipment.

**10. Surrender.** Upon the expiration or earlier termination of this Lease, Lessee shall return the Equipment to Lessor in good repair, condition and working order, ordinary wear and tear resulting from proper use thereof alone excepted, by delivering and installing the Equipment at Lessee's cost and expense to such place as Lessor shall specify within the county.

**11. Insurance.** Lessee shall procure and continuously maintain and pay for:

(a) All risk insurance against loss of and damage to the Equipment for not less than the full replacement value of the Equipment, naming Lessor as loss payee, and;

(b) Combined public liability and property damage insurance with limits as approved by Lessor, naming Lessor as additionally named insured and a loss payee.

The insurance shall be in such form and with such company or companies as shall be reasonably acceptable to Lessor, shall provide at least thirty (30) days advance written notice to Lessor of any cancellation, change or modification, and shall provide primary coverage for the protection of Lessee and Lessor without regard to any other coverage carried by Lessee or Lessor protecting against similar risks. Lessee shall provide Lessor with an original policy or certificate evidencing such insurance. Lessee hereby appoints Lessor as Lessee's attorney in fact with power and authority to do all things, including, but not limited to, making claims, receiving payments and endorsing documents, checks or drafts necessary or advisable to secure payments due under any policy of insurance required under this Agreement.

**12. Taxes.** Lessee shall keep the Equipment free and clear of all levies, liens and encumbrances. Lessee, or Lessor at Lessee's expense, shall report, pay and discharge when due all license and registration fees, assessments, sales, use and property taxes, gross receipts, taxes arising out of receipts from use or operation of the Equipment, and other taxes, fees and governmental charges similar or dissimilar to the foregoing,



together with any penalties or interest thereon, imposed by any state, federal or local government or any agency, or department thereof, upon the Equipment or the purchase, use, operation or leasing of the Equipment or otherwise in any manner with respect thereto and whether or not the same shall be assessed against or in the name of Lessor or Lessee. However, Lessee shall not be required to pay or discharge any such tax or assessment so long as it shall, in good faith and by appropriate legal proceedings, contest the validity thereof in any reasonable manner which will not affect or endanger the title and interest of Lessor to the Equipment; provided, Lessee shall reimburse Lessor for any damages or expenses resulting from such failure to pay or discharge.

**13. Lessor's Payment.** In case of failure of Lessee to procure or maintain said insurance or to pay fees, assessments, charges and taxes, all as specified in this Lease, Lessor shall have the right, but shall not be obligated, to effect such insurance, or pay said fees, assignments, charges and taxes, as the case may be. In that event, the cost thereof shall be repayable to Lessor with the next installment of rent, and failure to repay the same shall carry with it the same consequences, including interest at ten percent (10%) per annum, as failure to pay any installment of rent.

**14. Indemnity.** To the greatest extent permitted by law, Lessee shall indemnify Lessor against, and hold Lessor harmless from, any and all claims, actions, suits, proceedings, costs, expenses, damages and liabilities, including reasonable attorney's fees and costs, arising out of, connected with, or resulting from Lessee's use of the Equipment, including without limitation the manufacture, selection, delivery, possession, use, operation, or return of the Equipment. The indemnity obligations of Lessee shall continue in full force and effect subsequent to and notwithstanding the expiration or termination of this Lease. By entering into this Lease, the Lessor and Lessee do not intend to waive and do not waive any sovereign immunity rights that they possess.

**15. Default.** If Lessee fails to pay any rent or other amount herein provided within ten (10) days after the same is due and payable, or if Lessee fails to observe, keep or perform any other provision of this Lease required to be observed, kept or performed by Lessee, Lessor shall have the right to exercise any one or more of the following remedies immediately and without notice:

(a) to declare the entire amount of rent hereunder immediately due and payable without notice or demand to Lessee.

(b) to sue for and recover all rents, and other payments, then accrued or thereafter accruing.

(c) to take possession of the Equipment, without demand or notice, wherever same may be located, without any court order or other process of law. Lessee hereby waives any and all damages occasioned by such taking of possession.

(d) to terminate this Lease.

(e) to pursue any other remedy at law or in equity.

Notwithstanding any repossession or any other action which Lessor may take, Lessee shall be and remain liable for the full performance of all obligations on the part of the Lessee to be performed under this Lease. All of Lessor's remedies are cumulative, and may be exercised concurrently or separately.

**16. Termination.** Lessor may, at its sole discretion and whether or not Lessee is in default of its obligations under this Lease, terminate this lease upon thirty (30) days' notice to Lessee. Notwithstanding Lessor's election to terminate the Lease, Lessee shall be and remain liable for the full performance of all obligations on the part of the Lessee to be performed under this Lease.

**17. Bankruptcy.** Neither this Lease nor any interest therein is assignable or transferable by operation of law. If any proceeding under the Bankruptcy Act, as amended, is commenced by or against the Lessee, or if the Lessee is adjudged insolvent, or if Lessee makes any assignment for the benefit of his creditors, or if a writ of attachment or execution is levied on the Equipment and is not released or satisfied within ten (10) days thereafter, or if a receiver is appointed in any proceeding or action to which the Lessee is a party with authority to take possession or control of the Equipment, Lessor shall have and may exercise any one or more of the remedies set forth in Section 15 hereof; and this Lease shall, at the option of the Lessor, without notice, immediately terminate and shall not be treated as an asset of Lessee after the exercise of said option.

**18. Ownership.** The Equipment is, and shall at all times be and remain, the sole and exclusive property of Lessor; and the Lessee shall have no right, title or interest therein or thereto except as expressly set forth in this Lease.

**19. Additional Documents.** If Lessor shall so request, Lessee shall execute and deliver to Lessor such documents as Lessor shall deem necessary or desirable for purposes of recording or filing to protect the interest of Lessor in the Equipment including, but not limited to a UCC financing statement.

**20. Entire Agreement.** This instrument constitutes the entire agreement between the parties on the subject matter hereof and it shall not be amended, altered or changed except by a further writing signed by the parties hereto.

**21. Notices.**

Service of all notices under this Agreement shall be sufficient if given personally or mailed certified, return receipt requested, postage prepaid, at the address hereinafter set forth, or to such address as such party may provide in writing from time to time.

If to Lessor:

Gadsden County Board of County  
Commissioners  
Attn: County Administrator  
9-B E. Jefferson Street  
Quincy, Florida 32353

If to Lessee:

School Board of Gadsden County  
Attn: Superintendent  
35 Martin Luther King Blvd.  
Quincy, FL 32351

22. **Assignment.** Lessee shall not assign this Lease or its interest in the Equipment without the prior written consent of Lessor.

23. **Governing Law; Venue.** This Lease shall be construed and enforced according to laws of the State of Florida. Venue for all actions arising under this Lease shall be in Gadsden County, Florida.

24. **Disputes.** Any and all disputes shall be resolved by the County Administrator. All decisions of the County Administrator shall be final.

25. **Severability.** If any provision of this Lease shall be held or deemed to be illegal, inoperative or unenforceable for any reason, the same shall not affect any other provisions or render them invalid, inoperative or unenforceable to any extent whatsoever.

26. **No Third Party Beneficiary.** This Lease is solely for the benefit of the Lessor and Lessee, and no right or cause of action shall accrue upon or by reason hereof, or for the benefit of any third party. Nothing in this Agreement, either express or implied, is intended or shall be construed to confer upon or give any person or entity, other than the parties hereto, any right, remedy, or claim under or by reason of this Agreement or any of the provisions or conditions hereof.

27. **Headings.** Headings used in this Lease are provided for convenience only and shall not be used to construe meaning or intent.

28. **Execution.** This Lease may be executed in several counterparts, each of which shall be deemed an original and all of which together shall constitute one in the same instrument.

IN WITNESS WHEREOF, the parties hereto have executed this Lease effective as of, though not necessarily executed on, the Effective Date.

**LESSOR:**

Gadsden County, Florida, a political subdivision of the State of Florida, by and through its duly authorized Board of County Commissioners

**LESSEE:**

The School Board of Gadsden County, a statutory corporation and political subdivision of the State of Florida, through its duly authorized Board

\_\_\_\_\_  
By: Brenda A. Holt  
Its: Chairperson

\_\_\_\_\_  
By: \_\_\_\_\_  
Its: Chairperson

Dated: \_\_\_\_\_

Dated: \_\_\_\_\_

Attest:

Attest:

\_\_\_\_\_

\_\_\_\_\_

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

DATE OF SCHOOL BOARD MEETING: September 27, 2016

TITLE OF AGENDA ITEM: Participation through PAEC, Educational Management Consultant Services (EMCS) and Gadsden County School Board for School Board Policies.

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

The district is currently utilizing the services of Neola for School Board Policies. PAEC has an agreement with EMCS for policies and the district would like to utilize that agreement. Participating with PAEC will provide considerable savings to the district.

FUND SOURCE: General Revenue

AMOUNT: approximately \$625 per year

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Deputy Superintendent

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

     Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered     

CHAIRMAN'S SIGNATURE: page(s) numbered     

REVIEWED BY:

**Participation through PAEC  
Educational Management Consultant Services (EMCS) School Board Policy Update**

The agreement between PAEC and Educational Management Consultant Services (EMCS) is \$10,000 per year for two school board policy update per year. To reduce the cost for its member districts, PAEC contributes \$5,000 from regional consortium funds and divides the remaining \$5,000 among the participating districts. **At this time, we know that eight districts plan to participate for 2016-17, making the cost \$625 for each district.**

If your district is not currently participating and chooses to do so for 2016-17, please mark the choice at the bottom, include your designated contact person with contact information, obtain the superintendent's signature and return this form to Linda Arrant (linda.[arrant@paec.org](mailto:linda.arrant@paec.org) or fax 850-638-6134).

My district **DOES** wish to participate in the EMCS School Board Policy Update through PAEC from July 1, 2016-June 30, 2017 at the rate of \$5,000 divided by the number of participating districts. I understand PAEC will invoice my district two times per year (once for each update).

My district **DOES NOT** wish to participate in the EMCS School Board Policy Update through PAEC for the 2016-17 fiscal year.

Assigned Contact Person	Email address	Phone number
Dr. Pink Hightower, Deputy Superintendent	<a href="mailto:hightowerp@gcpsmail.com">hightowerp@gcpsmail.com</a>	850-627-9651 x 1253
Jane Butler, Administrative Assistant	<a href="mailto:butlerj@gcpsmail.com">butlerj@gcpsmail.com</a>	850-627-9651 x 1232

Superintendent Signature: \_\_\_\_\_  
Reginald C. James

District: Gadsden



Jane Butler &lt;butlerj@gcpsmail.com&gt;

**RE: Policies**

1 message

**Linda Arrant** <linda.arrant@paec.org>  
 To: Jane Butler <butlerj@gcpsmail.com>  
 Cc: John Selover <john.selover@paec.org>

Tue, Sep 20, 2016 at 3:46 PM

Hi Jane,

That sounds great! If you would, please have Superintendent James sign the attached form. The amount due is the same as previously stated. It's what the other districts paid for those years.

2013-14	\$500.00
2014-15	\$500.00
2015-16	<u>\$625.00</u>
<b>TOTAL</b>	<b>\$1,625.00</b>

I recently received the Summer 2016 update from EMCS and will be sending it to the districts. We will invoice Gadsden County separately for that. Since Gadsden County has chosen to receive these updates through PAEC's agreement with EMCS, the cost for the Summer 2016 update will be **\$277.77**. Know that invoice will be coming soon in case you need to include that on your purchase order.

**Linda Arrant**

Secretary to the Executive Director

E Linda.Arrant@paec.org

P 850.638.6131 Ext. 2234

F 850.638.6134

[www.PAEC.org](http://www.PAEC.org)

753 West Boulevard

Chipley, FL 32428

877.USE.PAEC

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*Advancing Schools and Communities for Student Success*



# Purchase Order

Blanket - PAEC

# 198687

09/22/2016

**State Tax Exemption #**

85-8012621915C-2

**Federal Employer Identification #**

59-6000615

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

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

Vendor (VP00300000)	Ship To	Bill To
PAEC 753 WEST BOULEVARD CHIPLEY, FL 32428	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
est	Participation through PAEC and Educational Management Consultant Services (EMCS) for two school board policy updates per year. Also updates from previous years in order to bring the district current with all policies.	1		2,000.00	2,000.00
<b>Total</b>					2,000.00

Fund	Function	Object	Facility	Project	Program	Amount
110	7100	390	9001	1109990		2,000.00

Superintendent

**Comments for vendor:**

SOF Consortium partner, "Florida Buy Program"

**Terms:**



*R. W. Smith*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

DATE OF SCHOOL BOARD MEETING: June 24, 2014

TITLE OF AGENDA ITEM: Rate Increase for NEOLA

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Addendum B and Addendum C were effective April 1, 2013. The semi-annual regular updates increased from \$1,250 to \$1,450. The reimbursable rates for meals associated with visits also were increased. The hourly rate for additional consulting was, in effect reduced from \$350 per hour if 2 associates were present or \$175.00 per hour if only one associate was present to \$265 per hour for 2 associates and \$150 per hour for one.

FUND SOURCE: General Revenue

AMOUNT: as invoiced

PREPARED BY: *RWS* Rosalyn W. Smith

POSITION: Deputy Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

     Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered           

CHAIRMAN'S SIGNATURE: page(s) numbered           

REVIEWED BY:

### ***Addendum C: Charge for Additional Consulting***

The NEOLA Associates who will work with the District during implementation are Ms. Amanda Clapp, Esq., Mr. Tom Wittmer, Esq. Mr. Tom Young, Esq., and/or Dr. Richard Clapp.

As set forth in Addendums A and C, at least two (2) NEOLA Associates will be present during each drafting session required to complete the procedures in accordance with numbers 2 in Addendum A (pages 12-17).

When the District begins to draft the administrative procedures, the District will be billed for the time spent by Associates designated in this addendum, in quarter hour increments, at the hourly rate of \$265.00 per hour. If only one (1) of the designated NEOLA Associates is present at these additional drafting sessions, the District will be billed for the time spent by that Associate, in quarter hour increments, at the hourly rate of \$150.00 per hour.

With regard to the continuing update service as described in Section V of the License Agreement (pages 2-4), it is understood that at least two (2) NEOLA Associates will be present during each session for each regular update, unless there are extenuating circumstances that prevent the two (2) designated associates from attending or unless the District and NEOLA agree that only one (1) of the designated associates will make the visits related to an update. It is also understood that, if more than two and one-half (2.5) hours are required for an update session, the District will be invoiced for the additional time spent by the Associates designated in this addendum, in quarter hour increments, at the hourly rate of \$265.00 per hour. If only one (1) of the designated NEOLA Associates is present at an update session, the District will be billed for the additional time spent by that Associate, in quarter hour increments, at the hourly rate of \$150.00 per hour.

Further, the District agrees to pay, when invoiced, for the hourly charges for additional consulting time as described above, and for the designated Associates' expenses for all meetings scheduled to complete the work for which this additional time is required, including mileage at the current IRS rate, meals at the rate set forth in Addendum B, tolls, parking, lodging and airfare (if required) at the actual cost incurred. The District also agrees to pay, when invoiced, for the expenses of Dr. Richard Clapp, Mr. Patrick Corbett, and/or Ms. Amanda Clapp for all meetings they attend, including mileage at the current IRS rate, meals at the rate set forth in Addendum B, tolls, parking, lodging and airfare (if required) at the actual cost incurred.

## **Addendum B: Schedule of Additional Charges**

The charges for NEOLA's additional products and services are as follows:

A.	Subscription to Update Service	\$1,450.00 per update
B.	Hourly rate for consultation in excess of the time provided in conjunction with the Bylaws and Policy Development Service, Administrative Procedures Development Service, and/or the Update Subscription	(see Addendum C)
C.	Hourly rate for any additional processing as required during the Bylaws and Policy Development Service, Administrative Procedures Development Service, and/or in conjunction with the Update Subscription	\$ 40.00 per hour
D.	Hourly rate for posting documents to the District's NEOLA Policy website that are not in conjunction with the Update Subscription	\$ 85.00 per hour
E.	Per draft cost for additional copies of any draft or Finalized Edition of the Bylaws and Policies, Administrative Procedures, and/or Update Templates in excess of the number provided pursuant to this Agreement and any Addendums thereto	\$ 35.00 per manual
F.	Per book cost for additional copies of Board Approved Editions of the Bylaws and Policies or District Approved Editions of the Administrative Procedures in excess of the number provided pursuant to this Agreement and any Addendums thereto	\$ 35.00 per manual
G.	Additional per unit cost for D or E above if provided in a notebook with tabs	\$ 15.00 per manual
H.	Per page cost for copying any excess materials requested by the District	\$ 0.05 per page
I.	Shipping and handling, per shipment	\$ 6.00 plus actual UPS charges
J.	Annual maintenance fee for electronic publishing	\$ 750.00 per year
K.	Mileage	@ current IRS rate
L.	Archival copy of an updated version of the Board Approved Edition of the Bylaws and Policies & District Approved Edition of the Administrative Procedures	\$ 250.00 per copy plus shipping and handling per H above
M.	Expenses – Breakfast (if required to leave before 6:00 a.m.)	\$ 10.00 per person
	Lunch	\$ 15.00 per person
	Dinner (if travel extends beyond 8:00 p.m.)	\$ 35.00 per person

NEOLA reserves all rights to modify any of the scheduled prices above.

*These prices are effective as of April 1, 2013.*

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

Date of School Board Meeting: September 27, 2016

TITLE OF AGENDA ITEM: Grounds Maintenance – Athletic Fields at East Gadsden High School & West Gadsden High School (Bid No. 16-17:07)

DIVISION: Department of Facilities  
(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For School Board approval of the Grounds Maintenance – Athletic Fields at EGHS & WGHS (Bid No. 16-17:07) to be awarded to Mark’s Lawn Maintenance, Inc. for the fiscal year 2016-2017.

FUND SOURCE: 110

AMOUNT: \$1,965.00 per month – EGHS  
\$1,965.00 per month - WGHS

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

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

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

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

Be sure that the COMPTROLLER has signed the budget page.

# Mark's Lawn Maintenance, Inc.

Post Office Box 180306  
Tallahassee, Florida 32318  
(850) 421-1157 – (Fax) 421-1423  
E-mail: [markslawninc@yahoo.com](mailto:markslawninc@yahoo.com)

## STIPULATED (LUMP) SUM PROPOSAL FORM

TO: Gadsden County School Board  
35 Martin Luther King Jr. Blvd.  
Quincy, Florida 32351

FROM: Mark's Lawn Maintenance, Inc.  
P.O. Box 180306  
Tallahassee, FL 32318  
Office: (850) 421-1157  
Cell: (850) 524-2771  
E-mail: [markslawninc@yahoo.com](mailto:markslawninc@yahoo.com)

Vendor ID: VM02427000

Gentlemen,

I have received the Bid Documents entitled "Grounds Maintenance – Athletic Fields at East Gadsden High School & West Gadsden High School" dated August 23, 2016 as prepared by GADSDEN COUNTY SCHOOLS. I have also received the following Addenda numbers n/a and have included their provisions in my proposal. I have examined all the documents and the site and submit the following Bid. \$ 3,930.00 per month \*


(\*East Gadsden High School = \$1,965.00 and West Gadsden High School = \$1,965.00 per month for a total of \$3,930.00)

By submitting this proposal, I agree:

- 1 To enter into and execute a contract within ten (10) calendar days after notice of award, and to furnish performance bonds and labor and material payment bonds in accordance with the general conditions.
- 2 To accomplish the work in accordance with the Contract Documents and to commence such work on the date to be specified by the Architect in the written "Notice to Proceed" and to substantially complete the project on or before the date specified in the Contract Documents and to final completion within 30 days from substantial completion.
- 3 To pay as liquidated damages, the sum of \$1000.00 for each consecutive day after the date for substantial completion, as specified in the Contract.
- 4 To pay the sum of ¼ of the rate previously indicated for each consecutive day beginning 30 days after the date of substantial completion until final completion.
- 5 To allow being withheld 3 times the installed market value of any item on the punch list, as determined by the Architect, that has not been completed at the time of final completion.

*I (We), the undersigned, hereby certify that I (We) have carefully examined the foregoing Proposal after the same was completed and have verified each item placed thereon; and I (We) agree to indemnify, defend and save harmless, GADSDEN COUNTY SCHOOL BOARD and their agents, against any cost, damage or expense which it may incur or be caused by an error in my (our) preparation of same.*

*In witness whereof, the Bidder has hereunto set his signature and affixed his seal this 8<sup>th</sup> day of September, A.D., 2016*

  
\_\_\_\_\_  
Authorizing Signature

9/8/16  
\_\_\_\_\_  
Date

(SEAL)



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9b

Date of School Board Meeting: September 27, 2016

TITLE OF AGENDA ITEM: Pest and Weed Control for Athletic Fields – East Gadsden High School & West Gadsden High School

DIVISION: Department of Facilities  
(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For School Board approval to piggyback Leon County School Bid #5262-2014 Pest & Weed Control Services for Athletic Fields for the remaining portion of the 2016-2017 fiscal year beginning October 1, 2016. Services are provided to the athletic fields as follows: East Gadsden High School (\$8,745.75) and West Gadsden High School (\$8,745.75).

FUND SOURCE: 110

AMOUNT: \$17,491.50

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

                   Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered                   

CHAIRMAN’S SIGNATURE: page(s) numbered                   

Be sure that the COMPTROLLER has signed the budget page.



Angela Roberts <robertsa@gcpsmail.com>

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**Revised Proposals reflecting LCS Bid**

1 message

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**Keith Collinworth** <keithppm57@yahoo.com>  
Reply-To: Keith Collinworth <keithppm57@yahoo.com>  
To: Angela Roberts <robertsa@gcpsmail.com>

Mon, Aug 22, 2016 at 2:55 PM

Good Afternoon Ms. Roberts,

Attached you will find revised proposals on East and West Gadsden High School to reflect the bid pricing we have under contract with Leon County Schools Bid No.: 5262-2014. Also you will find an official bid renewal letter from Leon County Schools for your file. Please let me know if you have any questions.

We will look forward to working with you! Thanks for your valued business!

Best Regards,

Toma Collinworth, Sec/Tres  
Professional Pest Management, Inc.  
[850-562-3934](tel:850-562-3934)



**PROFESSIONAL PEST MANAGEMENT, INC.**  
 4123 NEIL COURT  
 TALLAHASSEE, FL. 32303

OFFICE 850-562-3934  
 CELL 850-599-5928  
 FAX 850-562-7580

keithppm57@yahoo.com

<b>PROPOSAL SUBMITTED TO:</b>	<b>PROPOSAL DATE:</b>	8/22/16
	<b>PROPOSED SERVICE LOCATION:</b>	
GADSDEN COUNTY SCHOOLS ATT: BILL HUNTER, FACILITIES 35 MARTIN LUTHER KING JR. BLVD. QUINCY, FL 32351	East Gadsden High School Football Field = 2.50 Acres Baseball Field = 2.70 Acres Softball Field = 1.25 Acres Practice Field = 2.00 Acres	

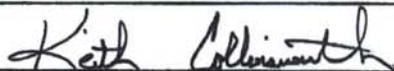
**Sports Turf Proposal for 2016-17 Fiscal Year**

SEASON/MONTH:	DESCRIPTION OF APPLICATION:	ACREAGE:	COST/ACRE:	TOTAL:
JULY-SC#1	POSTEMERGENCE HERBICIDE APPLICATION FOR SEDGE CONTROL. BID LINE ITEM # 11	8.45	190.00	1,605.50
AUGUST-SC#2	FOLLOW-UP POSTEMERGENCE HERBICIDE APPLICATION FOR SEDGE CONTROL. BID LINE ITEM # 11	8.45	190.00	1,605.50
OCTOBER	PRE/POSTEMERGENCE HERBICIDE APPLICATION FOR BROADLEAF AND GRASSY WEED CONTROL. BID LINE ITEM # 5	8.45	165.00	1394.25
MARCH-2017	SPRING PRE/POSTEMERGENCE HERBICIDE APPLICATION FOR BROADLEAF AND GRASSY WEED CONTROL. BID LINE ITEM # 5	8.45	165.00	1394.25
MAY-2017	INSECTICIDE (TOP CHOICE) APPLICATION FOR MOLE CRICKET/FIRE ANT CONTROL. BID LINE ITEM # 1	8.45	325.00	2746.25
ADDON APPL-ASN-	INSECTICIDE APPLICATION FOR ARMY WORM OR SOD WEBWORM IS DONE ON AN AS NEEDED BASIS AND NOT ALL FIELDS MAY BE AFFECTED. THE PER ACRE RATE IS \$110.00. BID LINE ITEM # 2.	0.00	110.00	0.00
SCOUTING	FIELDS WILL BE SCOUTED PERIODICALLY FOR POTENTIAL PROBLEMS SUCH AS SOD WEBWORMS OR ARMYWORMS. YOU WILL BE NOTIFIED EACH SCOUTING, IF PROBLEMS ARE FOUND WE WILL DISCUSS A TREATMENT PLAN.	0.00	0.00	0.00
BID REFERENCE NO.	WE AGREE TO ALLOW YOU TO PIGGYBACK ON OUR BID AGREEMENT WITH LEON COUNTY SCHOOLS BID # 5262-2014 PEST AND WEED CONTROL SERVICES FOR ATHLETIC FIELDS DISTRICT WIDE.		0.00	0.00

\*CONTACT ME IF YOU HAVE ANY QUESTIONS OR CONCERNS REGARDING THIS INFORMATION. AFTER YOUR REVIEW PLEASE SIGN BELOW AND RETURN A COPY TO ME BY MAIL, FAX OR EMAIL. THANK YOU FOR YOUR VALUED BUSINESS.

**Total: \$8,745.75**

BEST REGARDS,



KEITH COLLINSWORTH, PRESIDENT

YES, WE AGREE TO THE ABOVE PROPOSAL.

\_\_\_\_\_  
 CUSTOMER SIGNATURE/TITLE

\_\_\_\_\_  
 DATE



**PROFESSIONAL PEST MANAGEMENT, INC.**  
 4123 NEIL COURT  
 TALLAHASSEE, FL 32303

OFFICE 850-562-3934  
 CELL 850-599-5928  
 FAX 850-562-7580

keithppm57@yahoo.com

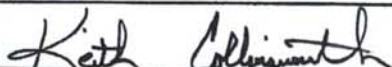
<b>PROPOSAL SUBMITTED TO:</b>	<b>PROPOSAL DATE:</b>	8/22/16
	<b>PROPOSED SERVICE LOCATION:</b>	
GADSDEN COUNTY SCHOOLS ATT: BILL HUNTER, FACILITIES 35 MARTIN LUTHER KING JR. BLVD. QUINCY, FL 32351	West Gadsden High School Football Field = 2.50 Acres Baseball Field = 2.70 Acres Softball Field = 1.25 Acres Practice Field = 2.00 Acres	

### Sports Turf Proposal for 2016-17 Fiscal Year

SEASON/MONTH:	DESCRIPTION OF APPLICATION:	ACREAGE:	COST/ACRE:	TOTAL:
JULY-SC#1	POSTEMERGENCE HERBICIDE APPLICATION FOR SEDGE CONTROL. BID LINE ITEM # 11	8.45	190.00	1,605.50
AUGUST-SC#2	FOLLOW-UP POSTEMERGENCE HERBICIDE APPLICATION FOR SEDGE CONTROL. BID LINE ITEM # 11	8.45	190.00	1,605.50
OCTOBER	PRE/POSTEMERGENCE HERBICIDE APPLICATION FOR BROADLEAF AND GRASSY WEED CONTROL. BID LINE ITEM # 5	8.45	165.00	1394.25
MARCH-2017	SPRING PRE/POSTEMERGENCE HERBICIDE APPLICATION FOR BROADLEAF AND GRASSY WEED CONTROL. BID LINE ITEM # 5	8.45	165.00	1394.25
MAY-2017	INSECTICIDE (TOP CHOICE) APPLICATION FOR MOLE CRICKET/FIRE ANT CONTROL. BID LINE ITEM # 1	8.45	325.00	2746.25
ADDON APPL-AS#N.	INSECTICIDE APPLICATION FOR ARMY WORM OR SOD WEBWORM IS DONE ON AN AS NEEDED BASIS AND NOT ALL FIELDS MAY BE AFFECTED. THE PER ACRE RATE IS \$110.00. BID LINE ITEM # 2.	0.00	110.00	0.00
SCOUTING	FIELDS WILL BE SCOUTED PERIODICALLY FOR POTENTIAL PROBLEMS SUCH AS SOD WEBWORMS OR ARMYWORMS. YOU WILL BE NOTIFIED EACH SCOUTING, IF PROBLEMS ARE FOUND WE WILL DISCUSS A TREATMENT PLAN.	0.00	0.00	0.00
BID REFERENCE NO.	WE AGREE TO ALLOW YOU TO PIGGYBACK ON OUR BID AGREEMENT WITH LEON COUNTY SCHOOLS BID # 5262-2014 PEST AND WEED CONTROL SERVICES FOR ATHLETIC FIELDS DISTRICT WIDE.		0.00	0.00

\*CONTACT ME IF YOU HAVE ANY QUESTIONS OR CONCERNS REGARDING THIS INFORMATION. AFTER YOUR REVIEW PLEASE SIGN BELOW AND RETURN A COPY TO ME BY MAIL, FAX OR EMAIL. THANK YOU FOR YOUR VALUED BUSINESS.

**Total: \$8,745.75**

BEST REGARDS,  KEITH COLLINWORTH, PRESIDENT

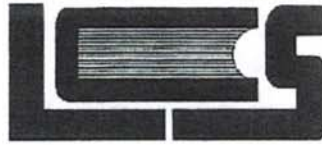
YES, WE AGREE TO THE ABOVE PROPOSAL.

\_\_\_\_\_  
 CUSTOMER SIGNATURE/TITLE                      DATE

**Board Chair**  
Dee Dee Rasmussen

**Board Vice Chair**  
Georgia "Joy" Bowen

**LEON COUNTY SCHOOLS**



**Board Members**  
Dee Crumpler  
Alva Striplin  
Maggie B. Lewis-Butler

**Superintendent**  
Jackie Pons

April 6, 2016

Professional Pest Management, Inc.  
Keith Collinsworth, President  
4123 Neil Court  
Tallahassee, FL 32303

Dear Mr. Collinsworth:

The School Board of Leon County, Florida at its May 27, 2014 meeting awarded **Bid No. 5262-2014 Pest & Weed Control Service for Athletic Fields** to Professional Pest Management, Inc.

The bid specifications state that the contract may be renewed annually, not to exceed three years, if both parties agree to the renewal. The bid prices and conditions must remain the same.

Please advise no later than April 20, 2016 if you wish to renew the contract for another year beginning July 1, 2016 through June 30, 2017. Your reply may be faxed to (850) 488-3807 or sent via email to [scottn@leonschools.net](mailto:scottn@leonschools.net).

Sincerely,

*Naney Scott*  
Naney Scott  
Purchasing Agent II

**RENEWAL AGREEMENT**

We agree to renew the above contract, same conditions and requirements for 2016-2017.

Yes:  No:

PROFESSIONAL PEST MANAGEMENT, Inc  
Company

Keith Collinsworth  
Signature/Title PRESIDENT

4123 NEIL COURT  
Street/Box

APRIL 11, 2016  
Date

TALLAHASSEE FL 32303  
City/State/Zip Code

**June Kail, Director of Purchasing**

3397 West Tharpe Street • Tallahassee, Florida 32303 • Phone (850) 488-1206 • Fax (850) 488-3807 • [www.leon.k12.fl.us](http://www.leon.k12.fl.us)

**"The Leon County School District does not discriminate against any person on the basis of gender, marital status, sexual orientation, race, religion, national origin, age, color or disability."**

**Building the Future Together**

# SUMMARY SHEET

## RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9c



Date of School Board Meeting: September 27, 2016

TITLE OF AGENDA ITEM: Approval to continue agreement with North Florida Vault and Septic for Pump Out Services of Grease Traps and Sewer Plants

DIVISION: Department of Facilities  
(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: Requesting School Board approval to continue agreement with current vendor for pump out services of grease traps and sewer plants. Sewer plants are pumped out on an as needed basis. North Florida Vault & Septic Tank is a local vendor and guarantees a 1 to 1 1/2 hour response time for after hours and emergency calls.

FUND SOURCE: 110

AMOUNT: \$8,520.00

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

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### INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

         Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered         

CHAIRMAN'S SIGNATURE: page(s) numbered         

Be sure that the COMPTROLLER has signed the budget page.

# The School Board of Gadsden County



**Reginald C. James**  
SUPERINTENDENT  
OF SCHOOLS

35 MARTIN LUTHER KING, JR. BLVD.  
QUINCY, FLORIDA 32361  
TEL: (850) 627-9661  
FAX: (850) 627-2780  
www.gcps.k12.fl.us

*"Building A Brighter Future"*

June 20, 2016

North Florida Vault & Septic Tank Mfg., Inc.  
Seste Wilson Jr.  
420 Shiloh Road  
Quincy, FL 32351

Dear Mr. Wilson:

In preparation for the upcoming fiscal year, we are contacting you in reference to the Grease Trap and Sewer Plant Pump Out.

We would like to extend this agreement through the 2016-2017 fiscal year. Please give us your response and return this letter to my office no later than June 30, 2016.

I agree to extend our services at the same price and schedule as the original agreement starting July 1, 2016 through June 30, 2017.


I do not wish to extend this agreement.

  
Signature

8/29/16  
Date

We appreciate your business and hope to continue services through North Florida Vault & Septic Tank Manufacturing.

Sincerely,



William B. Hunter, Jr.  
Director of Facilities

WBH/abr

Audrey Lewis  
DISTRICT NO. 1  
HAVANA, FL 32333

Judge B. Helms, Jr.  
DISTRICT NO. 2  
QUINCY, FL 32361  
HAVANA, FL 32333

ISAAC SIMMONS, JR.  
DISTRICT NO. 3  
CHATTACHOOCHEE, FL 32324  
GREENSBORO, FL 32550

Charlie D. Frost  
DISTRICT NO. 4  
GREENSBORO, FL 32330  
QUINCY, FL 32362

ROGER P. MILTON  
DISTRICT NO. 5  
QUINCY, FL 32361

BOARD MEETS FOURTH TUESDAY OF EACH MONTH  
EQUAL OPPORTUNITY EMPLOYER

# SUMMARY SHEET

## RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9d



Date of School Board Meeting: September 27, 2016

TITLE OF AGENDA ITEM: Solid Waste Collection Agreement between Gadsden County School District and Waste Pro of Florida, Inc.

DIVISION: Department of Facilities  
(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For School Board approval to continue the Solid Waste Collection Agreement with Waste Pro of Florida, Inc.

FUND SOURCE: 110

AMOUNT: \$116,364.23

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

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### INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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

Be sure that the COMPTROLLER has signed the budget page.

<b>Addendum A</b>			
		<b>New Price 7/7/16</b>	<b>Difference</b>
	The previous analysis of Garbage and Recycling for Gadsden County Schools June 6, 2013. The initial breakdown was based on a personal site visit by Joel Thornton of Waste Pro and Terry Harris of Gadsden County School Maintenance on 6/6/13. These new prices are a reflection of the current Gadsden County franchise rates as of July 1, 2015.		
	Joel did an update checking all Waste Pro print screens on May 14, 2014.		
	Joel Thornton, Terry Harris, and Jeff Pollock did a site visit to each school on 5/28/14.		
	<b>NEW PRICING BASED UPON THE CURRENT GADSDEN COUNTY FRANCHISE RATES. These rates are at the end of this spreadsheet.</b>		
<b>1</b>	<b>East Gadsden High</b>		
	We are not charging you for a lease for this compactor. The pull is \$250 per and on call. The disposal is \$71.50 per ton at the Quincy transfer station. Waste Pro will provide weight tickets.		
	<b>Free Compactor account #52473</b>		
	<b>6752 #</b> Recycle OCC dumpster is in good condion.	\$82.10	
<b>2</b>	<b>Havana Middle School</b>		
	There is (1) 6- yard and (1) 8 yard. Both are serviced 3 times a week. The 6 yard is \$450.48 monthly. The 8 yard is \$567.27 monthly.	\$1,017.75	
	<b>6764 #</b>		
	<b>7813 #</b> Recycle OCC dumpster is in good condion.	\$82.10	
<b>3</b>	<b>Carter Parramore</b>		
	The VIP is working. Since this municipal solid waste (msw) is "compacted" the disposal fees are doubled. Waste Pro pays disposal based upon weight. Our frachise rates are based upon loose garbage, not compacted garbage. A VIP has 3 to 1 compaction. A 6 yard VIP has the equivalent of 18 loose cubic yards of debris.		
	<b>Free VIP account # 6749</b>		
	Current service is a 6 yard VIP serviced twice a week. We figure twice the compaction. A 6 yard twice a week is \$300.32. Twice this is \$600.64. We are not charging you a lease for the VIP as we usually do.	\$600.64	
	<b>6748 #</b> Recycle OCC dumpster is in good condion.	\$72.10	\$82.10
<b>4</b>	<b>St. John</b>		
	The VIP works.		
	Currently the service is an 8 yard VIP serviced twice a week. We are not charging you a lease for this compactor as we usually do. A VIP does around triple the capacity. We only charge for twice the capacity. An 8 yard twice is \$378.18. Twice this is \$756.36.	\$756.36	
	<b>Free VIP account #6783</b>		
	<b>6781 #</b> Recycle OCC dumpster is in good condion.	\$82.10	
<b>5</b>	<b>Stewart Street</b>		

6785 #	This site requires an 8 yard serviced three times a week. The replacement 8 yard is already in place and being serviced 4X. However, this dumpster is constantly overflowing and needs to increase to 5X at \$945.35.	\$756.36	New suggested service level is 5X to \$945.35 monthly.
6784 #	Recycle OCC dumpster is in good condion.	\$82.10	
6	<b>Warehouse</b>		
6779 #	This is a 6 yard serviced 2X.	\$300.32	
7	<b>James Shanks</b>		
Free VIP account # 6766	The VIP is working. We are not charging you a lease for this VIP as we usually do. Capacity is 3X. An 8 yard VIP 1X is 378.18. 2X is \$756.36. 3X is \$1,134.54		
	Current service is a 8 yard VIP serviced 3X a week.	\$1,134.54	
6766	Recycle OCC dumpster is in good condion.	\$82.10	
8	<b>West Gadsden</b>		
	Currently service level is 1 8-yard serviced three times a week. .	\$567.27	
7808 #	Recycle OCC dumpster is in good condion.	\$82.10	
9	<b>Gretna Elementary</b>		
6760 #	Current service level is one 8-yard serviced twice a week.	\$378.18	
6760	Recycle OCC dumpster is in good condion.	\$82.10	
10	<b>Greensboro Elementary</b>		
6759 #	Current service level is one 8-yard serviced twice a week.	\$378.18	
6759 #	Recycle OCC dumpster is in good condion.	\$82.10	
11	<b>George Munroe</b>		
Free New VIP account # 6758	The new VIP is in place. We are currently charging you no lease on this new machine as we usually do. Three times is \$1,080.33		
	Currently the service is an 8 yard VIP serviced three times a week.	\$1,134.54	
6757 #	Recycle OCC dumpster is in good condion.	\$72.10	\$82.10
12	<b>Gadsden Technical</b>		
	Need lids.		
6755 #	Current service level is one 6-yard serviced twice a week.	\$300.32	
6755 #	Recycle OCC dumpster is in good condion.	\$82.10	
13	<b>Administration</b>		
6884#	Current service level is two 6-yards serviced twice a week. .	\$600.64	
6884 #	We need to replace the OCC dumpster. Service level is 1X.	\$82.10	
14	<b>Gadsden Ed Magnet</b>		
	Need lids. Remove the bar.		
6754	Current service level is one 8-yard serviced twice a week.	\$378.18	
6754	Fix the recycle lid. Recycling OCC service level is 1X.	\$72.10	

15	<b>Bus Garage</b>		
6746 #	Current service level is one 6 yard serviced once a week.	\$150.16	
16	<b>Maintenance</b>		
6769 #	Current service level is one 6 yard serviced once a week. Removed 7/7/16 by A. Roberts	\$0.00	
11037	<b>A PERM ROLL OFF FOR METAL, \$186 delivery; \$190 plus FS for pull; \$75 month rent; no disposal as the haul goes to ACE in Midway; rebate goes Gadsden Schools. Address is 805 S. Stewart Street.</b>		
no account number. Not being charged.	Recycle OCC dumpster is in good condion. <u>This dumpster is being removed.</u>	\$0.00	
17	<b>Havana Elementary</b>		
6763 #	closed		
6762 #	closed		
18	<b>Midway Head Start</b>		
6772	Current service level is one 2 yard serviced once a week.	\$68.18	
19	<b>Quincy Area 3</b>		
8574 #	Current service is a 2 yard twice a week.	\$122.35	
5 free compactors would be a normal lease value of \$350 each or \$1,750.			
<b>Totals</b>		<b>\$9,681.27</b>	<b>\$164.20</b>
	<b>Gadsden County Franchise rates</b>		
	<b>Dumpster size</b>	<b>2X</b>	<b>3X</b>
	2 yard	\$122.35	\$183.53
	4 yard	\$222.46	\$333.69
	6 yard	\$300.32	\$450.48
	8 yard	\$378.18	\$567.27
	<b>VIPs are triple capacity but double the price.</b>		
	6 yard	\$600.64	
	<b>8 yard</b>	<b>\$756.36</b>	<b>\$1,134.54</b>
	Extra Pickup charges are:		
	2 yard		
	4 yard		
	6 yard		
	8 yard		
	VIP extra pickup charges are:		
	6yard		
	8 yard		
	<b>The Recycler is: (for metal rebate checks)</b>		
	<b>Ace Salvage</b>		
	<b>31556 Blue Star Hwy</b>		
	<b>Midway, FL 32343</b>		
	<b>contacts are Sandy and Warren 574-1364</b>		



# SUMMARY SHEET

## RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9e



Date of School Board Meeting: September 27, 2016

TITLE OF AGENDA ITEM: LP Gas Contract for FY 2016-2017 - Suburban Propane

DIVISION: Department of Facilities  
(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For School Board approval to piggyback Leon County School Bid #5388-2017 Liquid Propane Gas for the remaining portion of the 2016-2017 fiscal year beginning October 1, 2016. Terms are current market price per gallon plus \$0.2290 firm markup. School locations include: Gretna Elementary, Greensboro Elementary, West Gadsden High School and St. John Elementary.

                    Facilities: \$25,000.00                    Food Service: \$20,000.00

FUND SOURCE: 110

AMOUNT: \$45,000.00

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

2016 SEP 12 AM 9:45  
OFFICE OF THE SUPERINTENDENT  
SCHOOL BOARD AGENDA

### INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

4 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered page 3 of each contract (per school)

CHAIRMAN'S SIGNATURE: page(s) numbered                     

Be sure that the COMPTROLLER has signed the budget page.

<b>Suburban Propane, L.P. ("Suburban" or "Seller") Address:</b> 4420 Woodville Hwy, Tallahassee, FL 32305			
Telephone 850 - 576 - 3165		Fax 850 - 575 - 1441	
Email: <a href="mailto:nbergmccneely@suburbanpropane.com">nbergmccneely@suburbanpropane.com</a>			
Agreement Date 08/22/16	Account Number	Account Representative Name Debra	CSC Number 1784
Customer Name ("Customer") Gadsden County Schools (Greensboro Elementary)		Business Telephone Number 850-627-9561	Cell Telephone Number
Customer's Tax Identification Number 85-8012621915C-2	Fax Number 850-627-5357	Email Address aldays@gcpsmail.com	
Billing Address 35 Martin L. King Jr. Blvd.	City Quincy	State FL	Zip Code 32351
Delivery Address 559 Greensboro Hwy.	City Quincy	State FL	Zip Code 32351

**1. PROPANE AND EQUIPMENT:** Customer acknowledges that it is Customer's responsibility to timely supply, install, operate, maintain and protect, at Customer's expense, all storage tank(s), cylinder(s), regulator(s), meter(s), related exterior and interior piping and other equipment at the Delivery Address necessary for use for LP-Gas ("Propane") service ("Customer-owned equipment," which term shall include, but not be limited to, all piping that may hereafter be installed at the Delivery Address by Suburban) and Customer warrants ownership, quality and structural integrity of the same during the entire term of this Agreement. In the event that Customer requests Suburban to replace any Customer-owned storage or distribution equipment, or to lease to Customer any Suburban-owned storage equipment, Customer understands that Suburban and Customer may agree to do so under the terms and conditions of a mutually-acceptable separate agreement. Customer represents that it has the legal right and landowner's consent, if applicable, to arrange for Propane service at the Delivery Address for the duration of this Agreement. Customer is responsible for proper grounding/bonding of propane piping, shall arrange for protection of regulators from the elements and, where applicable, for protection of piping, regulators, meters, etc. from the forces of accumulated snow/ice.

**2. PRICES AND FEES:** As compensation for Suburban's supply to Customer of Propane and provision to Customer of other services incidental thereto, Customer agrees to pay to Suburban (a) Suburban's per gallon price for Propane applicable to Customer on the date of delivery/meter read ("Price"), and (b) Suburban's applicable fees and charges ("Fees" or "Charges") in effect on the date of billing. Customer understands and agrees that, unless otherwise stated by Suburban in writing (including in any Addendum attached hereto), any Price quoted by Suburban on or prior to the Agreement Date applies only to Customer's first delivery of Propane and that Customer's Price for subsequent deliveries of Propane could vary with each such delivery. Customer also understands and agrees that the Price Customer will pay for each delivery is dependent on a number of different factors, which will vary over time, including, but not limited to, the direct and indirect costs incurred by Suburban to acquire, store and deliver the Propane sold to Customer, the volume of Propane purchased by Customer and prevailing conditions. Because of this variability in Price, Customer acknowledges that the Price paid by Customer for any delivery of Propane may be different from (A) the Price charged to Customer for an earlier or later delivery of Propane, (B) the price charged at any time to other purchasers of Propane by Suburban or any other company, or (C) any published price index.

The initial amounts of Fees to be charged to Customer include: (per LCSD Bid No. 5388-2017 Liquid Propane Gas)

MINIMUM MONTHLY PURCHASE REQUIREMENT ("MMR"): \$ \_\_\_\_\_ SAFETY PRACTICES & TRAINING FEE: \$ \_\_\_\_\_  
 MINIMUM ANNUAL PURCHASE REQUIREMENT: \_\_\_\_\_ gallons PER DELIVERY METER READ FEE: \$ \_\_\_\_\_

Suburban may also charge other Fees, including, but not limited to, a Transportation Fuel Surcharge Fee, Emergency/Special Delivery Fee and the Fees set forth elsewhere in this Agreement. Fees may be based on Propane gallons delivered to Customer or on other bases, including, but not limited to, a per delivery basis or a periodic basis.

The Safety Practices & Training Fee is charged to recover some of Suburban's safety related costs including, but not limited to, in connection with Suburban's own vehicle and facility inspections as well as Suburban's employee training and testing. The Safety Practices & Training Fee does not vary with the volume delivered and is charged separately instead of being included in the Price. The Safety Practices & Training Fee and other Fees are not specifically authorized or imposed by any local, state or federal law, and the Safety Practices & Training Fee and other Fees are not collected on behalf of, or remitted to, any governmental entity.

Customer understands and agrees that the specific Fees charged and the amount of those Fees may vary over time. Customer acknowledges and agrees that itemization of Price and Fees on Suburban's Delivery Invoice, Delivery Notice or Statement will be sufficient and adequate notice to Customer of those Price and Fees and that Suburban is not required to provide Customer with additional notice of, or prior notice of changes to, Price and/or the amount or nature of Fees. Customer may obtain information about Suburban's current Price and Fees, and delivery terms and options, applicable to Customer from Suburban's local office, and a description of Suburban's Fees can be found online at [www.suburbanpropane.com/fees](http://www.suburbanpropane.com/fees).

**3. CUSTOMER'S RESPONSIBILITIES:** Customer, at its sole cost and expense, shall be responsible for, and Seller's obligations under this Agreement shall be expressly pre-conditioned upon, Customer's timely provision, installation, operation, security and maintenance of each item checked in Appendix A below, and trained personnel as required by law or regulation. In addition, Customer shall notify Seller of changes in fuel consumption that may require adjustment of volume and/or frequency of fuel deliveries and before any Propane-fueled unit or appliance at the Delivery Address is to be connected, disconnected or replaced, and before start-up of seasonal equipment.

**4. TERM OF AGREEMENT:** This Agreement shall continue on a month to month basis unless and may be terminated by Suburban or Customer upon prior written notice to the other party as set forth in paragraph 13 of this Agreement. Either party can terminate this Agreement upon default of the other. This Agreement may be terminated by Suburban for health and/or safety reasons.

**5. PAYMENT TERMS AND POLICY:** A Delivery Invoice may be left at the Customer's location even if Customer is not present at the time of delivery. Invoices shall be due and payable upon Customer's receipt thereof. If Customer's credit shall for any cause be deemed unsatisfactory by Seller, Seller shall have the right to require payment in advance before making further deliveries. Invoices remaining unpaid more than thirty (30) days from Invoice date shall be

DISTRIBUTION: CUSTOMER - COPY OFFICE - COPY

Item No. 1539546 AGR-1077-0715

subject to a Late Payment Fee consistent with applicable law. Without further notice, Seller may suspend Propane delivery for non-payment of Invoice(s) more than sixty (60) days from Invoice date(s). Resumption of Propane delivery after a suspension is subject to an Inspection Charge. Title to Propane shall transfer from Seller to Customer upon delivery, and is subject to recovery by Suburban in the event of non-payment. Customer agrees that Suburban shall have the right to access Customer-owned equipment to recover its Propane not paid for by Customer, and Customer agrees to pay any applicable Restocking (Pump Out) Fees and other Charges relating to such recovery. Customer shall pay all taxes, and for all licenses, permits or inspections, imposed by governmental entities in connection with the sale, storage or use of Propane sold hereunder.

6. **SAFETY:** Customer acknowledges that warnings for employees and end users and other safety literature produced by the Propane Education Research Council are available for purchase from [www.propanemarc.com](http://www.propanemarc.com). Customer agrees to provide all employees and agents at the Delivery Address and all end users of the Propane sold hereunder with the safety information provided by Seller to Customer. For additional safety information, including natural disaster and weather-related warnings, visit [www.suburbanpropane.com](http://www.suburbanpropane.com) or call 1-888-223-0029. Customer shall ensure that its employees, agents and end users are familiar with the odor of Propane, and acknowledges that Suburban recommends the installation of UL-listed Propane gas detectors and carbon monoxide detectors in basements, and elsewhere as recommended by the manufacturer, to provide an additional warning of the presence of Propane or carbon monoxide.

7. **MAINTENANCE; ACCESS; SERVICE:** Customer agrees that no modification, connection or addition to Customer-owned equipment or replacement, repair, disconnection or other handling of Customer-owned equipment will be made without prior notice to Suburban. Customer understands and agrees that it is Customer, and not Suburban, who is responsible to inspect Customer-owned equipment, at Customer's expense, except as otherwise required by law. Customer further agrees that Suburban shall have no obligation to maintain or repair Customer-owned equipment. At all times Customer shall provide Suburban with unobstructed access (without risk or liability for trespass) to deliver to Customer-owned equipment, and to remove from such equipment those gallons of Propane for which Customer has not made payment within sixty (60) days of the date of delivery thereof. Suburban may disconnect any Customer-owned equipment deemed by Suburban to be unsafe. If access across a Customer-owned bridge is required, Customer shall, as a condition precedent to Suburban's obligations, satisfy Suburban that the bridge will safely accommodate the weight of the delivery vehicle. Customer agrees to pay for any diagnostic or service work and parts provided by Suburban for Customer-owned equipment, if offered, in accordance with mutually agreed upon labor rates and parts charges.

8. **INSURANCE:** While this Agreement remains in effect, Customer shall maintain commercial general liability ("CGL") insurance coverage with limits acceptable to Seller including products liability, completed operations, and contractual liability coverages; and workers' compensation and employers' liability coverages. At Seller's request, Customer agrees to provide Suburban with a Certificate of Insurance and endorsement(s), in forms acceptable to Suburban, that evidence such insurance coverage and name "Suburban Propane Partners, L.P. and its subsidiaries, affiliates and successors" as an additional insured with respect to Customer's CGL insurance policy. While this Agreement remains in effect, Suburban shall maintain CGL and other appropriate insurance coverages, in accordance with standard industry practice.

9. **RELEASE AND INDEMNIFICATION OF SUBURBAN; DAMAGES; LIMITATION OF ACTION.** Customer, for itself, its employees and agents, and all other third parties, hereby releases Suburban, waives all claims against Suburban, agrees not to sue Suburban, and agrees to indemnify and hold Suburban harmless from any and all liability, injuries, claims, losses, damages (including consequential damages), lost profits, costs, expenses, and causes of action arising out of or related to (1) any personal injury, including death, or any property damage that may be sustained unless resulting from the sole negligence or any other actionable conduct of Suburban; (2) installation, removal, use, misuse, breakage or malfunction of equipment or piping not owned by Suburban; (3) any Customer-owned bridge failure or other premises liability; (4) exhaustion of Customer's Propane supply; (5) service discontinuance; (6) Customer's breach of this Agreement; (7) any negligent acts or omissions on part of Customer. Customer, for itself, its employees and agents, and all other third parties, hereby agrees that Suburban's liability shall be limited to proven direct damages, not to exceed the actual amounts paid by Customer to Suburban over the twelve (12) month period prior to the events giving rise to the claim. No demand, claim, suit, or action shall be made or brought against Suburban, its related business units, employees, agents, assigns or successors more than two (2) years after the date of the event that caused any injury, damage or loss. This paragraph shall survive the termination or expiration of this Agreement.

10. **UNCONTROLLABLE INTERRUPTION OF SERVICE:** Customer agrees that Seller shall not be liable to Customer or other party for failure to supply Propane or for any delay, loss or damage, or any failure to perform this Agreement due to any "force majeure" condition such as flood, fire, lightning or other adverse weather or environmental condition, explosion, power blackout, labor dispute, unavailability of Propane, acts or omissions of carriers or transportation facilities, government order or regulation, terrorist act, war, act of God, or any other cause beyond Seller's reasonable control whether or not similar to the foregoing and including, without limitation, failure of Customer-owned equipment to meet applicable safety standards.

11. **DEFAULT:** Should either party default on any material condition of this Agreement, the non-defaulting party shall have the option to cancel this Agreement by providing thirty (30) days prior written notice of intent to cancel to the defaulting party and if the defaulting party does not cure such default within such notice period, except that Seller may elect to terminate this Agreement immediately if Customer fails to make payment or maintain insurance coverage as required hereunder or for any safety violation not remedied. Suburban's right to collect Late Payment Charges shall not prohibit or restrict it from declaring a payment default.

12. **NO WAIVER; SEVERABILITY:** No delay on the part of either party in exercising any of its rights hereunder shall prevent the exercise of such rights at a later date, and any waiver of any breach of this Agreement by either party shall not be deemed a waiver of any other or subsequent breach thereof. Should any section or clause of this Agreement be held invalid by a court of competent jurisdiction, it is agreed that the balance of this Agreement shall continue in full legal force and effect.

13. **SUCCESSORS; ASSIGNMENT; SUBCONTRACTING; NOTICES:** This Agreement shall inure to the benefit of and be binding upon the parties and their respective successors, legal representatives and assigns, except that Customer shall not assign this Agreement without the written consent of Seller. It is agreed that Seller may assign this Agreement to its affiliates at any time. Suburban also reserves the right to subcontract any or all of its obligations under this Agreement. All communications and notices provided for or permitted hereunder shall be effectively given if in writing and mailed postage prepaid (certified mail for termination notices) to the respective address set forth above. Customer authorizes Seller to leave a notice at the Delivery Address of any condition preventing Propane delivery or resulting in service discontinuance or otherwise requiring Customer's attention.

14. **APPLICABLE LAW; ENTIRE AGREEMENT:** This Agreement shall be construed in accordance with the laws of the jurisdiction where the Delivery Address is located. This Agreement, including the **Dispute Resolution Procedures Addendum and any Appendix or Attachment** hereto that are made a part hereof, contains the entire agreement between the parties and supersedes all prior negotiations, proposals and oral or written agreements with respect to the subject matter hereof. Subject to Suburban's right, as set forth in this Agreement, to unilaterally change Prices and Fees at any time, this Agreement may only be amended by a writing executed by both parties, and provisions herein may only be waived by Seller in writing. Any Addendum/Appendix/Attachment to this Agreement is governed by the terms and conditions set forth herein unless otherwise expressly stated.

**15. CUSTOMER'S CREDIT CHECK AUTHORIZATION AND REPRESENTATION:** Customer has authorized or hereby authorizes Suburban to conduct a credit check to evaluate Customer's credit prior to Suburban's acceptance of this Agreement. By signing below, **Customer acknowledges that Customer has become familiar with the odor of Propane and has received Suburban's Safety Tips and Material Safety Data Sheet attached hereto.**

**Suburban Propane, L.P.** and the undersigned **Customer** hereby execute this Agreement as of the above Agreement Date and agree that facsimile signatures are as effective as originals.

**SUBURBAN** By: \_\_\_\_\_  
 Signature of Suburban Manager (see instructions)  
 Mack Hacker, Manager  
 \_\_\_\_\_  
 Print Name and Title

**CUSTOMER:** \_\_\_\_\_  
 Signature of Customer  
 Gadsden County Schools  
 \_\_\_\_\_  
 Print Customer's Name

**APPENDIX A**

**ITEMS TO BE SUPPLIED BY CUSTOMER (SEE SECTION 3)**

- |   |   |
|---|---|
| <input type="checkbox"/> All required permits and other necessary installation and operation approvals;   | <input type="checkbox"/> Pump, motor and meter maintenance;   |
| <input type="checkbox"/> Physical protection of/for Equipment and Customer-owned equipment;   | <input type="checkbox"/> Required non-combustible fencing;  |
| <input type="checkbox"/> Excavation, trenching and backfill for underground pipe and storage container, necessary sand beds, clearance, leveling and related site preparation for installation of Equipment including notification of underground facility markout service; | <input type="checkbox"/> Electric power, wiring and lighting (Class 1 Group D Explosion Proof);                             |
| <input type="checkbox"/> Concrete slabs or piers to Suburban's specifications for Propane bulk storage tank(s);   | <input type="checkbox"/> Unloading riser fittings;  |
| <input type="checkbox"/> All fire protection requirements and fire prevention equipment, including fire extinguishers;  | <input type="checkbox"/> Vaporizer;   |
| <input type="checkbox"/> Piping from Propane bulk storage tank or tank manifold terminal to other equipment;  | <input type="checkbox"/> Adequate truck access for delivery of Propane and Equipment clear of obstruction, snow and debris; |
| <input type="checkbox"/> Other: _____   |   |

**DISPUTE RESOLUTION PROCEDURES ADDENDUM  
TO RESIDENTIAL AND COMMERCIAL PROPANE  
SERVICE AGREEMENTS ("AGREEMENT")**

Customer and Suburban hereby agree that any and all Disputes (as that term is hereinafter defined) between them arising from this Agreement or any prior agreement between them, and/or the relationship created hereby or thereby, or otherwise, will be exclusively resolved by final and binding arbitration. **Customer and Suburban agree that, by entering into this Agreement, they each are waiving the right to a trial by judge or jury or to participate in a class action with respect to any Dispute.** For ease of administration and convenience, the parties agree that the Federal Arbitration Act governs the interpretation and enforcement of this Dispute Resolution Procedures Addendum ("Addendum"). This Addendum shall survive termination of this Agreement.

Capitalized terms used in this Addendum but not otherwise defined herein shall have the same meaning as in the Agreement. For purposes of this Addendum, a "Dispute" shall be broadly interpreted to include, without limitation, any and all claim(s) arising out of or relating in any way to any aspect of the relationship between Suburban and Customer, whether based in contract, tort, statute, fraud, misrepresentation or any other legal theory (including, but not limited to, claims relating to advertising, marketing or other publicity), even if arising before this Agreement or any prior agreement between the parties or that may arise after the termination of this Agreement, including, without limitation, claims that are currently the subject of purported class action litigation in which Customer is not a member of a certified class. Notwithstanding the foregoing, the term "Dispute" shall not include the following claims, and only the following claims:

- (a) claims by Customer (or Customer's legal representatives) for personal injury, death or damage to tangible property arising out of the physical delivery of Propane by Suburban to Customer, Customer's usage of such Propane, the condition of any equipment or Suburban's actions or alleged inactions with respect to such equipment; or
- (b) claims by Suburban to enforce Customer's indemnification, release and/or hold harmless obligations under this Agreement and/or for the payment of any amounts alleged to be owed by Customer to Suburban; or
- (c) claims which Customer could bring as an individual in a small claims or equivalent court; or
- (d) claims by either party to enforce the terms of this Addendum.

If either party believes that a Dispute has arisen, that party first shall send a certified letter to the other party (Customer should send the certified letter to the manager of the Suburban location identified on the first page of this Agreement (or any successor Suburban location then servicing Customer)), describing with reasonable particularity the nature and basis of the Dispute and the relief sought. If the parties do not reach an agreement to resolve the Dispute within 30 days after the date the party receives the certified letter, either party may commence an arbitration proceeding by sending another certified letter notifying the other party of its intent to commence arbitration.

Arbitration of Disputes will be governed by the Commercial Dispute Resolution Procedures and the Supplementary Procedures for Consumer Related Disputes (collectively, "AAA Rules") of the American Arbitration Association ("AAA"), as modified by this Agreement, and will be conducted before a single arbitrator appointed in accordance with the AAA Rules. The AAA Rules are available online at [www.adr.org](http://www.adr.org) or by calling the AAA at 1-800-778-7879. The AAA shall administer the arbitration. Unless the parties otherwise agree, any arbitration hearings will take place in the county (or parish) of Customer's Billing Address. Customer may direct that the arbitration be conducted telephonically or be based on written submissions.

All issues that relate to the Dispute are for the arbitrator to decide, but the arbitrator is bound by the terms of this Agreement and this Addendum. The arbitrator may award injunctive relief only in favor of the individual party seeking relief and only to the extent necessary to provide relief warranted by that party's individual claim as stated in the Dispute. The arbitrator has the discretion, but not the obligation, to award fees and costs to the party prevailing in the arbitration. All awards by the arbitrator shall be in writing.

**CUSTOMER AND SUBURBAN AGREE THAT EACH PARTY TO THIS ADDENDUM MAY BRING CLAIMS AGAINST THE OTHER PARTY ONLY IN ITS INDIVIDUAL CAPACITY AND NOT AS A PLAINTIFF OR CLASS MEMBER IN ANY PURPORTED CLASS OR REPRESENTATIVE PROCEEDING. Further, unless both Customer and Suburban otherwise agree in writing and in their sole discretion, the arbitrator may not consolidate more than one entity's claims, and may not otherwise preside over any form of a representative or class proceeding relating to the Dispute. If this specific provision is found to be unenforceable, then the entirety of this Addendum shall be null and void.**

<b>Suburban Propane, L.P. ("Suburban" or "Seller")</b> Address: 4420 Woodville Hwy, Tallahassee, FL 32305			
Telephone 850 - 576 - 3165		Fax 850 - 575 - 1441	
Email: nbergm@suburbanpropane.com			
Agreement Date	Account Number	Account Representative Name	CSC Number
08/22/16		Debra	1784
Customer Name ("Customer")		Business Telephone Number	Cell Telephone Number
Gadsden County Schools (Gretna Elementary)		850-627-9651	
Customer's Tax Identification Number	Fax Number	Email Address	
85-8012621915C-2	850-627-5357	aldays@gcpsmail.com	
Billing Address	City	State	Zip Code
35 Martin L. King Jr. Blvd.	Quincy	FL	32351
Delivery Address	City	State	Zip Code
706 Martin Luther King Jr. Blvd	Gretna	FL	32332

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MINIMUM MONTHLY PURCHASE REQUIREMENT ("MMR"): \$ \_\_\_\_\_ SAFETY PRACTICES & TRAINING FEE: \$ \_\_\_\_\_

MINIMUM ANNUAL PURCHASE REQUIREMENT: \_\_\_\_\_ gallons PER DELIVERY METER READ FEE: \$ \_\_\_\_\_

Suburban may also charge other Fees, including, but not limited to, a Transportation Fuel Surcharge Fee, Emergency/Special Delivery Fee and the Fees set forth elsewhere in this Agreement. Fees may be based on Propane gallons delivered to Customer or on other bases, including, but not limited to, a per delivery basis or a periodic basis.

The Safety Practices & Training Fee is charged to recover some of Suburban's safety related costs including, but not limited to, in connection with Suburban's own vehicle and facility inspections as well as Suburban's employee training and testing. The Safety Practices & Training Fee does not vary with the volume delivered and is charged separately instead of being included in the Price. The Safety Practices & Training Fee and other Fees are not specifically authorized or imposed by any local, state or federal law, and the Safety Practices & Training Fee and other Fees are not collected on behalf of, or remitted to, any governmental entity.

Customer understands and agrees that the specific Fees charged and the amount of those Fees may vary over time. Customer acknowledges and agrees that itemization of Price and Fees on Suburban's Delivery Invoice, Delivery Notice or Statement will be sufficient and adequate notice to Customer of those Price and Fees and that Suburban is not required to provide Customer with additional notice of, or prior notice of changes to, Price and/or the amount or nature of Fees. Customer may obtain information about Suburban's current Price and Fees, and delivery terms and options, applicable to Customer from Suburban's local office, and a description of Suburban's Fees can be found online at [www.suburbanpropane.com/fees](http://www.suburbanpropane.com/fees).

**3. CUSTOMER'S RESPONSIBILITIES:** Customer, at its sole cost and expense, shall be responsible for, and Seller's obligations under this Agreement shall be expressly pre-conditioned upon, Customer's timely provision, installation, operation, security and maintenance of each item checked in Appendix A below, and trained personnel as required by law or regulation. In addition, Customer shall notify Seller of changes in fuel consumption that may require adjustment of volume and/or frequency of fuel deliveries and before any Propane-fueled unit or appliance at the Delivery Address is to be connected, disconnected or replaced, and before start-up of seasonal equipment.

**4. TERM OF AGREEMENT:** This Agreement shall continue on a month to month basis unless and may be terminated by Suburban or Customer upon prior written notice to the other party as set forth in paragraph 13 of this Agreement. Either party can terminate this Agreement upon default of the other. This Agreement may be terminated by Suburban for health and/or safety reasons.

**5. PAYMENT TERMS AND POLICY:** A Delivery Invoice may be left at the Customer's location even if Customer is not present at the time of delivery. Invoices shall be due and payable upon Customer's receipt thereof. If Customer's credit shall for any cause be deemed unsatisfactory by Seller, Seller shall have the right to require payment in advance before making further deliveries. Invoices remaining unpaid more than thirty (30) days from Invoice date shall be

subject to a Late Payment Fee consistent with applicable law. Without further notice, Seller may suspend Propane delivery for non-payment of Invoice(s) more than sixty (60) days from Invoice date(s). Resumption of Propane delivery after a suspension is subject to an Inspection Charge. Title to Propane shall transfer from Seller to Customer upon delivery, and is subject to recovery by Suburban in the event of non-payment. Customer agrees that Suburban shall have the right to access Customer-owned equipment to recover its Propane not paid for by Customer, and Customer agrees to pay any applicable Restocking (Pump Out) Fees and other Charges relating to such recovery. Customer shall pay all taxes, and for all licenses, permits or inspections, imposed by governmental entities in connection with the sale, storage or use of Propane sold hereunder.

6. **SAFETY:** Customer acknowledges that warnings for employees and end users and other safety literature produced by the Propane Education Research Council are available for purchase from [www.propanemarc.com](http://www.propanemarc.com). Customer agrees to provide all employees and agents at the Delivery Address and all end users of the Propane sold hereunder with the safety information provided by Seller to Customer. For additional safety information, including natural disaster and weather-related warnings, visit [www.suburbanpropane.com](http://www.suburbanpropane.com) or call 1-888-223-0029. Customer shall ensure that its employees, agents and end users are familiar with the odor of Propane, and acknowledges that Suburban recommends the installation of UL-listed Propane gas detectors and carbon monoxide detectors in basements, and elsewhere as recommended by the manufacturer, to provide an additional warning of the presence of Propane or carbon monoxide.

7. **MAINTENANCE; ACCESS; SERVICE:** Customer agrees that no modification, connection or addition to Customer-owned equipment or replacement, repair, disconnection or other handling of Customer-owned equipment will be made without prior notice to Suburban. Customer understands and agrees that it is Customer, and not Suburban, who is responsible to inspect Customer-owned equipment, at Customer's expense, except as otherwise required by law. Customer further agrees that Suburban shall have no obligation to maintain or repair Customer-owned equipment. At all times Customer shall provide Suburban with unobstructed access (without risk or liability for trespass) to deliver to Customer-owned equipment, and to remove from such equipment those gallons of Propane for which Customer has not made payment within sixty (60) days of the date of delivery thereof. Suburban may disconnect any Customer-owned equipment deemed by Suburban to be unsafe. If access across a Customer-owned bridge is required, Customer shall, as a condition precedent to Suburban's obligations, satisfy Suburban that the bridge will safely accommodate the weight of the delivery vehicle. Customer agrees to pay for any diagnostic or service work and parts provided by Suburban for Customer-owned equipment, if offered, in accordance with mutually agreed upon labor rates and parts charges.

8. **INSURANCE:** While this Agreement remains in effect, Customer shall maintain commercial general liability ("CGL") insurance coverage with limits acceptable to Seller including products liability, completed operations, and contractual liability coverages; and workers' compensation and employers' liability coverages. At Seller's request, Customer agrees to provide Suburban with a Certificate of Insurance and endorsement(s), in forms acceptable to Suburban, that evidence such insurance coverage and name "Suburban Propane Partners, L.P. and its subsidiaries, affiliates and successors" as an additional insured with respect to Customer's CGL insurance policy. While this Agreement remains in effect, Suburban shall maintain CGL and other appropriate insurance coverages, in accordance with standard industry practice.

9. **RELEASE AND INDEMNIFICATION OF SUBURBAN; DAMAGES; LIMITATION OF ACTION.** Customer, for itself, its employees and agents, and all other third parties, hereby releases Suburban, waives all claims against Suburban, agrees not to sue Suburban, and agrees to indemnify and hold Suburban harmless from any and all liability, injuries, claims, losses, damages (including consequential damages), lost profits, costs, expenses, and causes of action arising out of or related to (1) any personal injury, including death, or any property damage that may be sustained unless resulting from the sole negligence or any other actionable conduct of Suburban; (2) installation, removal, use, misuse, breakage or malfunction of equipment or piping not owned by Suburban; (3) any Customer-owned bridge failure or other premises liability; (4) exhaustion of Customer's Propane supply; (5) service discontinuance; (6) Customer's breach of this Agreement; (7) any negligent acts or omissions on part of Customer. Customer, for itself, its employees and agents, and all other third parties, hereby agrees that Suburban's liability shall be limited to proven direct damages, not to exceed the actual amounts paid by Customer to Suburban over the twelve (12) month period prior to the events giving rise to the claim. No demand, claim, suit, or action shall be made or brought against Suburban, its related business units, employees, agents, assigns or successors more than two (2) years after the date of the event that caused any injury, damage or loss. This paragraph shall survive the termination of expiration of this Agreement.

10. **UNCONTROLLABLE INTERRUPTION OF SERVICE:** Customer agrees that Seller shall not be liable to Customer or other party for failure to supply Propane or for any delay, loss or damage, or any failure to perform this Agreement due to any "force majeure" condition such as flood, fire, lightning or other adverse weather or environmental condition, explosion, power blackout, labor dispute, unavailability of Propane, acts or omissions of carriers or transportation facilities, government order or regulation, terrorist act, war, act of God, or any other cause beyond Seller's reasonable control whether or not similar to the foregoing and including, without limitation, failure of Customer-owned equipment to meet applicable safety standards.

11. **DEFAULT:** Should either party default on any material condition of this Agreement, the non-defaulting party shall have the option to cancel this Agreement by providing thirty (30) days prior written notice of intent to cancel to the defaulting party and if the defaulting party does not cure such default within such notice period, except that Seller may elect to terminate this Agreement immediately if Customer fails to make payment or maintain insurance coverage as required hereunder or for any safety violation not remedied. Suburban's right to collect Late Payment Charges shall not prohibit or restrict it from declaring a payment default.

12. **NO WAIVER; SEVERABILITY:** No delay on the part of either party in exercising any of its rights hereunder shall prevent the exercise of such rights at a later date, and any waiver of any breach of this Agreement by either party shall not be deemed a waiver of any other or subsequent breach thereof. Should any section or clause of this Agreement be held invalid by a court of competent jurisdiction, it is agreed that the balance of this Agreement shall continue in full legal force and effect.

13. **SUCCESSORS; ASSIGNMENT; SUBCONTRACTING; NOTICES:** This Agreement shall inure to the benefit of and be binding upon the parties and their respective successors, legal representatives and assigns, except that Customer shall not assign this Agreement without the written consent of Seller. It is agreed that Seller may assign this Agreement to its affiliates at any time. Suburban also reserves the right to subcontract any or all of its obligations under this Agreement. All communications and notices provided for or permitted hereunder shall be effectively given if in writing and mailed postage prepaid (certified mail for termination notices) to the respective address set forth above. Customer authorizes Seller to leave a notice at the Delivery Address of any condition preventing Propane delivery or resulting in service discontinuance or otherwise requiring Customer's attention.

14. **APPLICABLE LAW; ENTIRE AGREEMENT:** This Agreement shall be construed in accordance with the laws of the jurisdiction where the Delivery Address is located. This Agreement, including the **Dispute Resolution Procedures Addendum and any Appendix or Attachment** hereto that are made a part hereof, contains the entire agreement between the parties and supersedes all prior negotiations, proposals and oral or written agreements with respect to the subject matter hereof. Subject to Suburban's right, as set forth in this Agreement, to unilaterally change Prices and Fees at any time, this Agreement may only be amended by a writing executed by both parties, and provisions herein may only be waived by Seller in writing. Any Addendum/Appendix/Attachment to this Agreement is governed by the terms and conditions set forth herein unless otherwise expressly stated.

15. **CUSTOMER'S CREDIT CHECK AUTHORIZATION AND REPRESENTATION:** Customer has authorized or hereby authorizes Suburban to conduct a credit check to evaluate Customer's credit prior to Suburban's acceptance of this Agreement. By signing below, **Customer acknowledges that Customer has become familiar with the odor of Propane and has received Suburban's Safety Tips and Material Safety Data Sheet attached hereto.**

**Suburban Propane, L.P.** and the undersigned **Customer** hereby execute this Agreement as of the above Agreement Date and agree that facsimile signatures are as effective as originals.

**SUBURBAN** By: \_\_\_\_\_  
 Signature of Suburban Manager (see instructions)  
 Mack Hacker, Manager  
 \_\_\_\_\_  
 Print Name and Title

**CUSTOMER:** \_\_\_\_\_  
 Signature of Customer  
 Gadsden County Schools  
 \_\_\_\_\_  
 Print Customer's Name

**APPENDIX A**

**ITEMS TO BE SUPPLIED BY CUSTOMER (SEE SECTION 3)**

- |   |   |
|---|---|
| <input type="checkbox"/> All required permits and other necessary installation and operation approvals;   | <input type="checkbox"/> Pump, motor and meter maintenance;   |
| <input type="checkbox"/> Physical protection of/for Equipment and Customer-owned equipment;   | <input type="checkbox"/> Required non-combustible fencing;  |
| <input type="checkbox"/> Excavation, trenching and backfill for underground pipe and storage container, necessary sand beds, clearance, leveling and related site preparation for installation of Equipment including notification of underground facility markout service; | <input type="checkbox"/> Electric power, wiring and lighting (Class 1 Group D Explosion Proof);                             |
| <input type="checkbox"/> Concrete slabs or piers to Suburban's specifications for Propane bulk storage tank(s);   | <input type="checkbox"/> Unloading riser fittings;  |
| <input type="checkbox"/> All fire protection requirements and fire prevention equipment, including fire extinguishers;  | <input type="checkbox"/> Vaporizer;   |
| <input type="checkbox"/> Piping from Propane bulk storage tank or tank manifold terminal to other equipment;  | <input type="checkbox"/> Adequate truck access for delivery of Propane and Equipment clear of obstruction, snow and debris; |
| <input type="checkbox"/> Other: _____   |   |



**DISPUTE RESOLUTION PROCEDURES ADDENDUM  
TO RESIDENTIAL AND COMMERCIAL PROPANE  
SERVICE AGREEMENTS ("AGREEMENT")**

Customer and Suburban hereby agree that any and all Disputes (as that term is hereinafter defined) between them arising from this Agreement or any prior agreement between them, and/or the relationship created hereby or thereby, or otherwise, will be exclusively resolved by final and binding arbitration. **Customer and Suburban agree that, by entering into this Agreement, they each are waiving the right to a trial by judge or jury or to participate in a class action with respect to any Dispute.** For ease of administration and convenience, the parties agree that the Federal Arbitration Act governs the interpretation and enforcement of this Dispute Resolution Procedures Addendum ("Addendum"). This Addendum shall survive termination of this Agreement.

Capitalized terms used in this Addendum but not otherwise defined herein shall have the same meaning as in the Agreement. For purposes of this Addendum, a "Dispute" shall be broadly interpreted to include, without limitation, any and all claim(s) arising out of or relating in any way to any aspect of the relationship between Suburban and Customer, whether based in contract, tort, statute, fraud, misrepresentation or any other legal theory (including, but not limited to, claims relating to advertising, marketing or other publicity), even if arising before this Agreement or any prior agreement between the parties or that may arise after the termination of this Agreement, including, without limitation, claims that are currently the subject of purported class action litigation in which Customer is not a member of a certified class. Notwithstanding the foregoing, the term "Dispute" shall not include the following claims, and only the following claims:

- (a) claims by Customer (or Customer's legal representatives) for personal injury, death or damage to tangible property arising out of the physical delivery of Propane by Suburban to Customer, Customer's usage of such Propane, the condition of any equipment or Suburban's actions or alleged inactions with respect to such equipment; or
- (b) claims by Suburban to enforce Customer's indemnification, release and/or hold harmless obligations under this Agreement and/or for the payment of any amounts alleged to be owed by Customer to Suburban; or
- (c) claims which Customer could bring as an individual in a small claims or equivalent court; or
- (d) claims by either party to enforce the terms of this Addendum.

If either party believes that a Dispute has arisen, that party first shall send a certified letter to the other party (Customer should send the certified letter to the manager of the Suburban location identified on the first page of this Agreement (or any successor Suburban location then servicing Customer)), describing with reasonable particularity the nature and basis of the Dispute and the relief sought. If the parties do not reach an agreement to resolve the Dispute within 30 days after the date the party receives the certified letter, either party may commence an arbitration proceeding by sending another certified letter notifying the other party of its intent to commence arbitration.

Arbitration of Disputes will be governed by the Commercial Dispute Resolution Procedures and the Supplementary Procedures for Consumer Related Disputes (collectively, "AAA Rules") of the American Arbitration Association ("AAA"), as modified by this Agreement, and will be conducted before a single arbitrator appointed in accordance with the AAA Rules. The AAA Rules are available online at [www.adr.org](http://www.adr.org) or by calling the AAA at 1-800-778-7879. The AAA shall administer the arbitration. Unless the parties otherwise agree, any arbitration hearings will take place in the county (or parish) of Customer's Billing Address. Customer may direct that the arbitration be conducted telephonically or be based on written submissions.

All issues that relate to the Dispute are for the arbitrator to decide, but the arbitrator is bound by the terms of this Agreement and this Addendum. The arbitrator may award injunctive relief only in favor of the individual party seeking relief and only to the extent necessary to provide relief warranted by that party's individual claim as stated in the Dispute. The arbitrator has the discretion, but not the obligation, to award fees and costs to the party prevailing in the arbitration. All awards by the arbitrator shall be in writing.

**CUSTOMER AND SUBURBAN AGREE THAT EACH PARTY TO THIS ADDENDUM MAY BRING CLAIMS AGAINST THE OTHER PARTY ONLY IN ITS INDIVIDUAL CAPACITY AND NOT AS A PLAINTIFF OR CLASS MEMBER IN ANY PURPORTED CLASS OR REPRESENTATIVE PROCEEDING. Further, unless both Customer and Suburban otherwise agree in writing and in their sole discretion, the arbitrator may not consolidate more than one entity's claims, and may not otherwise preside over any form of a representative or class proceeding relating to the Dispute. If this specific provision is found to be unenforceable, then the entirety of this Addendum shall be null and void.**

Suburban Propane, L.P. ("Suburban" or "Seller") Address: 4420 Woodville Hwy, Tallahassee, FL 32305			
Telephone 850 - 576 - 3165		Fax 850 - 575 - 1441	
Email nbergmcneely @suburbanpropane.com			
Agreement Date 08/22/16	Account Number	Account Representative Name Debra	CSC Number 1784
Customer Name ("Customer") Gadsden County Schools (St. John Elementary)		Business Telephone Number 850-627-9651	Cell Telephone Number
Customer's Tax Identification Number 85-8012621915C-2	Fax Number 850-627-5357	Email Address aldays@gcpsmail.com	
Billing Address 35 Martin L. King Jr. Blvd.	City Quincy	State FL	Zip Code 32351
Delivery Address 4463 Bainbridge Hwy.	City Quincy	State FL	Zip Code 32352

**1. PROPANE AND EQUIPMENT:** Customer acknowledges that it is Customer's responsibility to timely supply, install, operate, maintain and protect, at Customer's expense, all storage tank(s), cylinder(s), regulator(s), meter(s), related exterior and interior piping and other equipment at the Delivery Address necessary for use for LP-Gas ("Propane") service ("Customer-owned equipment," which term shall include, but not be limited to, all piping that may hereafter be installed at the Delivery Address by Suburban) and Customer warrants ownership, quality and structural integrity of the same during the entire term of this Agreement. In the event that Customer requests Suburban to replace any Customer-owned storage or distribution equipment, or to lease to Customer any Suburban-owned storage equipment, Customer understands that Suburban and Customer may agree to do so under the terms and conditions of a mutually-acceptable separate agreement. Customer represents that it has the legal right and landowner's consent, if applicable, to arrange for Propane service at the Delivery Address for the duration of this Agreement. Customer is responsible for proper grounding/bonding of propane piping, shall arrange for protection of regulators from the elements and, where applicable, for protection of piping, regulators, meters, etc. from the forces of accumulated snow/ice.

**2. PRICES AND FEES:** As compensation for Suburban's supply to Customer of Propane and provision to Customer of other services incidental thereto, Customer agrees to pay to Suburban (a) Suburban's per gallon price for Propane applicable to Customer on the date of delivery/meter read ("Price"), and (b) Suburban's applicable fees and charges ("Fees" or "Charges") in effect on the date of billing. Customer understands and agrees that, unless otherwise stated by Suburban in writing (including in any Addendum attached hereto), any Price quoted by Suburban on or prior to the Agreement Date applies only to Customer's first delivery of Propane and that Customer's Price for subsequent deliveries of Propane could vary with each such delivery. Customer also understands and agrees that the Price Customer will pay for each delivery is dependent on a number of different factors, which will vary over time, including, but not limited to, the direct and indirect costs incurred by Suburban to acquire, store and deliver the Propane sold to Customer, the volume of Propane purchased by Customer and prevailing conditions. Because of this variability in Price, Customer acknowledges that the Price paid by Customer for any delivery of Propane may be different from (A) the Price charged to Customer for an earlier or later delivery of Propane, (B) the price charged at any time to other purchasers of Propane by Suburban or any other company, or (C) any published price index.

The initial amounts of Fees to be charged to Customer include: (per LCSD Bid No. 5388-2017 Liquid Propane Gas)

MINIMUM MONTHLY PURCHASE REQUIREMENT ("MMR"): \$ \_\_\_\_\_ SAFETY PRACTICES & TRAINING FEE: \$ \_\_\_\_\_  
 MINIMUM ANNUAL PURCHASE REQUIREMENT: \_\_\_\_\_ gallons PER DELIVERY METER READ FEE: \$ \_\_\_\_\_

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Customer understands and agrees that the specific Fees charged and the amount of those Fees may vary over time. Customer acknowledges and agrees that itemization of Price and Fees on Suburban's Delivery Invoice, Delivery Notice or Statement will be sufficient and adequate notice to Customer of those Price and Fees and that Suburban is not required to provide Customer with additional notice of, or prior notice of changes to, Price and/or the amount or nature of Fees. Customer may obtain information about Suburban's current Price and Fees, and delivery terms and options, applicable to Customer from Suburban's local office, and a description of Suburban's Fees can be found online at [www.suburbanpropane.com/fees](http://www.suburbanpropane.com/fees).

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11. **DEFAULT:** Should either party default on any material condition of this Agreement, the non-defaulting party shall have the option to cancel this Agreement by providing thirty (30) days prior written notice of intent to cancel to the defaulting party and if the defaulting party does not cure such default within such notice period, except that Seller may elect to terminate this Agreement immediately if Customer fails to make payment or maintain insurance coverage as required hereunder or for any safety violation not remedied. Suburban's right to collect Late Payment Charges shall not prohibit or restrict it from declaring a payment default.

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**Suburban Propane, L.P.** and the undersigned **Customer** hereby execute this Agreement as of the above Agreement Date and agree that facsimile signatures are as effective as originals.

**SUBURBAN** By: \_\_\_\_\_  
 Signature of Suburban Manager (see instructions)  
 Mack Hacker, Manager  
 \_\_\_\_\_  
 Print Name and Title

**CUSTOMER:** \_\_\_\_\_  
 Signature of Customer  
 Gadsden County Schools  
 \_\_\_\_\_  
 Print Customer's Name

**APPENDIX A**

**ITEMS TO BE SUPPLIED BY CUSTOMER (SEE SECTION 3)**

- |   |   |
|---|---|
| <input type="checkbox"/> All required permits and other necessary installation and operation approvals;   | <input type="checkbox"/> Pump, motor and meter maintenance;   |
| <input type="checkbox"/> Physical protection of/for Equipment and Customer-owned equipment;   | <input type="checkbox"/> Required non-combustible fencing;  |
| <input type="checkbox"/> Excavation, trenching and backfill for underground pipe and storage container, necessary sand beds, clearance, leveling and related site preparation for installation of Equipment including notification of underground facility markout service; | <input type="checkbox"/> Electric power, wiring and lighting (Class 1 Group D Explosion Proof);                             |
| <input type="checkbox"/> Concrete slabs or piers to Suburban's specifications for Propane bulk storage tank(s);   | <input type="checkbox"/> Unloading riser fittings;  |
| <input type="checkbox"/> All fire protection requirements and fire prevention equipment, including fire extinguishers;  | <input type="checkbox"/> Vaporizer;   |
| <input type="checkbox"/> Piping from Propane bulk storage tank or tank manifold terminal to other equipment;  | <input type="checkbox"/> Adequate truck access for delivery of Propane and Equipment clear of obstruction, snow and debris; |
| <input type="checkbox"/> Other: _____   |   |

**DISPUTE RESOLUTION PROCEDURES ADDENDUM  
TO RESIDENTIAL AND COMMERCIAL PROPANE  
SERVICE AGREEMENTS ("AGREEMENT")**

Customer and Suburban hereby agree that any and all Disputes (as that term is hereinafter defined) between them arising from this Agreement or any prior agreement between them, and/or the relationship created hereby or thereby, or otherwise, will be exclusively resolved by final and binding arbitration. **Customer and Suburban agree that, by entering into this Agreement, they each are waiving the right to a trial by judge or jury or to participate in a class action with respect to any Dispute.** For ease of administration and convenience, the parties agree that the Federal Arbitration Act governs the interpretation and enforcement of this Dispute Resolution Procedures Addendum ("Addendum"). This Addendum shall survive termination of this Agreement.

Capitalized terms used in this Addendum but not otherwise defined herein shall have the same meaning as in the Agreement. For purposes of this Addendum, a "Dispute" shall be broadly interpreted to include, without limitation, any and all claim(s) arising out of or relating in any way to any aspect of the relationship between Suburban and Customer, whether based in contract, tort, statute, fraud, misrepresentation or any other legal theory (including, but not limited to, claims relating to advertising, marketing or other publicity), even if arising before this Agreement or any prior agreement between the parties or that may arise after the termination of this Agreement, including, without limitation, claims that are currently the subject of purported class action litigation in which Customer is not a member of a certified class. Notwithstanding the foregoing, the term "Dispute" shall not include the following claims, and only the following claims:

- (a) claims by Customer (or Customer's legal representatives) for personal injury, death or damage to tangible property arising out of the physical delivery of Propane by Suburban to Customer, Customer's usage of such Propane, the condition of any equipment or Suburban's actions or alleged inactions with respect to such equipment; or
- (b) claims by Suburban to enforce Customer's indemnification, release and/or hold harmless obligations under this Agreement and/or for the payment of any amounts alleged to be owed by Customer to Suburban; or
- (c) claims which Customer could bring as an individual in a small claims or equivalent court; or
- (d) claims by either party to enforce the terms of this Addendum.

If either party believes that a Dispute has arisen, that party first shall send a certified letter to the other party (Customer should send the certified letter to the manager of the Suburban location identified on the first page of this Agreement (or any successor Suburban location then servicing Customer)), describing with reasonable particularity the nature and basis of the Dispute and the relief sought. If the parties do not reach an agreement to resolve the Dispute within 30 days after the date the party receives the certified letter, either party may commence an arbitration proceeding by sending another certified letter notifying the other party of its intent to commence arbitration.

Arbitration of Disputes will be governed by the Commercial Dispute Resolution Procedures and the Supplementary Procedures for Consumer Related Disputes (collectively, "AAA Rules") of the American Arbitration Association ("AAA"), as modified by this Agreement, and will be conducted before a single arbitrator appointed in accordance with the AAA Rules. The AAA Rules are available online at [www.adr.org](http://www.adr.org) or by calling the AAA at 1-800-778-7879. The AAA shall administer the arbitration. Unless the parties otherwise agree, any arbitration hearings will take place in the county (or parish) of Customer's Billing Address. Customer may direct that the arbitration be conducted telephonically or be based on written submissions.

All issues that relate to the Dispute are for the arbitrator to decide, but the arbitrator is bound by the terms of this Agreement and this Addendum. The arbitrator may award injunctive relief only in favor of the individual party seeking relief and only to the extent necessary to provide relief warranted by that party's individual claim as stated in the Dispute. The arbitrator has the discretion, but not the obligation, to award fees and costs to the party prevailing in the arbitration. All awards by the arbitrator shall be in writing.

**CUSTOMER AND SUBURBAN AGREE THAT EACH PARTY TO THIS ADDENDUM MAY BRING CLAIMS AGAINST THE OTHER PARTY ONLY IN ITS INDIVIDUAL CAPACITY AND NOT AS A PLAINTIFF OR CLASS MEMBER IN ANY PURPORTED CLASS OR REPRESENTATIVE PROCEEDING. Further, unless both Customer and Suburban otherwise agree in writing and in their sole discretion, the arbitrator may not consolidate more than one entity's claims, and may not otherwise preside over any form of a representative or class proceeding relating to the Dispute. If this specific provision is found to be unenforceable, then the entirety of this Addendum shall be null and void.**

Suburban Propane, L.P. ("Suburban" or "Seller") Address: 4420 Woodville Hwy, Tallahassee, FL 32305			
Telephone 850 - 576 - 3165		Fax 850 - 575 - 1441	
Email: nbergmceely@suburbanpropane.com			
Agreement Date 08/22/16	Account Number	Account Representative Name Debra	CSC Number 1784
Customer Name ("Customer") Gadsden County Schools (West Gadsden High School)		Business Telephone Number 850-627-9651	Cell Telephone Number
Customer's Tax Identification Number 85-8012621915C-2	Fax Number 850-627-5357	Email Address aldays@gcpsmail.com	
Billing Address 35 Martin L. King Jr. Blvd.	City Quincy	State FL	Zip Code 32351
Delivery Address 200 Providence Road	City Quincy	State FL	Zip Code 32351

1. **PROPANE AND EQUIPMENT:** Customer acknowledges that it is Customer's responsibility to timely supply, install, operate, maintain and protect, at Customer's expense, all storage tank(s), cylinder(s), regulator(s), meter(s), related exterior and interior piping and other equipment at the Delivery Address necessary for use for LP-Gas ("Propane") service ("Customer-owned equipment," which term shall include, but not be limited to, all piping that may hereafter be installed at the Delivery Address by Suburban) and Customer warrants ownership, quality and structural integrity of the same during the entire term of this Agreement. In the event that Customer requests Suburban to replace any Customer-owned storage or distribution equipment, or to lease to Customer any Suburban-owned storage equipment, Customer understands that Suburban and Customer may agree to do so under the terms and conditions of a mutually-acceptable separate agreement. Customer represents that it has the legal right and landowner's consent, if applicable, to arrange for Propane service at the Delivery Address for the duration of this Agreement. Customer is responsible for proper grounding/bonding of propane piping, shall arrange for protection of regulators from the elements and, where applicable, for protection of piping, regulators, meters, etc. from the forces of accumulated snow/ice.

2. **PRICES AND FEES:** As compensation for Suburban's supply to Customer of Propane and provision to Customer of other services incidental thereto, Customer agrees to pay to Suburban (a) Suburban's per gallon price for Propane applicable to Customer on the date of delivery/meter read ("Price"), and (b) Suburban's applicable fees and charges ("Fees" or "Charges") in effect on the date of billing. Customer understands and agrees that, unless otherwise stated by Suburban in writing (including in any Addendum attached hereto), any Price quoted by Suburban on or prior to the Agreement Date applies only to Customer's first delivery of Propane and that Customer's Price for subsequent deliveries of Propane could vary with each such delivery. Customer also understands and agrees that the Price Customer will pay for each delivery is dependent on a number of different factors, which will vary over time, including, but not limited to, the direct and indirect costs incurred by Suburban to acquire, store and deliver the Propane sold to Customer, the volume of Propane purchased by Customer and prevailing conditions. Because of this variability in Price, Customer acknowledges that the Price paid by Customer for any delivery of Propane may be different from (A) the Price charged to Customer for an earlier or later delivery of Propane, (B) the price charged at any time to other purchasers of Propane by Suburban or any other company, or (C) any published price index.

The initial amounts of Fees to be charged to Customer include: (per LCSD Bid No. 5388-2017 Liquid Propane Gas)

MINIMUM MONTHLY PURCHASE REQUIREMENT ("MMR"): \$ \_\_\_\_\_ SAFETY PRACTICES & TRAINING FEE: \$ \_\_\_\_\_  
 MINIMUM ANNUAL PURCHASE REQUIREMENT: \_\_\_\_\_ gallons PER DELIVERY METER READ FEE: \$ \_\_\_\_\_

Suburban may also charge other Fees, including, but not limited to, a Transportation Fuel Surcharge Fee, Emergency/Special Delivery Fee and the Fees set forth elsewhere in this Agreement. Fees may be based on Propane gallons delivered to Customer or on other bases, including, but not limited to, a per delivery basis or a periodic basis.

The Safety Practices & Training Fee is charged to recover some of Suburban's safety related costs including, but not limited to, in connection with Suburban's own vehicle and facility inspections as well as Suburban's employee training and testing. The Safety Practices & Training Fee does not vary with the volume delivered and is charged separately instead of being included in the Price. The Safety Practices & Training Fee and other Fees are not specifically authorized or imposed by any local, state or federal law, and the Safety Practices & Training Fee and other Fees are not collected on behalf of, or remitted to, any governmental entity.

Customer understands and agrees that the specific Fees charged and the amount of those Fees may vary over time. Customer acknowledges and agrees that itemization of Price and Fees on Suburban's Delivery Invoice, Delivery Notice or Statement will be sufficient and adequate notice to Customer of those Price and Fees and that Suburban is not required to provide Customer with additional notice of, or prior notice of changes to, Price and/or the amount or nature of Fees. Customer may obtain information about Suburban's current Price and Fees, and delivery terms and options, applicable to Customer from Suburban's local office, and a description of Suburban's Fees can be found online at [www.suburbanpropane.com/fees](http://www.suburbanpropane.com/fees).

3. **CUSTOMER'S RESPONSIBILITIES:** Customer, at its sole cost and expense, shall be responsible for, and Seller's obligations under this Agreement shall be expressly pre-conditioned upon, Customer's timely provision, installation, operation, security and maintenance of each item checked in Appendix A below, and trained personnel as required by law or regulation. In addition, Customer shall notify Seller of changes in fuel consumption that may require adjustment of volume and/or frequency of fuel deliveries and before any Propane-fueled unit or appliance at the Delivery Address is to be connected, disconnected or replaced, and before start-up of seasonal equipment.

4. **TERM OF AGREEMENT:** This Agreement shall continue on a month to month basis unless and may be terminated by Suburban or Customer upon prior written notice to the other party as set forth in paragraph 13 of this Agreement. Either party can terminate this Agreement upon default of the other. This Agreement may be terminated by Suburban for health and/or safety reasons.

5. **PAYMENT TERMS AND POLICY:** A Delivery Invoice may be left at the Customer's location even if Customer is not present at the time of delivery. Invoices shall be due and payable upon Customer's receipt thereof. If Customer's credit shall for any cause be deemed unsatisfactory by Seller, Seller shall have the right to require payment in advance before making further deliveries. Invoices remaining unpaid more than thirty (30) days from Invoice date shall be

subject to a Late Payment Fee consistent with applicable law. Without further notice, Seller may suspend Propane delivery for non-payment of Invoice(s) more than sixty (60) days from Invoice date(s). Resumption of Propane delivery after a suspension is subject to an Inspection Charge. Title to Propane shall transfer from Seller to Customer upon delivery, and is subject to recovery by Suburban in the event of non-payment. Customer agrees that Suburban shall have the right to access Customer-owned equipment to recover its Propane not paid for by Customer, and Customer agrees to pay any applicable Restocking (Pump Out) Fees and other Charges relating to such recovery. Customer shall pay all taxes, and for all licenses, permits or inspections, imposed by governmental entities in connection with the sale, storage or use of Propane sold hereunder.

6. **SAFETY:** Customer acknowledges that warnings for employees and end users and other safety literature produced by the Propane Education Research Council are available for purchase from [www.propanemarc.com](http://www.propanemarc.com). Customer agrees to provide all employees and agents at the Delivery Address and all end users of the Propane sold hereunder with the safety information provided by Seller to Customer. For additional safety information, including natural disaster and weather-related warnings, visit [www.suburbanpropane.com](http://www.suburbanpropane.com) or call 1-888-223-0029. Customer shall ensure that its employees, agents and end users are familiar with the odor of Propane, and acknowledges that Suburban recommends the installation of UL-listed Propane gas detectors and carbon monoxide detectors in basements, and elsewhere as recommended by the manufacturer, to provide an additional warning of the presence of Propane or carbon monoxide.

7. **MAINTENANCE; ACCESS; SERVICE:** Customer agrees that no modification, connection or addition to Customer-owned equipment or replacement, repair, disconnection or other handling of Customer-owned equipment will be made without prior notice to Suburban. Customer understands and agrees that it is Customer, and not Suburban, who is responsible to inspect Customer-owned equipment, at Customer's expense, except as otherwise required by law. Customer further agrees that Suburban shall have no obligation to maintain or repair Customer-owned equipment. At all times Customer shall provide Suburban with unobstructed access (without risk or liability for trespass) to deliver to Customer-owned equipment, and to remove from such equipment those gallons of Propane for which Customer has not made payment within sixty (60) days of the date of delivery thereof. Suburban may disconnect any Customer-owned equipment deemed by Suburban to be unsafe. If access across a Customer-owned bridge is required, Customer shall, as a condition precedent to Suburban's obligations, satisfy Suburban that the bridge will safely accommodate the weight of the delivery vehicle. Customer agrees to pay for any diagnostic or service work and parts provided by Suburban for Customer-owned equipment, if offered, in accordance with mutually agreed upon labor rates and parts charges.

8. **INSURANCE:** While this Agreement remains in effect, Customer shall maintain commercial general liability ("CGL") insurance coverage with limits acceptable to Seller including products liability, completed operations, and contractual liability coverages; and workers' compensation and employers' liability coverages. At Seller's request, Customer agrees to provide Suburban with a Certificate of Insurance and endorsement(s), in forms acceptable to Suburban, that evidence such insurance coverage and name "Suburban Propane Partners, L.P. and its subsidiaries, affiliates and successors" as an additional insured with respect to Customer's CGL insurance policy. While this Agreement remains in effect, Suburban shall maintain CGL and other appropriate insurance coverages, in accordance with standard industry practice.

9. **RELEASE AND INDEMNIFICATION OF SUBURBAN; DAMAGES; LIMITATION OF ACTION.** Customer, for itself, its employees and agents, and all other third parties, hereby releases Suburban, waives all claims against Suburban, agrees not to sue Suburban, and agrees to indemnify and hold Suburban harmless from any and all liability, injuries, claims, losses, damages (including consequential damages), lost profits, costs, expenses, and causes of action arising out of or related to (1) any personal injury, including death, or any property damage that may be sustained unless resulting from the sole negligence or any other actionable conduct of Suburban; (2) installation, removal, use, misuse, breakage or malfunction of equipment or piping not owned by Suburban; (3) any Customer-owned bridge failure or other premises liability; (4) exhaustion of Customer's Propane supply; (5) service discontinuance; (6) Customer's breach of this Agreement; (7) any negligent acts or omissions on part of Customer. Customer, for itself, its employees and agents, and all other third parties, hereby agrees that Suburban's liability shall be limited to proven direct damages, not to exceed the actual amounts paid by Customer to Suburban over the twelve (12) month period prior to the events giving rise to the claim. No demand, claim, suit, or action shall be made or brought against Suburban, its related business units, employees, agents, assigns or successors more than two (2) years after the date of the event that caused any injury, damage or loss. This paragraph shall survive the termination or expiration of this Agreement.

10. **UNCONTROLLABLE INTERRUPTION OF SERVICE:** Customer agrees that Seller shall not be liable to Customer or other party for failure to supply Propane or for any delay, loss or damage, or any failure to perform this Agreement due to any "force majeure" condition such as flood, fire, lightning or other adverse weather or environmental condition, explosion, power blackout, labor dispute, unavailability of Propane, acts or omissions of carriers or transportation facilities, government order or regulation, terrorist act, war, act of God, or any other cause beyond Seller's reasonable control whether or not similar to the foregoing and including, without limitation, failure of Customer-owned equipment to meet applicable safety standards.

11. **DEFAULT:** Should either party default on any material condition of this Agreement, the non-defaulting party shall have the option to cancel this Agreement by providing thirty (30) days prior written notice of intent to cancel to the defaulting party and if the defaulting party does not cure such default within such notice period, except that Seller may elect to terminate this Agreement immediately if Customer fails to make payment or maintain insurance coverage as required hereunder or for any safety violation not remedied. Suburban's right to collect Late Payment Charges shall not prohibit or restrict it from declaring a payment default.

12. **NO WAIVER; SEVERABILITY:** No delay on the part of either party in exercising any of its rights hereunder shall prevent the exercise of such rights at a later date, and any waiver of any breach of this Agreement by either party shall not be deemed a waiver of any other or subsequent breach thereof. Should any section or clause of this Agreement be held invalid by a court of competent jurisdiction, it is agreed that the balance of this Agreement shall continue in full legal force and effect.

13. **SUCCESSORS; ASSIGNMENT; SUBCONTRACTING; NOTICES:** This Agreement shall inure to the benefit of and be binding upon the parties and their respective successors, legal representatives and assigns, except that Customer shall not assign this Agreement without the written consent of Seller. It is agreed that Seller may assign this Agreement to its affiliates at any time. Suburban also reserves the right to subcontract any or all of its obligations under this Agreement. All communications and notices provided for or permitted hereunder shall be effectively given if in writing and mailed postage prepaid (certified mail for termination notices) to the respective address set forth above. Customer authorizes Seller to leave a notice at the Delivery Address of any condition preventing Propane delivery or resulting in service discontinuance or otherwise requiring Customer's attention.

14. **APPLICABLE LAW; ENTIRE AGREEMENT:** This Agreement shall be construed in accordance with the laws of the jurisdiction where the Delivery Address is located. This Agreement, including the **Dispute Resolution Procedures Addendum and any Appendix or Attachment** hereto that are made a part hereof, contains the entire agreement between the parties and supersedes all prior negotiations, proposals and oral or written agreements with respect to the subject matter hereof. Subject to Suburban's right, as set forth in this Agreement, to unilaterally change Prices and Fees at any time, this Agreement may only be amended by a writing executed by both parties, and provisions herein may only be waived by Seller in writing. Any Addendum/Appendix/Attachment to this Agreement is governed by the terms and conditions set forth herein unless otherwise expressly stated.

15. **CUSTOMER'S CREDIT CHECK AUTHORIZATION AND REPRESENTATION:** Customer has authorized or hereby authorizes Suburban to conduct a credit check to evaluate Customer's credit prior to Suburban's acceptance of this Agreement. By signing below, **Customer acknowledges that Customer has become familiar with the odor of Propane and has received Suburban's Safety Tips and Material Safety Data Sheet attached hereto.**

**Suburban Propane, L.P.** and the undersigned **Customer** hereby execute this Agreement as of the above Agreement Date and agree that facsimile signatures are as effective as originals.

**SUBURBAN** By: \_\_\_\_\_  
 Signature of Suburban Manager (see instructions)  
 Mack Hacker, Manager  
 \_\_\_\_\_  
 Print Name and Title

**CUSTOMER:** \_\_\_\_\_  
 Signature of Customer  
 Gadsden County Schools  
 \_\_\_\_\_  
 Print Customer's Name

**APPENDIX A**

**ITEMS TO BE SUPPLIED BY CUSTOMER (SEE SECTION 3)**

- |  |  |
|--|--|
| _____ All required permits and other necessary installation and operation approvals;   | _____ Pump, motor and meter maintenance;   |
| _____ Physical protection of/for Equipment and Customer-owned equipment;   | _____ Required non-combustible fencing;  |
| _____ Excavation, trenching and backfill for underground pipe and storage container, necessary sand beds, clearance, leveling and related site preparation for installation of Equipment including notification of underground facility markout service; | _____ Electric power, wiring and lighting (Class 1 Group D Explosion Proof);                             |
| _____ Concrete slabs or piers to Suburban's specifications for Propane bulk storage tank(s);   | _____ Unloading riser fittings;  |
| _____ All fire protection requirements and fire prevention equipment, including fire extinguishers;  | _____ Vaporizer;   |
| _____ Piping from Propane bulk storage tank or tank manifold terminal to other equipment;  | _____ Adequate truck access for delivery of Propane and Equipment clear of obstruction, snow and debris; |
| _____ Other: _____   |  |



**DISPUTE RESOLUTION PROCEDURES ADDENDUM  
TO RESIDENTIAL AND COMMERCIAL PROPANE  
SERVICE AGREEMENTS ("AGREEMENT")**

Customer and Suburban hereby agree that any and all Disputes (as that term is hereinafter defined) between them arising from this Agreement or any prior agreement between them, and/or the relationship created hereby or thereby, or otherwise, will be exclusively resolved by final and binding arbitration. **Customer and Suburban agree that, by entering into this Agreement, they each are waiving the right to a trial by judge or jury or to participate in a class action with respect to any Dispute.** For ease of administration and convenience, the parties agree that the Federal Arbitration Act governs the interpretation and enforcement of this Dispute Resolution Procedures Addendum ("Addendum"). This Addendum shall survive termination of this Agreement.

Capitalized terms used in this Addendum but not otherwise defined herein shall have the same meaning as in the Agreement. For purposes of this Addendum, a "Dispute" shall be broadly interpreted to include, without limitation, any and all claim(s) arising out of or relating in any way to any aspect of the relationship between Suburban and Customer, whether based in contract, tort, statute, fraud, misrepresentation or any other legal theory (including, but not limited to, claims relating to advertising, marketing or other publicity), even if arising before this Agreement or any prior agreement between the parties or that may arise after the termination of this Agreement, including, without limitation, claims that are currently the subject of purported class action litigation in which Customer is not a member of a certified class. Notwithstanding the foregoing, the term "Dispute" shall not include the following claims, and only the following claims:

- (a) claims by Customer (or Customer's legal representatives) for personal injury, death or damage to tangible property arising out of the physical delivery of Propane by Suburban to Customer, Customer's usage of such Propane, the condition of any equipment or Suburban's actions or alleged inactions with respect to such equipment; or
- (b) claims by Suburban to enforce Customer's indemnification, release and/or hold harmless obligations under this Agreement and/or for the payment of any amounts alleged to be owed by Customer to Suburban; or
- (c) claims which Customer could bring as an individual in a small claims or equivalent court; or
- (d) claims by either party to enforce the terms of this Addendum.

If either party believes that a Dispute has arisen, that party first shall send a certified letter to the other party (Customer should send the certified letter to the manager of the Suburban location identified on the first page of this Agreement (or any successor Suburban location then servicing Customer)), describing with reasonable particularity the nature and basis of the Dispute and the relief sought. If the parties do not reach an agreement to resolve the Dispute within 30 days after the date the party receives the certified letter, either party may commence an arbitration proceeding by sending another certified letter notifying the other party of its intent to commence arbitration.

Arbitration of Disputes will be governed by the Commercial Dispute Resolution Procedures and the Supplementary Procedures for Consumer Related Disputes (collectively, "AAA Rules") of the American Arbitration Association ("AAA"), as modified by this Agreement, and will be conducted before a single arbitrator appointed in accordance with the AAA Rules. The AAA Rules are available online at [www.adr.org](http://www.adr.org) or by calling the AAA at 1-800-778-7879. The AAA shall administer the arbitration. Unless the parties otherwise agree, any arbitration hearings will take place in the county (or parish) of Customer's Billing Address. Customer may direct that the arbitration be conducted telephonically or be based on written submissions.

All issues that relate to the Dispute are for the arbitrator to decide, but the arbitrator is bound by the terms of this Agreement and this Addendum. The arbitrator may award injunctive relief only in favor of the individual party seeking relief and only to the extent necessary to provide relief warranted by that party's individual claim as stated in the Dispute. The arbitrator has the discretion, but not the obligation, to award fees and costs to the party prevailing in the arbitration. All awards by the arbitrator shall be in writing.

**CUSTOMER AND SUBURBAN AGREE THAT EACH PARTY TO THIS ADDENDUM MAY BRING CLAIMS AGAINST THE OTHER PARTY ONLY IN ITS INDIVIDUAL CAPACITY AND NOT AS A PLAINTIFF OR CLASS MEMBER IN ANY PURPORTED CLASS OR REPRESENTATIVE PROCEEDING. Further, unless both Customer and Suburban otherwise agree in writing and in their sole discretion, the arbitrator may not consolidate more than one entity's claims, and may not otherwise preside over any form of a representative or class proceeding relating to the Dispute. If this specific provision is found to be unenforceable, then the entirety of this Addendum shall be null and void.**

# Suburban Safety Tips

**READ AND PROVIDE THIS IMPORTANT SAFETY INFORMATION TO ALL END USERS!**

**Llame 1-888-223-0029 para información sobre los avisos de seguridad en español**

## WHAT IS PROPANE?

Propane (also called LPG-Liquefied Petroleum Gas or LP-Gas) is a liquid fuel stored under pressure. In most systems, propane is vaporized to a gas before it leaves the tank. Propane is highly flammable when mixed with air (oxygen) and can be ignited by many sources, including open flames, smoking materials, electrical sparks, and static electricity. Severe "freeze burn" or frostbite can result if propane liquid comes in contact with your skin.



### IF YOU SMELL, HEAR OR SEE GAS

1. **NO FLAMES OR SPARKS!** Immediately put out all smoking materials and other open flames. Do not operate lights, appliances, telephones, or cell phones. Flames or sparks from these sources can trigger an explosion or fire.



2. **LEAVE THE AREA IMMEDIATELY!** Get everyone out of the building or area where you suspect gas is leaking.



3. **SHUT OFF THE GAS.** Turn off the main gas supply valve on your propane tank if it is safe to do so. To close the valve, turn it to the right (clockwise).



4. **REPORT THE LEAK.** From a neighbor's home or other nearby building away from the gas leak, call your propane retailer right away. If you can't reach your propane retailer, call 911 or your local fire department.



5. **DO NOT RETURN TO THE BUILDING OR AREA** until your propane retailer determines that it is safe to do so.



6. **GET YOUR SYSTEM CHECKED.** Before you attempt to use any of your propane appliances, your propane retailer or a qualified service technician must check your entire system to ensure it is leak-free.

### CAN YOU SMELL IT?



Propane smells like rotten eggs, a skunk's spray, or a dead animal. Some people may have difficulty smelling propane due to their age (older people have a less sensitive sense of smell); a medical condition; or the effects of medication, alcohol, tobacco, or drugs. Consider purchasing a propane gas detector as an additional measure of security.

**ODOR FADE** is an unintended reduction in the concentration of the odor of propane, making it more difficult to smell. Although rare, several situations can cause odor fade:

- The presence of air, water, or rust in a propane tank or cylinder
- The passage of leaking propane through soil
- The exposure to building materials, masonry or fabrics



**Since there is a possibility of odor fade or problems with your sense of smell, you should respond immediately to even a faint odor of gas.**

To learn what propane smells like, Customers unfamiliar with that smell should call Suburban's Safety Information Request Center 1-888-223-0029 and order the pamphlets called "Important Propane Safety Information for You and Your Family" and/or an expansive "Propane Safety" booklet to obtain a Scratch and Sniff Test, free of charge. Pamphlets can also be purchased through Propane Education & Research Council (PERC) at 1-866-905-1075 or [www.propanecatalog.com](http://www.propanecatalog.com)

Item No. 1519854 SAF 5302 1215

## PROPANE GAS DETECTORS ARE RECOMMENDED

Propane gas detectors sound an alarm if propane is detected in the air. Suburban recommends the installation of UL-listed propane gas detectors in basements and where recommended by the manufacturer to provide an additional warning of the presence of propane. They can provide an additional measure of security in structures with little-used areas and for individuals who have difficulty smelling propane.



**GUIDELINES** regarding propane gas detectors:

- Buy only units that are listed by Underwriters Laboratories (UL).
- Follow the manufacturer's instructions regarding installation and maintenance.
- Never ignore the smell of propane, even if no detector is sounding an alarm.

## CARBON MONOXIDE AND YOUR SAFETY



### WHAT IS CARBON MONOXIDE (CO)?

You can't taste or smell CO, but it is a very dangerous gas, produced when any fuel burns. High levels of CO can come from appliances that are not operating correctly, or from a venting system or chimney that becomes blocked.

**CO CAN BE DEADLY!** High levels of CO can make you dizzy or sick (see below). In extreme cases, CO can cause brain damage or death.

#### Symptoms of CO poisoning include:

- Headache
- Shortness of breath
- Dizziness
- Nausea
- Fatigue

### IF YOU SUSPECT CO IS PRESENT, ACT IMMEDIATELY!



1. If you or a family member shows physical symptoms of CO poisoning, get everyone out of the building and call 911 or your local fire department.

2. If it is safe to do so, open windows to allow entry of fresh air, and turn off any appliances you suspect may be releasing CO.



3. If no one has symptoms, but you suspect that CO is present, call your propane retailer or a qualified service technician to check CO levels and your propane equipment.

### TO HELP REDUCE THE RISK OF CO POISONING:

- Have a qualified service technician check your propane system appliances and related venting systems annually, preferably before heating season begins.
- Install UL-listed CO detectors on every level of your home.
- Never use a gas oven or range-top burners to provide space heating.
- Never use portable heaters indoors unless they are designed and approved for indoor use.
- Never use a barbecue grill (propane or charcoal) indoors for cooking or heating.
- Regularly check your appliance exhaust vents for blockage.

### SIGNS OF IMPROPER APPLIANCE OPERATION THAT CAN GENERATE HIGH CO LEVELS:

- Sooting, especially on appliances and vents.
- Unfamiliar or burning odor.
- Increased moisture inside of windows.

## LIGHTING PILOT LIGHTS



IF A PILOT LIGHT REPEATEDLY GOES OUT or is very difficult to light, there may be a safety problem. **DO NOT** try to fix the problem yourself. It is strongly recommended that only a **QUALIFIED SERVICE TECHNICIAN** light any pilot light that has gone out.

**YOU ARE TAKING THE RISK** of starting a fire or an explosion if you light a pilot light yourself. Carefully follow all of the manufacturer's instructions and warnings concerning the appliance before attempting to light the pilot.

## APPLIANCE AND SYSTEM MAINTENANCE



**LEAVE IT TO THE EXPERTS.** Only a qualified service technician has the training to install, connect, disconnect, inspect, service, maintain, and repair propane equipment and piping. Have your appliances and propane system inspected just before the start of each heating season.

**HELP YOUR APPLIANCES "BREATHE."** Check the vents of your appliances to be sure that flue gases can flow easily to the outdoors; clear away any insect or bird nests or other debris. Also, clear the area around your appliances so plenty of air can reach the burner for proper combustion.

**DO NOT TRY TO MODIFY OR REPAIR** valves, regulators, connectors, controls, or other appliance and cylinder/tank parts. Doing so creates the risk of a gas leak that can result in property damage, serious injury, or death.

**HAVE OLDER APPLIANCE CONNECTORS INSPECTED.** Certain older appliance connectors may crack or break, causing a gas leak. If you have an appliance that is more than 20 years old, have a qualified service technician inspect the connector. Do not do this yourself, as movement of the appliance might damage the connector and cause a leak.

**FLAMMABLE VAPORS ARE A SAFETY HAZARD.** The pilot light on your propane appliance can ignite vapors from gasoline, paint thinners, and other flammable liquids. Be sure to store flammable liquids outdoors or in an area of the building containing no propane appliances.



**DON'T RISK IT!** If you cannot operate any part of your propane system, or if you think an appliance or other device is not working right, call your propane retailer or qualified service technician for assistance.

## RUNNING OUT OF GAS

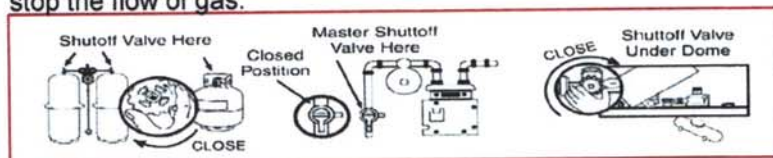
**DON'T RUN OUT OF GAS. SERIOUS SAFETY HAZARDS, INCLUDING FIRE OR EXPLOSION, CAN RESULT.**

- If an appliance valve or gas line is left open, a leak could occur when the system is recharged with propane.
- If your propane tank runs out of gas, any pilot lights on your appliances will go out. This can be extremely dangerous.
- **A LEAK CHECK IS REQUIRED.** In many states, a propane retailer or a qualified service technician must perform a leak check of your system before turning on the gas.



## EQUIPMENT AWARENESS

**KNOW HOW TO SHUT OFF YOUR GAS SUPPLY.** Know where the gas supply shutoff valve to your premises valve is located. Tank and cylinder valves must be turned to the right (in a clockwise direction) to stop the flow of gas.



Item No. 1519854 SAF 5302 1215

**MANUFACTURER'S INSTRUCTIONS.** All new appliances sold by Suburban will come with an owner's manual and manufacturer's instructions. Keep and consult them for correct operating and maintenance procedures. Contact the appliance manufacturer for replacement instructions, if needed.

**KNOW WHERE UNDERGROUND GAS LINES AND TANKS ARE LOCATED** to avoid damaging them when digging or working on your premises.

**DO NOT STORE PROPANE CYLINDERS OR CONTAINERS INSIDE BUILDINGS.**

**MAKE SURE REGULATOR REMAINS PROTECTED** so operation will not be affected by the elements (rain, sleet, snow, ice, mud, debris). Regulator vent should be pointed down and be checked regularly.

**MAKE SURE BUILDING OPENINGS ARE NOT CREATED AND SOURCES OF IGNITION ARE NOT SITUATED WITHIN THE AREA OF PROPANE TANKS, REGULATORS, METERS AND OTHER PROPANE EQUIPMENT IN THE SYSTEM.**

**REVIEW MANUFACTURERS' WARNINGS AND IMPORTANT SAFETY INFORMATION AVAILABLE AT [www.suburbanpropane.com](http://www.suburbanpropane.com) REGARDING CORRUGATED STAINLESS STEEL TUBING (CSST),** which is a flexible pipe used to supply gas in homes and buildings. A nearby lightning strike can create holes and/or damage CSST. This can result in a gas leak and potentially cause a fire or explosion. Proper grounding and bonding of CSST can reduce the risk of a fire or explosion. **MAKE SURE ALL PROPANE PIPING IS PROPERLY BONDED AND GROUNDED.** Contact a licensed electrician for more information.

### **BE PREPARED FOR WEATHER-RELATED EMERGENCIES**

**FLOODING** – If a flood is predicted for your area or your gas-fired appliance(s) or equipment has been submerged due to flooding:

- **Turn off the gas valve** at the container or cylinder.
- **DO NOT** turn the gas back on until a qualified service technician has checked the system.

**HEAVY SNOW OR ICE** – Heavy accumulations of snow or ice falling from roof eaves on regulators, piping, tubing and valves may cause damage that could result in a gas leak. Regulator vents must remain clear of snow and ice to operate properly. Check the regulator vents on the propane system to be sure they are free of condensation, which if frozen, could cause a malfunction. If a regulator vent is clogged with ice or snow, contact Suburban Propane immediately. Appliance vents, chimneys and flues must be kept clear of snow and ice so appliances may vent properly, especially on roofs of mobile homes. For installations in areas of heavy snowfall, arrange for the protection of piping, regulators, meters and other equipment installed in the piping system from the forces of accumulated snow or ice. A protective cover or structure may be an appropriate form of protection in some circumstances, and is required in some jurisdictions. Contact your local building or fire official for guidance.

When removing snow:

- Use care around tanks, piping, tubing, valves, regulators and other equipment to prevent damage.
- Use a broom instead of a shovel.
- Do not shovel snow from roofs onto propane equipment. The weight could damage propane equipment causing a leak.

### **SAFE ACCESS**

Provide structurally sound access to propane equipment free from snow, ice, debris or other obstructions.

### **FURTHER CONSUMER SAFETY INFORMATION**

We urge you to visit [www.suburbanpropane.com](http://www.suburbanpropane.com) for Consumer Safety Information prepared by the Propane Education & Research Council (PERC). Pamphlets called "Important Propane Safety Information for You and Your Family," "Important Propane Safety Information for Users of Small Cylinders" (including cylinder transportation, storage and inspection procedures), an expansive "Propane Safety" booklet, weather/natural disaster information, and a Propane Safety Data Sheet (SDS) may be read and downloaded online. These documents are also available free of charge by calling Suburban at 1-888-223-0029 or PERC pamphlets containing a Scratch and Sniff Test of propane odor can be purchased at 1-866-905-1075 or [www.propanecatalog.com](http://www.propanecatalog.com).

Item No. 1519854 SAF 5302 1215

# Safety Data Sheet

According to OSHA HCS 2012 (29 CFR 1910.1200)



## SECTION 1: Identification

<b>Product Identifier</b>	<b>Propane</b>
<b>Other means of identification</b>	Commercial Propane(All) HD5 Propane LP-Gas Liquefied Petroleum Gas Odorized Propane Propane (Unstened) Propane Commercial Propane Motor Fuel Propane for Process Stened Propane Unodorized Propane
<b>SDS Number</b>	<b>169570</b>
<b>Relevant identified uses</b>	Fuel
<b>Uses advised against</b>	All others
<b>24 Hour Emergency Phone Number</b>	CHEMTREC 1-800-424-9300 CANUTEC 613-996-6666 CHEMTREC Mexico 01-800-681-9531

<b>Manufacturer/Supplier</b>	<b>SDS Information</b>
Phillips 66 Company P.O. Box 4428 Houston, Texas 77210	Phone: 800-762-0942 Email: SDS@P66.com URL: www.Phillips66.com

## SECTION 2: Hazard identification

<b>Classified Hazards</b>	<b>Hazards Not Otherwise Classified (HNOC)</b>
H220 - Flammable gases -- Category 1 H280 -- Gases under pressure -- Liquefied gas Simple asphyxiant	None

### Label Elements



#### DANGER

Extremely flammable gas  
Contains gas under pressure. May explode if heated.



May displace oxygen and cause rapid suffocation

Keep away from heat/sparks/open flames/hot surfaces. - No smoking; Take precautionary measures against static discharge;  
Leaking gas fire: Do not extinguish, unless leak can be stopped safely; Eliminate all ignition sources if safe to do so; Protect from sunlight. Store in a well-ventilated place

### SECTION 3: Composition/information on ingredients

Chemical Name	CASRN	Concentration <sup>1</sup>
Propane	74-98-6	80-100
Propene	115-07-1	<20
Ethane	74-84-0	<6
Butane	106-97-8	<5
Isobutane	75-28-5	<2.5

<sup>1</sup> All concentrations are percent by weight unless ingredient is a gas. Gas concentrations are in percent by volume.

Odorized products contain small quantities (<0.1%) ethyl mercaptan as an olfactory indicator.

### SECTION 4: First aid measures

**Eye Contact:** For contact with the liquefied gas, remove contact lenses if present and easy to do, hold eyelids apart and gently flush the affected eye(s) with lukewarm water. Seek immediate medical attention.

**Skin Contact:** Liquefied gases may cause cryogenic burns or injury. Treat burned or frostbitten skin by flushing or immersing the affected area(s) in lukewarm water. Do not rub affected area. Do not remove clothing that adheres due to freezing. After sensation has returned to the frostbitten skin, keep skin warm, dry, and clean. If blistering occurs, apply a sterile dressing. Seek immediate medical attention.

**Inhalation:** If respiratory symptoms develop, move victim away from source of exposure and into fresh air in a position comfortable for breathing. If breathing is difficult, oxygen or artificial respiration should be administered by qualified personnel. If symptoms persist, seek medical attention.

**Ingestion:** This material is a gas under normal atmospheric conditions and ingestion is unlikely.

**Most important symptoms and effects, both acute and delayed:** Light hydrocarbon gases are simple asphyxiants and can cause anesthetic effects at high concentrations. Symptoms of overexposure, which are reversible if exposure is stopped, can include shortness of breath, drowsiness, headaches, confusion, decreased coordination, visual disturbances and vomiting. Continued exposure can lead to hypoxia (inadequate oxygen), rapid breathing, cyanosis (bluish discoloration of the skin), numbness of the extremities, unconsciousness and death.

**Notes to Physician:** Epinephrine and other sympathomimetic drugs may initiate cardiac arrhythmias in persons exposed to high concentrations of hydrocarbon solvents (e.g., in enclosed spaces or with deliberate abuse). The use of other drugs with less arrhythmogenic potential should be considered. If sympathomimetic drugs are administered, observe for the development of cardiac arrhythmias.

### SECTION 5: Firefighting measures

#### NFPA 704 Hazard Class

Health: 2    Flammability: 4    Instability: 0



0 (Minimal)  
1 (Slight)  
2 (Moderate)  
3 (Serious)  
4 (Severe)

**Extinguishing Media:** Dry chemical or carbon dioxide is recommended. Carbon dioxide can displace oxygen. Use caution when applying carbon dioxide in confined spaces.

**Specific hazards arising from the chemical**

**Unusual Fire & Explosion Hazards:** Extremely flammable Contents under pressure This material can be ignited by heat, sparks, flames, or other sources of ignition (e.g., static electricity, pilot lights, mechanical/electrical equipment, and electronic devices such as cell phones, computers, calculators, and pagers which have not been certified as intrinsically safe) Vapors may travel considerable distances to a source of ignition where they can ignite, flash back, or explode. May create vapor/air explosion hazard indoors, in confined spaces, outdoors, or in sewers. If container is not properly cooled, it can rupture in the heat of a fire. Drains can be plugged and valves made inoperable by the formation of ice if rapid evaporation of large quantities of the liquefied gas occurs. Do not allow run-off from fire fighting to enter drains or water courses – may cause explosion hazard in drains and may reignite.

**Hazardous Combustion Products:** Combustion may yield smoke, carbon monoxide, and other products of incomplete combustion. Oxides of nitrogen and sulfur may also be formed.

**Special protective actions for firefighters:** For fires beyond the initial stage, emergency responders in the immediate hazard area should wear protective clothing. When the potential chemical hazard is unknown, in enclosed or confined spaces, a self contained breathing apparatus should be worn. In addition, wear other appropriate protective equipment as conditions warrant (see Section 8).

Isolate the hazard area and deny entry to unnecessary and unprotected personnel. Stop spill/release if it can be done safely. If this cannot be done, allow fire to burn. Move undamaged containers from immediate hazard area if it can be done safely Stay away from ends of container. Water spray may be useful in minimizing or dispersing vapors and to protect personnel. Cool equipment exposed to fire with water, if it can be done safely.

See Section 9 for Flammable Properties including Flash Point and Flammable (Explosive) Limits

## SECTION 6: Accidental release measures

**Personal precautions, protective equipment and emergency procedures:** Extremely flammable Spillages of liquid product will create a fire hazard and may form an explosive atmosphere. Keep all sources of ignition and hot metal surfaces away from spill/release if safe to do so. The use of explosion-proof electrical equipment is recommended. Beware of accumulation of gas in low areas or contained areas, where explosive concentrations may occur. Prevent from entering drains or any place where accumulation may occur. Ventilate area and allow to evaporate. Stay upwind and away from spill/release. Avoid direct contact with material. For large spillages, notify persons down wind of the spill/release, isolate immediate hazard area and keep unauthorized personnel out. Wear appropriate protective equipment, including respiratory protection, as conditions warrant (see Section 8). See Sections 2 and 7 for additional information on hazards and precautionary measures.

**Environmental Precautions:** Stop and contain spill/release if it can be done safely. Water spray may be useful in minimizing or dispersing vapors. If spill occurs on water notify appropriate authorities and advise shipping of any hazard.

**Methods and material for containment and cleaning up:** Notify relevant authorities in accordance with all applicable regulations.

Recommended measures are based on the most likely spillage scenarios for this material; however local conditions and regulations may influence or limit the choice of appropriate actions to be taken.

## SECTION 7: Handling and storage

**Precautions for safe handling:** Keep away from heat, hot surfaces, sparks, open flames and other ignition sources. No smoking. Take precautionary measures against static discharge. Use good personal hygiene practices and wear appropriate personal protective equipment (see section 8). Extremely Flammable. Contents under pressure Gas can accumulate in confined spaces and limit oxygen available for breathing. Use only with adequate ventilation The use of explosion-proof electrical equipment is recommended and may be required (see appropriate fire codes). Refer to NFPA-70 and/or API RP 2003 for specific bonding/grounding requirements. Electrostatic charge may accumulate and create a hazardous condition when handling or processing this material. To avoid fire or explosion, dissipate static electricity during transfer by grounding and bonding containers and equipment before transferring material. Do not enter confined spaces such as tanks or pits without following proper entry procedures such as ASTM D-4276 and 29CFR 1910.146. Cold burns may occur during filling operations. Containers and delivery lines may become cold enough to present cold burn hazard.

Propane and odorant are heavier than air and will collect and pool along the ground or floor. Odorant, therefore, may not be detectable above the location of propane storage or service (for example, odorant in propane released or leaked into the basement of a dwelling may not be detected above the basement).

**WARNING -** The intensity of the odorant may fade over prolonged storage or in the presence of rust, when placed initially in new or freshly-cleaned storage vessels, or when exposed to masonry.



**Conditions for safe storage:** Keep container(s) tightly closed and properly labeled. Use and store this material in cool, dry, well-ventilated areas away from heat, direct sunlight, hot metal surfaces, and all sources of ignition. Store only in approved containers. Post area "No Smoking or Open Flame." Keep away from any incompatible material (see Section 10). Protect container(s) against physical damage. Outdoor or detached storage is preferred. Indoor storage should meet OSHA standards and appropriate fire codes.

"Empty" containers retain residue and may be dangerous. Do not pressurize, cut, weld, braze, solder, drill, grind, or expose such containers to heat, flame, sparks, or other sources of ignition. They may explode and cause injury or death. Avoid exposing any part of a compressed-gas cylinder to temperatures above 125F(51.6C). Gas cylinders should be stored outdoors or in well ventilated storerooms at no lower than ground level and should be quickly removable in an emergency.

### SECTION 8: Exposure controls/personal protection

Chemical Name	ACGIH	OSHA	Other
Propane	---	TWA: 1000 ppm TWA: 1800 mg/m <sup>3</sup>	---
Propene	TWA: 500 ppm	---	---
Butane	STEL: 1000 ppm	---	---
Isobutane	STEL: 1000 ppm	---	---

**Note:** State, local or other agencies or advisory groups may have established more stringent limits. Consult an industrial hygienist or similar professional, or your local agencies, for further information.

**Engineering controls:** If current ventilation practices are not adequate to maintain airborne concentrations below the established exposure limits, additional engineering controls may be required.

**Eye/Face Protection:** The use of eye protection (such as splash goggles) that meets or exceeds ANSI Z.87.1 is recommended when there is potential liquid contact to the eye. Depending on conditions of use, a face shield may be necessary.

**Skin/Hand Protection:** Wear thermal insulating gloves and face shield or eye protection when working with materials that present thermal hazards (hot or cold).

**Respiratory Protection:** A NIOSH approved, self-contained breathing apparatus (SCBA) or equivalent operated in a pressure demand or other positive pressure mode should be used in situations of oxygen deficiency (oxygen content less than 19.5 percent), unknown exposure concentrations, or situations that are immediately dangerous to life or health (IDLH).

A respiratory protection program that meets or is equivalent to OSHA 29 CFR 1910.134 and ANSI Z88.2 should be followed whenever workplace conditions warrant a respirator's use.

**Suggestions provided in this section for exposure control and specific types of protective equipment are based on readily available information. Users should consult with the specific manufacturer to confirm the performance of their protective equipment. Specific situations may require consultation with industrial hygiene, safety, or engineering professionals.**

### SECTION 9: Physical and chemical properties

**Note:** Unless otherwise stated, values are determined at 20°C (68°F) and 760 mm Hg (1 atm). Data represent typical values and are not intended to be specifications.

**Appearance:** Colorless  
**Physical Form:** Liquefied Gas  
**Odor:** No distinct odor (or skunk, rotten egg or garlic if odorant added)  
**Odor Threshold:** No data  
**pH:** Not applicable  
**Vapor Density (air=1):** >1  
**Upper Explosive Limits (vol % in air):** 9.5  
**Lower Explosive Limits (vol % in air):** 2.1  
**Evaporation Rate (nBuAc=1):** >1  
**Particle Size:** Not applicable  
**Percent Volatile:** 100%  
**Flammability (solid, gas):** Extremely Flammable

**Flash Point:** -156 °F / -104 °C  
**Test Method:** Tag Closed Cup (TCC), ASTM D56  
**Initial Boiling Point/Range:** -44 °F / -42 °C  
**Vapor Pressure:** 208 psia (Reid VP) @ 100°F / 37.8°C  
**Partition Coefficient (n-octanol/water) (Kow):** No data  
**Melting/Freezing Point:** -309 °F / -189 °C  
**Auto-ignition Temperature:** 842 °F / 450 °C  
**Decomposition Temperature:** No data  
**Specific Gravity (water=1):** 0.50-0.51 @ 60°F (15.6°C)  
**Bulk Density:** No data  
**Viscosity:** No data  
**Solubility in Water:** Negligible

### SECTION 10: Stability and reactivity

**Reactivity:** Not chemically reactive.

**Chemical stability:** Stable under normal ambient and anticipated conditions of use.

**Possibility of hazardous reactions:** Hazardous reactions not anticipated.

**Conditions to avoid:** Avoid all possible sources of ignition. Heat will increase pressure in the storage tank.

**Incompatible materials:** Avoid contact with acids, aluminum chloride, chlorine, chlorine dioxide, halogens and oxidizing agents.

**Hazardous decomposition products:** Not anticipated under normal conditions of use.

## SECTION 11: Toxicological information

### Information on Toxicological Effects

Substance / Mixture			
Acute Toxicity	Hazard	Additional Information	LC50/LD50 Data
Inhalation	Unlikely to be harmful	Simple Asphyxiant. May displace oxygen and cause rapid suffocation. See section 4 for more information.	> 20,000 ppm
Dermal	Skin absorption is not anticipated		Not Applicable
Oral	Ingestion is not anticipated		Not Applicable

**Aspiration Hazard:** Not applicable

**Skin Corrosion/Irritation:** Not expected to be irritating. Contact with the liquefied or pressurized gas may cause frostbite ("cold" burn).

**Serious Eye Damage/Irritation:** Not expected to be irritating. Contact with the liquefied or pressurized gas may cause momentary freezing followed by swelling and eye damage.

**Skin Sensitization:** Skin contact is not anticipated.

**Respiratory Sensitization:** Not expected to be a respiratory sensitizer.

**Specific Target Organ Toxicity (Single Exposure):** Not expected to cause organ effects from single exposure.

**Specific Target Organ Toxicity (Repeated Exposure):** Not expected to cause organ effects from repeated exposure.

**Carcinogenicity:** Not expected to cause cancer.

**Germ Cell Mutagenicity:** Not expected to cause heritable genetic effects.

**Reproductive Toxicity:** Not expected to cause reproductive toxicity.

**Other Comments:** High concentrations may reduce the amount of oxygen available for breathing, especially in confined spaces. Hypoxia (inadequate oxygen) during pregnancy may have adverse effects on the developing fetus. The odorant, ethyl mercaptan, can be irritating to the eyes, skin and respiratory tract. At high concentrations, a person can temporarily lose the ability to smell ethyl mercaptan. In addition, some individuals may have an impaired sense of smell, which inhibits the detection of the odorant.

### Information on Toxicological Effects of Components

#### Propane

**Reproductive Toxicity:** No adverse reproductive or developmental effects were observed in rats exposed to propane; no observed adverse effect level = 12,000 ppm.

**Target Organ(s):** No systemic or neurotoxic effects were noted in rats exposed to concentrations of propane as high as 12,000 ppm for 28 days.

#### Butane

**Reproductive Toxicity:** No adverse reproductive or developmental effects were observed in rats exposed to butane; no observed adverse effect level = 12,000 ppm.

**Target Organ(s):** No systemic or neurotoxic effects were noted in rats exposed to concentrations of butane as high as 9,000 ppm for 28 days.

**Isobutane**

**Reproductive Toxicity:** No adverse developmental effects were observed in rats exposed to concentrations of isobutane as high as 9000 ppm. Fertility and mating indices may have been affected at 9000 ppm but no effects were observed at 3000 ppm (NOAEL).

**Target Organ(s):** No systemic or neurotoxic effects were noted in rats exposed to concentrations of isobutane as high as 9,000 ppm for 28 days.

## SECTION 12: Ecological information

**GHS Classification:**  
No classified hazards

**Toxicity:** Petroleum gases will readily evaporate from the surface and would not be expected to have significant adverse effects in the aquatic environment.

**Persistence and Degradability:** The hydrocarbons in this material are expected to be inherently biodegradable. In practice, hydrocarbon gases are not likely to remain in solution long enough for biodegradation to be a significant loss process. Hydrogen sulfide, if present in refinery gas streams, will be rapidly oxidized in water and insoluble sulfides precipitated from water when metallic radicals are present.

**Bioaccumulative Potential:** Since the log Kow values measured for refinery gas constituents are below 3, they are not regarded as having the potential to bioaccumulate.

**Mobility in Soil:** Due to the extreme volatility of petroleum gases, air is the only environmental compartment in which they will be found. In air, these hydrocarbons undergo photodegradation by reaction with hydroxyl radicals with half-lives ranging from 3.2 days for n-butane to 7 days for propane.

**Other adverse effects:** None anticipated.

## SECTION 13: Disposal considerations

This material is a gas and would not typically be managed as a waste.

## SECTION 14: Transport information

**U.S. Department of Transportation  
(DOT)**

UN Number: UN1978

UN proper shipping name: Propane,

Transport hazard class(es): 2.1

Packing Group: None

**Environmental Hazards:** This product does not meet the DOT/UN/IMDG/IMO criteria of a marine pollutant

**Special precautions for user:** *For domestic transportation only, UN1075 may be substituted for the UN number shown as long as the substitution is consistent on package markings, shipping papers, and emergency response information. See 49 CFR 172.102 Special Provision 19.*

*Containers of NON-ODORIZED liquefied petroleum gas must be marked either NON-ODORIZED or NOT ODORIZED as of September 30, 2006. [49 CFR 172.301(f), 326(d), 330(c) and 338(e)]*

Transport in bulk according to Annex II of MARPOL 73/78 and the IBC Code: Not applicable

## SECTION 15: Regulatory information

**CERCLA/SARA - Section 302 Extremely Hazardous Substances and TPQs (in pounds):**

This material does not contain any chemicals subject to the reporting requirements of SARA 302 and 40 CFR 372.

**CERCLA/SARA - Section 311/312 (Title III Hazard Categories)**

Acute Health Hazard: Yes  
Chronic Health Hazard: No  
Fire Hazard: Yes  
Pressure Hazard: yes  
Reactive Hazard: No

**CERCLA/SARA - Section 313 and 40 CFR 372:**

This material contains the following chemicals subject to the reporting requirements of Section 313 of SARA Title III and 40 CFR 372:

Chemical Name	Concentration <sup>1</sup>	de minimis
Propene	<20	1.0%

**EPA (CERCLA) Reportable Quantity (in pounds):**

EPA's Petroleum Exclusion applies to this material - (CERCLA 101(14)).

**California Proposition 65:**

WARNING: Chemicals known to the State of California to cause cancer, birth defects or other reproductive harm are created by the combustion of propane.

**Canada:**

This product has been classified in accordance with the hazard criteria of the Controlled Products Regulations (CPR) and the SDS contains all the information required by the Regulations.

**International Inventories**

All components are either listed on the US TSCA Inventory, or are not regulated under TSCA.  
All components are either on the DSL, or are exempt from DSL listing requirements.

U.S. Export Control Classification Number: EAR99

**SECTION 16: Other information**

Issue Date:	Previous Issue Date:	SDS Number	Status:
25-Aug-2015	08-Oct-2013	169570	FINAL

Revised Sections or Basis for Revision:  
Identified Hazards (Section 2)

**Guide to Abbreviations:**

ACGIH = American Conference of Governmental Industrial Hygienists; CASRN = Chemical Abstracts Service Registry Number; CEILING = Ceiling Limit (15 minutes); CERCLA = The Comprehensive Environmental Response, Compensation, and Liability Act; EPA = Environmental Protection Agency; GHS = Globally Harmonized System; IARC = International Agency for Research on Cancer; INSHT = National Institute for Health and Safety at Work; IOPC = International Oil Pollution Compensation; LEL = Lower Explosive Limit; NE = Not Established; NFPA = National Fire Protection Association; NTP = National Toxicology Program; OSHA = Occupational Safety and Health Administration; PEL = Permissible Exposure Limit (OSHA); SARA = Superfund Amendments and Reauthorization Act; STEL = Short Term Exposure Limit (15 minutes); TLV = Threshold Limit Value (ACGIH); TWA = Time Weighted Average (8 hours); UEL = Upper Explosive Limit; WHMIS = Worker Hazardous Materials Information System (Canada)

**Disclaimer of Expressed and implied Warranties:**

The information presented in this Safety Data Sheet is based on data believed to be accurate as of the date this Safety Data Sheet was prepared. HOWEVER, NO WARRANTY OF MERCHANTABILITY, FITNESS FOR ANY PARTICULAR PURPOSE, OR ANY OTHER WARRANTY IS EXPRESSED OR IS TO BE IMPLIED REGARDING THE ACCURACY OR COMPLETENESS OF THE INFORMATION PROVIDED ABOVE, THE RESULTS TO BE OBTAINED FROM THE USE OF THIS INFORMATION OR THE PRODUCT, THE SAFETY OF THIS PRODUCT, OR THE HAZARDS RELATED TO ITS USE. No responsibility is assumed for any damage or injury resulting from abnormal use or from any failure to adhere to recommended practices. The information provided above, and the product, are furnished on the condition that the person receiving them shall make their own determination as to the suitability of the product for their particular purpose and on the condition that they assume the risk of their use. In addition, no authorization is given nor implied to practice any patented invention without a license.

# SUMMARY SHEET



## RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9f

Date of School Board Meeting: September 27, 2016

TITLE OF AGENDA ITEM: Policy Waiver

DIVISION: Department of Facilities

(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: Informational Purposes – Waiver of purchasing policy for emergency HVAC work performed at the beginning of the 2016 – 2017 school year.

FUND SOURCE: 110 & 379

AMOUNT: TBD

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

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### INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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

Be sure that the COMPTROLLER has signed the budget page.

# SUMMARY SHEET

## RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9g

Date of School Board Meeting: September 27, 2016



TITLE OF AGENDA ITEM: Proposal of Construction Managers

DIVISION: Department of Facilities

(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For School Board approval on Bid No. 16-17:11/Construction Managers. A detailed review of the proposals for the Construction Managers has been completed. The review committee recommends selecting the top 2 scoring firms; CBI and CSI for a continuing services contract.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

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### INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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

Be sure that the COMPTROLLER has signed the budget page.


2016 SEP 12 4:19:20

## Review Tabulation sheet for RFQ 1617-11 CM Continuing Services

CM's Name	Cover page	Tab 1	Tab 2	Tab 3	Tab 4	Tab 5	Tab 6	Tab 7	Tab 8	Tab 9	Tab 10	Tab 11	Tab 12	Tab 13	Tab 14	Tab 15	Tab 16	Totals
Possible Points	1	5	25	25	1	5	5	5	5	2	1	1	1	1	1	1	15	100
<b>Allstate</b>	1	5	25	24	1	5	5	5	5	2	1	1	1	1	1	1	15	99
	1	5	25	25	1	4	5	5	5	2	1	1	1	1	1	1	15	99
	1	5	25	25	1	4	5	5	5	2	1	1	1	1	1	1	15	99
Grand Total																		<b>297</b>
<b>CBI</b>	1	5	25	25	1	5	5	5	5	2	1	1	1	1	1	1	15	100
	1	5	25	25	1	5	5	5	5	2	1	1	1	1	1	1	15	100
	1	5	25	25	1	5	5	5	5	2	1	1	1	1	1	1	15	100
Grand Total																		<b>300</b>
<b>CSI (Minority)</b>	1	5	24	25	1	5	5	5	5	2	1	1	1	1	1	1	15	99
	1	5	25	25	1	5	5	5	5	2	1	1	1	1	1	1	15	100
	1	5	25	24	1	5	5	5	5	2	1	1	1	1	1	1	15	99
Grand Total																		<b>298</b>
<b>GadCon</b>	1	4	20	20	1	5	5	5	5	2	1	1	1	1	1	1	15	89
	1	3	25	15	1	5	5	5	5	2	1	1	1	1	1	1	15	88
	1	4	24	10	1	5	5	5	5	2	1	1	1	1	1	1	15	83
Grand Total																		<b>260</b>
<b>Ram</b>	1	5	24	24	1	5	5	5	5	2	1	1	1	1	1	1	15	98
	1	5	25	25	1	5	5	5	5	2	1	1	1	1	1	1	15	100
	1	5	25	24	1	5	5	5	5	2	1	1	1	1	1	1	15	99
Grand Total																		<b>297</b>
<b>Rippee</b>	1	5	20	25	1	5	5	5	5	2	1	1	1	1	1	1	15	95
	0.5	5	25	25	1	5	5	5	5	2	1	1	1	1	1	1	15	99.5
	0.5	4	25	25	1	5	5	5	5	2	1	1	1	1	1	1	15	98.5
Grand Total																		<b>293</b>

## Review Tabulation sheet for RFQ 1617-11 CM Continuing Services

<b>Southland</b>	1	5	20	23	1	5	5	5	5	2	1	1	1	1	1	1	15	93
	1	5	25	25	1	5	5	5	5	2	1	1	1	1	1	1	15	100
	1	5	24	24	1	5	5	5	5	2	1	1	1	1	1	1	15	98
Grand Total																		291
<b>Sperry</b>	1	5	20	20	1	5	5	5	5	2	1	1	1	1	1	1	15	90
	1	5	25	23	1	5	5	5	5	2	1	1	1	1	1	1	15	98
	1	5	25	23	1	5	5	5	5	2	1	1	1	1	1	1	15	98
Grand Total																		286

  
 \_\_\_\_\_  
 Signature Director of Facilities

9/8/14  
 \_\_\_\_\_  
 Date





SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 10a

**Date of School Board Meeting:** September 27, 2016

**TITLE OF AGENDA ITEM:** School Field Trip Requests (Out-of-State) – Gadsden Technical Institute, East Gadsden High, and West Gadsden High

**DIVISION:** Pre-K - 12 Education

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

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

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field trips must be approved by the School Board. Gadsden Technical Institute, East Gadsden High and West Gadsden High School are requesting approval for an out-of-state field trip to Moultrie, Georgia. Please see attached documentation.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Pink Hightower, Ph.D.

**POSITION:** Deputy Superintendent

-----  
INSTRUCTIONS TO BE COMPLETED BY PREPARER

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

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

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

CAF  
SEP 13 16 10 AM

REVISED 11/28/11

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

**FIELD TRIP REQUEST**

<b>SCHOOL:</b> Gadsden Technical Institute	<b>CONTACT FOR FIELD TRIP:</b> Mr. Michael Clark
---	---



<b>DATE OF TRIP:</b> October 20, 2016	<b>WHO IS ATTENDING: (GRADE/ORGANIZATION)</b> CTE Students
--	---

<b>LOCATION:</b> Sunbelt Ag. Expo Moultrie, GA	<b>TRAVELING BY:</b> <input checked="" type="checkbox"/> SCHOOL BUS <input type="checkbox"/> CHARTER BUS
--	--

<b>SCHOOL BUS – Required items for approval:</b> <ol style="list-style-type: none"> <li>1. Director's signature</li> <li>2. Complete list of participants and chaperones</li> <li>3. Complete final itinerary</li> </ol>	<b>CHARTER BUS – Required items for approval:</b> <ol style="list-style-type: none"> <li>1. Principal's signature</li> <li>2. Complete list of participants and chaperones</li> <li>3. Complete final itinerary</li> <li>4. Copy of charter bus contract with signatures</li> <li>5. Proof of Insurance showing either District or school as insured</li> </ol>
--	---

  
 \_\_\_\_\_  
 Signature of Person Requesting Trip

  
 \_\_\_\_\_  
 Approval of Director (Signature Required)

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

This request can either be faxed to (850) 875-3193 or sent via interoffice mail, but send only one time.

**Rosters**

**Automotive Technologies**

1. Wi
2. Cri
3. Lai
4. Ca
5. Ed
6. Ke
7. Ke
8. Lar
9. Da
10. Jo
11. Lu
12. Al
13. Jo
14. Al
15. As
16. La

**Carpentry**

1. An
2. Err
3. Jar

**Chaperone: Mr. Jeff Suber**

**Drafting & Design**

1. Au
2. Jui
3. Mi
4. De
5. Ke
6. Ka
7. Ce
8. Ire

**Chaperone: Mr. Richard Burns**

**Gasoline Engine Service Technology**

1. W
2. Ar
3. He
4. Ha
5. Al
6. Vi
7. Ty
8. Rc

**Chaperone: Mr. David McPhaul**

**Welding Technology**

1. Ro
2. Pa
3. M
4. Le
5. M
6. Al
7. Fr
8. Ct
9. Hi

**Chaperone: Mr. Mike Clark**

**Barbering and Cosmetology**

- |        |     |
|--------|-----|
| 1. All | iHS |
| 2. Sh  | iHS |
| 3. Ke  | iHS |
| 4. Jai | iHS |
| 5. Jac | iHS |
| 6. Co  | iHS |
| 7. Ta  | iHS |
| 8. Ty  | iHS |
| 9. Sh  | iHS |
| 10. Le | iHS |
| 11. St | iHS |
| 12. Br | iHS |
| 13. A  | iHS |
| 14. La | iHS |
| 15. St | iHS |
| 16. K  | iHS |

**Chaperone: Mr. Don Gibson**

# The School Board of Gadsden County

**REGINALD C. JAMES**  
SUPERINTENDENT OF SCHOOLS

**GADSDEN TECHNICAL INSTITUTE**  
**Dr. Sylvia R. Jackson, Director**  
Career Technical and Adult Education



*"Building A Brighter Future"*



*"Opportunity at Your Fingertips"*

201 Martin Luther King Jr. Blvd.  
Quincy, FL 32351  
Telephone: (850)875-8324 FAX: (850)875-7297  
[www.gadsdentech.org](http://www.gadsdentech.org)

Sunbelt Ag. Expo / Moultrie, GA

Itinerary

October 20, 2016

8:00 A. M.	Depart Gadsden Technical Institute
10:00 A. M.	Arrive Sunbelt Ag. Expo / Moultrie, GA
10:00 A. M - 12:00 P. M.	Tour Sunbelt Ag. Expo / Moultrie, GA
12:00 P. M - 1:00 P. M.	Lunch @ Sunbelt Ag. Expo / Moultrie, GA
1:00 P. M - 2:00 P. M.	Tour Sunbelt Ag. Expo / Moultrie, GA
2:00 P. M.	Depart Sunbelt Ag. Expo / Moultrie, GA
4:00 P. M.	Arrive Gadsden Technical Institute

Mission Statement: The mission of Gadsden Technical Institute is to recognize the worth and potential of each student. We are committed to providing opportunities for basic and advanced instruction in a conducive learning environment. The Center encourages academic and technical curiosity, innovation and creativity by integrating applied academic skills in all occupational areas. We strive to instill the attitudes and skills necessary to produce motivated, self-sufficient individuals who are able to function effectively in our ever-changing, complex society

AUDREY LEWIS  
DISTRICT NO. 1  
HAVANA, FL 32333

STEVE SCOTT.  
DISTRICT NO. 2  
QUINCY, FL 32351

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

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

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

CRJ  
SEP 10 10 50 AM '11

REVISED 11/28/11

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

FIELD TRIP REQUEST

<b>SCHOOL:</b> West Gadsden High School	<b>CONTACT FOR FIELD TRIP:</b> Mr. Eric Toussaint
--	--

<b>DATE OF TRIP:</b> October 20, 2016	<b>WHO IS ATTENDING: (GRADE/ORGANIZATION)</b> Agriculture Students
--	---


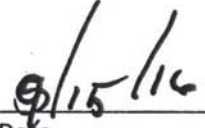
<b>LOCATION:</b> Sunbelt Ag. Expo Moultrie, GA	<b>TRAVELING BY:</b> <input checked="" type="checkbox"/> SCHOOL BUS <input type="checkbox"/> CHARTER BUS
--	---

- SCHOOL BUS – Required items for approval:**
1. Principal's signature
  2. Complete list of participants and chaperones
  3. Complete final itinerary

- CHARTER BUS – Required items for approval:**
1. Principal's signature
  2. Complete list of participants and chaperones
  3. Complete final itinerary
  4. Copy of charter bus contract with signatures
  5. Proof of Insurance showing either District or school as insured

  
 \_\_\_\_\_  
 Signature of Person Requesting Trip

  
 \_\_\_\_\_  
 Approval of Principal (Signature Required)

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

This request can either be faxed to (850) 875-3193 or sent via interoffice mail, but send only one time.



# WEST GADSDEN HIGH SCHOOL

200 Providence Road, Quincy, FL 32351

Phone: (850) 442-9500

Fax: (850) 442-6126



James R. Mills, Principal

Rocky Pace, Assistant Principal  
Cheryl Moody, Assistant Principal

## Sunbelt Ag. Expo / Moultrie, GA

### Itinerary

October 20, 2016

- |                             |   |
|-----------------------------|---|
| 8:00 A. M.                  | Depart West Gadsden High School         |
| 10:00 A. M.                 | Arrive Sunbelt Ag. Expo / Moultrie, GA  |
| 10:00 A. M -<br>12:00 P. M. | Tour Sunbelt Ag. Expo / Moultrie, GA    |
| 12:00 P. M -<br>1:00 P. M.  | Lunch @ Sunbelt Ag. Expo / Moultrie, GA |
| 1:00 P. M -<br>2:00 P. M.   | Tour Sunbelt Ag. Expo / Moultrie, GA    |
| 2:00 P. M.                  | Depart Sunbelt Ag. Expo / Moultrie, GA  |
| 4:30 P. M.                  | Arrive West Gadsden High School         |

### Students

### Chaperones

ALI	JOI
GR	LU
HA	OC
HEI	PA
HEI	QU
PAZ	BY
PRE	BY
REI	DA
ROI	DU
WII	DU
ALL	DU
BU	NE
JIM	RE
AV	RI
BAI	RII
CRI	ST
DA	WI
JAC	WI
JOI	CF
KE	LE
RE	CF
RC	ST
RU	GA
SIP	PA
BAI	FR
CAI	M
GR	HE
HEI	BA
HEI	GI
JOI	TC

Toussaint	Eric
Rambosk	Peggy
Sims	Jamal
Salais	Lorena
Toussaint	John
Hall	Delwyn



CP&  
P.1312 ROWE

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

### FIELD TRIP REQUEST

SCHOOL: East Gadsden High School	CONTACT FOR FIELD TRIP: Curtis Richardson
-------------------------------------	--

DATE OF TRIP: October 20, 2016	WHO IS ATTENDING: (grade/organization) Agriculture Biotechnology Academy
-----------------------------------	---

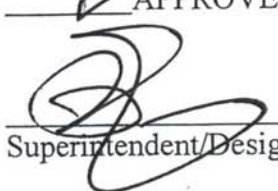
LOCATION: Sunbelt Agriculture Expo Moultrie, GA	TRAVELING BY: <input checked="" type="checkbox"/> School bus <input type="checkbox"/> Charter bus <input type="checkbox"/> Vans
---	---

PURPOSE: To allow academy students to attend the Agriculture Expo and learn about the latest in agriculture, advances in the field and educational/workforce opportunities.

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

  
Signature of Person Requesting Trip

  
Approval of Principal (signature required)

<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED
 Superintendent/Designee	<u>9/15/16</u> Date

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

# EAST GADSDEN HIGH SCHOOL ACTIVITY REQUEST

1. Requested By: Curtis Richardson
2. Date of this Request: September 9, 2016
3. Date of requested activity: : October 20, 2016
4. Describe requested activity: Students enrolled in the Ag Biotech Academy will attend the annual Agriculture Exposition in Moultrie, GA
5. Purpose of activity (How does this relate to your classroom assignment):  
Students will attend the Ag Expo to learn about the latest in Agriculture, advances in the field and education/workforce opportunities
6. Number of student involved: Approximately 20-25
7. Time of Departure: 8:00a.m. Time of Return: 4:00pm
8. Bus Requested:  YES NO (Circle one) Number Needed: 1
9. Eating Arrangements: Students will eat lunch at the expo  
(If sack lunches are need, it will be the responsibility of the person requesting the activity to contact the lunchroom manager (at least 5 days prior to activity) and make ALL arrangements.)
10. Will substitute(s) be needed:  YES NO (Circle one) How many? (If yes, please fill out a leave form (Leave in the line of duty) atleast two weeks prior to the activity)
11. Name of Chaperones: Curtis Richardson ; Tatyana Trotman
12. Chaperones approved by the Principal:  YES NO (Circle one)
13. If this is an after school hours activity, name administrative person to supervise: N/A (To be assigned and notified by the Principal)
14. Is a security officer needed: YES  NO (Circle one)
15. Approximate cost of the trip: \_\_\_\_\_
16. Budget balance at the end of the month: \_\_\_\_\_
17. How will this activity be financed: \_\_\_\_\_

Approved: Yes  NO \_\_\_\_\_ Principal Signature: Sonya Jackson

\*\*\*You will assume responsibility for all unauthorized expenditures. Authorization must be in writing prior to all purchases.\*\*\*



**Agriculture Biotechnology Academy**

**East Gadsden High School**

**27001 Blue Star Memorial Highway**

**Havana, Florida 32333**

**Telephone: (850) 662-2300**

**(Fax): (850) 539-2863**

**Mrs. Sonya Jackson**

**Curtis Richardson**

**Principal**

**STEM Coordinator**

## **Sunbelt Ag. Expo / Moultrie, GA**

### **Itinerary**

**October 20, 2016**

- |                             |   |
|-----------------------------|---|
| 8:00 A. M.                  | Depart East Gadsden High School         |
| 10:00 A. M.                 | Arrive Sunbelt Ag. Expo / Moultrie, GA  |
| 10:00 A. M -<br>12:00 P. M. | Tour Sunbelt Ag. Expo / Moultrie, GA    |
| 12:00 P. M -<br>1:00 P. M.  | Lunch @ Sunbelt Ag. Expo / Moultrie, GA |
| 1:00 P. M -<br>2:00 P. M.   | Tour Sunbelt Ag. Expo / Moultrie, GA    |
| 2:00 P. M.                  | Depart Sunbelt Ag. Expo / Moultrie, GA  |
| 4:00 P. M.                  | Arrive West Gadsden High School         |



**Agriculture Biotechnology Academy**

**East Gadsden High School**

**27001 Blue Star Memorial Highway**

**Havana, Florida 32333**

**Telephone: (850) 662-2300**

**(Fax): (850) 539-2863**

**Mrs. Sonya Jackson**

**Curtis Richardson**

**Principal**

**STEM Coordinator**

**Sunbelt Agriculture Exposition**

**Moultrie, GA**

**October 20, 2016**

Florida Standards:

- 4.0 Describe the history of Agriculture and its influence on the global economy
- 7.0 Apply Environmental Principles to the agriculture industry
- 10.0 Demonstrate the use of agriscience tools, equipment and instruments
- 12.0 Apply leadership and citizenship skills
- 25.0 Demonstrate the application of biotechnology to the Agriculture, Food and Natural Resources industries

CLASS :8106810S/01 AGRISCIENCE TEACHER TROTMAN, T BLD 07103 ROOM 0335 TERMS 3-4 PD 1 DAYS MTWRF  
FOR TCHR:TATYANA TROTMAN  
COR TYPE:Vocational  
SUBJECT :EQUALLY RIG  
LENGTH :SEMESTER  
TERM :SEMESTER 2

STUDENT NAME	GD	G	TM
BR	09	F	
JU	09	M	
JU	09	F	
KE	09	F	
MI	09	M	
JA	09	M	
TY	10	M	DRP)
KA	09	F	
DE	09	M	
ME	09	F	
TR	09	M	
JA	09	M	
MA	10	F	
SH	09	F	
KI	09	F	
EV	10	F	DRP)
TY	10	F	
KE	09	M	
SH	09	F	
SI	09	F	
JA	09	F	
JA	09	M	
DO	09	M	

23 STUDENTS ( 10=M 13=F)

CLASS :8106850F/02 AG BIOTECH 2 TEACHER BLD ROOM TERMS PD DAYS  
FOR TCHR:TATYANA TROTMAN TROTMAN,T 07103 0335 1-2 2 MTWRF  
COR TYPE:Vocational  
SUBJECT :Vocational Educ  
LENGTH :SEMESTER  
TERM :SEMESTER 1

STUDENT NAME	GD	G	TM
DE	10	M	
LU	10	M	
JA	10	F	

CLASS :8106860S/03 AG BIOTECH 3 TEACHER BLD ROOM TERMS PD DAYS  
FOR TCHR:TATYANA TROTMAN TROTMAN,T 07103 0335 3-4 2 MTWRF  
COR TYPE:Vocational  
SUBJECT :Vocational Educ  
LENGTH :SEMESTER  
TERM :SEMESTER 2

<u>STUDENT NAME</u>	<u>GD</u>	<u>G</u>	<u>TM</u>
SF	11	M	
AF	11	F	
MA	11	M	
RC	11	F	

4 STUDENTS ( 2=M 2=F)

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 10b



**DATE OF SCHOOL BOARD MEETING:** September 27, 2016

**TITLE OF AGENDA ITEM:** Gadsden County Controlled Open Enrollment Plan

**DIVISION:** Parent Services

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

**PURPOSE AND SUMMARY OF ITEM:**

Parent services is seeking Board approval for the 2016-2017 Gadsden County Controlled Open Enrollment Plan. Gadsden County School District has open enrollment options for parents to choose a school outside their normally zoned neighborhood school. Information about school choice and special programs are provided annually to the community through parent communication links (Skylert), listservs, school mail-outs and back pack disseminations, individual program promotional materials, open houses at school sites, school visits, and through the district Parent Resource Center.

Open enrollment options include school choice for grandfathering, sibling support, over/under capacity schools, school safety, and other parent hardships.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Sherrie Taylor

**POSITION:** Coordinator for Parent Services

**POSITION:** Coordinator – Communities In Schools

9/28/16 12:00 PM 9:42  
Gadsden County School District

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

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



# Gadsden County Controlled Open Enrollment Plan 2016-2017

## Contact Information

**First Name:** Sherrie

**Last Name:** Taylor

**Position Title:** School Choice & Parent Resource Coordinator

**Work Phone:** 850-627-9651 x 1295

**Fax Number:** 850-627-7594

**E-mail:** [taylors@gcpsmail.com](mailto:taylors@gcpsmail.com)

**Enrollment Plan Link:** [www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

## Open Enrollment Policies

### 1. Controlled Open Enrollment

Gadsden County Schools has open enrollment options for parents to choose a school outside their normally zoned neighborhood school. Beginning by the 2017-18 school year, the Gadsden County School district will allow a parent from any district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in and transport his or her child to any public school, including a charter school, that has not reached capacity in the district, subject to the maximum class-size requirements. Submitting an application does not guarantee that the student will be approved to enroll to the requested school of choice. The school district will not be responsible for transporting a student out of their normal zoned school. Parents must transport the child if they go to another school of choice or go outside their normal zoned school. Students who are accepted pursuant to the districts or charter school's controlled open enrollment process shall be reported for funding pursuant to the Florida Education Finance Program (FEFP).

### 2. Application Process

The process required to participate in controlled open enrollment for the Gadsden County School District is adopted by school board and posted on our district's website. The process includes: 1) no application process is required, 2) existing academic eligibility criteria for public school choice programs pursuant to s. 1002.20(6)(a), F.S., is maintained, 3) schools that have not reached capacity are identified and 4) a preferential treatment policy is adopted by our district school board.

Although an application process is not required, this will not preclude having a process for parents to notify the school district of their desire to be a part of controlled open enrollment. Each charter school in the Gadsden County School District shall annually post on its website the application process required to participate in controlled open enrollment.

Applications are processed by the Parent Resource Center. Applications for magnet and special programs are evaluated at the individual school level in accordance with each program's admissions criteria. Applications for other choice options are evaluated by the Parent Resource Center and the

Superintendent or Designee taking into consideration any hardships that may need to be accommodated. The Parent Resource Center then updates the student information system. A notification letter responding to a school choice application is sent to parents as soon as possible.

### **3. Preferential Treatment**

The Gadsden County school board is committed to provide preferential treatment in our controlled open enrollment process to all of the following:

1. Dependent children of active duty military personnel whose move resulted from military orders.
2. Children who have been relocated due to a foster care placement in a different school zone.
3. Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
4. Students residing in the school district.

The charter schools within the Gadsden County School district controlled open enrollment process will have the option to provide enrollment preferences consistent with the enrollment preferences permitted under the charter school statute (s. 1002.33(10), F.S.), if such preferences are included in the charter school contract.

### **4. Maximum Class Size**

Any school within the Gadsden County School district that enrolls students through participation in controlled open enrollment will abide with the calculation for compliance with maximum class size pursuant to s. 1003.03(4), F.S., which is the average number of students at the school level. We will ensure that School Capacity and Access will be current and identified on the districts and charter school's website. We will utilize reviewing facilities information through the Educational Facilities Information System.

In determining current capacity of each school, we shall incorporate the specifications, plans, elements and commitments included in the educational facilities plan required by s. 1013.35, F.S. Also, each charter school's capacity will be consistent with its charter school contract. At no time will students residing within the district, including charter school students, be displaced by a student from another district seeking enrollment under the controlled open enrollment process. A student who transfers based on the new provisions may remain at the school chosen by the parent until the student completes the highest grade level at that school.

### **5. Athletic Eligibility**

No school or charter school within the Gadsden County School district will delay eligibility or otherwise prevent a student participating in controlled open enrollment or a choice program from being immediately eligible to participate in interscholastic and intrascholastic extracurricular activities. Further, a student will not be allowed to participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets one of the following criteria:

1. Dependent children of active duty military personnel whose move resulted from military orders.
2. Children who have been relocated due to a foster care placement in a different school zone.
3. Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
4. Authorized for good cause in district or charter school policy.

## **6. Process for Declaring School Preference**

Gadsden County choice programs include S.T.E.M. Academies (East Gadsden High School, West Gadsden High School and Havana Magnet School), Science Students Together Reaching Individual Diversity and Excellence (S.S.T.R.I.D.E.) offered at East Gadsden High School, West Gadsden High School, and James A. Shanks Middle Schools, Havana Magnet School, Gadsden Elementary Magnet School; Information Technology Academies (East Gadsden High, West Gadsden High, Carter Parramore Academy, Havana Magnet School and James A. Shanks Middle); Culinary Academies (East Gadsden and West Gadsden High Schools); Law Enforcement Academies (East Gadsden and West Gadsden High Schools); Health Academy (East Gadsden High School); Biotechnology (East Gadsden High School); Arts and Sciences Academies (Havana Magnet and Gadsden Elementary Magnet Schools); Alternative School (Carter-Parramore Academy); Second-Chance Academy (HOPE Academy); Exceptional Student Education (Gadsden Central Academy); Foreign Language Immersion (Galloway Academy Charter School); Charter Schools (Crossroad Charter School and Galloway Academy Charter School); Dual Enrollment (East Gadsden and West Gadsden High Schools); Advanced Placement (East Gadsden and West Gadsden High Schools); Highest Performing School (Gadsden Elementary Magnet School); Career and Technical Education Programs (Gadsden Technical Institute – secondary and postsecondary); and S.T.E.A.M. Magnet Academy (Havana Magnet School). Other Options include Florida Virtual School, Gadsden Virtual, Edgenuity Virtual, FUEL K12 Virtual, PAEC Virtual, and Home Education.

## **7. Process that Encourages Placement of Siblings within the Same School**

Students who have siblings enrolled at a school other than their home zone school may apply for reassignment to that same school based on sibling support. GCPS understands the importance of keeping brothers and sisters together and encourages parental involvement.

The sibling must be attending the school the same year as the requested reassignment. Students assigned for sibling support may remain at the assigned school until they change grade levels. On the school choice form parents identify “sibling support” and provide the name of the sibling who is at the school that the parent wants to be reassigned. The parent must obtain signatures from the zone school and the requested choice school, unless otherwise approved by the Superintendent or Designee. There is no deadline to submit this form. Parents choosing this option will be responsible for their own student transportation.

## **8. Lottery Procedure to Determine Student Assignment**

Gadsden County Schools does not have a lottery procedure to determine student assignment. Lottery will only be used as a part of the process or procedures to support new choice for choice schools and special programs which are evaluated at the individual school level in accordance with each program’s admissions criteria. Students are admitted to the program according to the available capacity in each program.

## **9. Procedures to Maintain Socioeconomic, Demographic, and Racial Balance**

Gadsden County Schools provides equal opportunity for school choice to all students in the district regardless of race, ethnicity or socio-economic status. In order to ensure that participation in school choice supports socioeconomic, demographic and racial balance, Gadsden County Schools annually evaluate participation by race and free and reduced lunch eligibility and makes changes accordingly.

- A. The assigned school for an out-of-district student shall be designated on the basis of space available. Such assignment shall not occur after the February FTE (full-time equivalency) count, except under the provisions of the contract with another district school system or upon recommendation of the Superintendent and approval of the Board.
- B. The Board shall specify conditions for admitting students from other Florida school districts.

Any student(s), who has been attending a school that has been designated with a grade of "D" or "F" failing to make adequate progress for two (2) school years in a four (4) year period, may choose to attend a higher performing school in the district or an adjoining district consistent with Florida Statutes and State Board of Education rule. This is called Opportunity Scholarship Choice. The Florida Department of Education submits a list to the district annually of any school eligible to receive this choice option. The Parent Resource Center will develop the appropriate documents for noticing parents impacted by Opportunity Scholarship Choice and will mail those letters in a timely manner to give parents maximum opportunity to participate in this option. If a parent chooses to participate in Opportunity Scholarship, they must choose a higher performing school than the school that generated this option. Students transferring under the Opportunity Scholarship option to a higher performing school within the district will be provided transportation. Transfer to an equal or lower performing school within the district or outside district boundaries will require parents to furnish their own student transportation. Opportunity Scholarship options are limited to only the schools identified by the Florida Department of Education.

Pursuant to District School Board Policy 5111.01, (Homeless Students), any child in Gadsden County whose primary nighttime residence is in a supervised publicly or privately operated shelter for temporary accommodations, or in a public or private place not designated for, or ordinarily used for, continuing human habitation, shall be entitled to enrollment in the district at their school of origin. Student transportation to their school of their origin will be provided within the school district. If the verified homeless situation is such that the student is crossing district lines, the Gadsden County Transportation Department will coordinate transportation between the district and neighboring districts.

## **12. Availability of Transportation**

With the exception of homeless students, it is the responsibility of the parent/guardian to provide transportation for students who chose to participate in a choice option and are approved to attend a school other than their zone school. Transportation can be arranged by contacting Gadsden County's Transportation Department.

## **13. Process for Promoting Strong Parental Involvement, Including the Designation of a Parent Liaison**

Encouraging and promoting strong parental involvement is a priority of every school and department throughout Gadsden County. Throughout the district, there are parent liaisons, community liaisons, instructional coaches, guidance counselors and others in positions to strengthen parental

involvement. The district does not have specific parental involvement requirements however, individual programs at the schools may require parent participation.

**14. Strategy for Establishing an Information Clearinghouse**

Gadsden County has a full-time, year-round Parent Resource Center that serves as a clearinghouse for information on school choice opportunities for students. In addition, each school disseminates information and promotes their choice options. Information is provided to parents and to the community through parent communication links, listservs, school mail-outs, back pack disseminations, individual program promotional materials, open houses at school sites, school visits, and through the district Parent Resource Center.

Approved \_\_\_\_\_

Denied \_\_\_\_\_

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Roger Milton, Chairman of School Board

\_\_\_\_\_  
Date

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 10c



**DATE OF SCHOOL BOARD MEETING:** September 27, 2016

**TITLE OF AGENDA ITEM:** Parental Involvement Plan

**DIVISION:** Gadsden County Parent Services

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

**PURPOSE AND SUMMARY OF ITEM:**

Parent Services is requesting Board approval for the 2016–17 District Parental Involvement Plan.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Sherrie Taylor

**POSITION:** Coordinator Parent Services

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**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

**SUPERINTENDENT'S SIGNATURE:**       1      

**CHAIRMAN'S SIGNATURE:**       1      

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

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## GADSDEN Title I, Part A Parental Involvement Plan

I, Reginald C. James, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

### Assurances

- The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

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### Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Date Signed

### Mission Statement

Parental Involvement Mission Statement (Optional)

**Response:** The Gadsden County School Board mission is to support positive family and parent involvement believing that it is essential for student achievement. We encourage parents and community stakeholders to be involved in the educational planning and operations at all community schools.

To further strengthen this partnership, the Gadsden School District has adopted a School

Board approved Family and Parent Involvement Policy as its commitment. Its guiding principles are to involve parents in the decision making process and training programs that will help parents support their individual child at home. Ref. School Policy 2111. Revised 2012

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## Involvement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

**Response:** Response: The District Parent Advisory Committee was created by inviting parent representatives from each of the Title I, Part A schools, both public and private, school staff and community stakeholders to serve on the committee. Each Title I school was allowed to submit their parent representatives willing to serve on the District Parent Advisory Committee. The Committee is composed of the School's Advisory Council Chairpersons and parent representation from the PTA, ESE, ELL and Pre-K. This composition provided a balance of parents, staff and community stakeholders.

At the district level, there is parent representation on the District Parent Advisory Committee from each school. The Committee is composed of the School's Advisory Council Chairpersons and parent representation from the PTA, ESE, ELL and Pre-K.

All schools receive information on ways to include parents in the school improvement process according to the SAC Florida Statutes and Guidelines. Therefore, a meeting is coordinated quarterly at the district level to allow input from the school's parent representatives. SAC members share this information as they review their specific goals at their monthly meetings.

Parents are invited and encouraged to provide input in the development of all plans related to school improvement. Surveys are distributed and the results are analyzed to review for improvement and to evaluate the district PIP and school needs. The district parent services coordinator inputs these suggestions into the annual district's PIP.

Decisions involving the use of the one percent of Title I funds reserved for parental involvement will be made during the development of School Improvement Plan by principals and district initiatives with input from SAC. Parents of students in Title I schools are involved in the SAC committee. Of this one percent, not less than 95% will be allocated to schools. The Parent Services Coordinator will monitor SAC memberships to ensure that parents are involved in the process and submits each school roster for school board approval.

In reference to the LEA plan, parents are involved in many ways with each part of the plan. In regards to academic assessments and FCIM infusion parents are involved in the



discussions and decisions about assessments through the individual SAC councils while making recommendations of the appropriate interventions necessary to meet their school goals, including FCIM implementation, various after school and home tutoring materials and interventions. Survey input from parents, teachers, and administration are reviewed and considered when developing the K-12 Reading Plan and District intervention plans which are also the basis for the development of the Title II training plan. Early childhood coordination in the LEA plan involves parents by disseminating community resource directories to families via the district Parent Resource Center; surveying parents regarding their educational needs; coordinating workshop and in-service activities for families and children; providing family needs assessments; and providing parent resource centers at each school along with a parent liaison, which will provide parent trainings and assistance to parents in the areas of reading and math. Migrant parents receive frequent contact and communication about their needs from the Title I Part C staff. PreK/VPK/Head Start programs involve parent home visits to help determine the needs of both the family and the children and the resulting information from these meetings guide the development of programs and services for these children.

Parent input for school improvement is encouraged through Annual Title I meetings at each of the twelve schools. At the meetings, parents are encouraged to provide written or oral input on school policies, budgets, facilities, school vision, curriculum, extracurricular activities, and any other concerns. Additionally, parent input is gathered through the SAC, parent workshops, parent surveys and working with parents during student conferences. School Choice options involve parents all through the process by allowing them to select the appropriate choice for their student and provide any input or concerns through surveys. Highly qualified requirements are determined by the district and state requirements but any parent input regarding the quality of their students education or their desire to move students are addressed quickly and to the satisfaction of the parent.

Homeless programs involve parents and families in fully gathering their input and needs to select the appropriate services for them. Parent Expos, workshops, town meetings are constantly surveying parents for input into the development of various plans, policies, applications, and other initiatives through the district. Input for extended learning opportunities is gathered when the school is planning their original schedules and through SAC as they determine appropriate strategies for raising student achievement.

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## Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

**Response:** The School Board of Gadsden County will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student achievement and school performance:

Title I, Part A supports the operation of parent involvement programs through parent liaisons, materials and supplies for parent trainings and other parent involvement activities at the schools and district level.

The Gadsden County School District has a Parent Services Department, which employs an experienced and highly qualified staff consisting of a Parent Services Coordinator, two VISTA Volunteers, two Homeless Specialist, and twelve Parent Liaisons (one Title I per campus). This department assists all Title I schools with distributing district information, academic resources, coordinating communication venues, and technical assistance to parents regarding policies and procedures. Educational support materials are displayed at the Gadsden Family Information Resource Center, and disbursed from the Parent Resource Center and Mobile Unit.

The District's Family Information Resource Center is equipped with computers featuring Florida's Standards Information. This will enable parents to practice instructional techniques, receive quality trainings, and become familiar with instructional methods and strategies being used in the classroom. Also, the District's, student warehouse, web site offers a Parent Portal where students' attendance and academic progress data may be viewed in real-time, ensuring that parents do not have to wait until the 9-week reporting period.

The Gadsden County School Board makes a continuous effort to keep parents and families informed of their choices for quality education for all students. This effort includes the district web site, Skylert messaging system, parent trainings, and informational sessions as well as sending newsletters, flyers, surveys and information home for parent input.

Parent liaisons are informed of the implementation of the FCIM to assist parents in understanding the focus calendar's purpose and to ensure alignment between instruction, remediation and enrichment activities.

The Parent Services Coordinator provides training meetings during progress reports periods or as needed. In addition, the Parent Services Coordinator will provide opportunities for Parent Liaisons and school staff to enhance their abilities to present Parental Involvement information at faculty meetings and to integrate parental involvement into in-service training for school-based personnel. Parent Liaisons are also trained on successful methods to get parents involved in their child's education and schools. Liaisons are made aware of the importance of documenting workshops, trainings and school-wide events involving parents.

Parent Liaison meetings will also serve as the main forum for sharing information on district initiatives and strategies to provide technical assistance to their schools.

Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)].

The Parent Services Coordinator will review each school-level PIP by December and ongoing during meetings with each school's Principal and Parent Liaison to ensure compliance and the activities planned provide meaningful opportunities for parents to become more involved in their child's education. The Parent Services Coordinator shall ensure that the one percent of parent involvement money is linked to strategies in the PIP.

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## **Coordination and Integration**

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-

Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count	Program	Coordination
1	VPK & Pre K Head Start	The Title I office, Head Start and VPK offices will work together to coordinate transition programs for students entering the regular public school program. Activities include coordinated meetings with parents, VPK teachers, and the Pre-Kindergarten teachers to discuss the specific learning needs of students, and during joint parent meetings to discuss transitioning. Pre-k parents are invited to all school meetings.
2	Individuals with Disabilities Education Act (IDEA)	Supplemental instructional support provided by Title I is discussed with parents during the development of the students IEP. ESE parents are invited, encouraged and included in all parent meetings at the school and district level.
3	Title II	Professional development modules will be provided to schools to support staff training as it relates to parental involvement. The parent liaisons are trained by the district's parent coordinator and staff on methods to effectively use the modules. The Parent Services staff will provide support and monitor the implementation to ensure that training is provided as required. Different Levels of Parental Involvement (DLOPI) will be one of the training methods implemented by Parent Services.
4	ELL, Migrant & Homeless Education programs	Although some meetings are specific to these programs, every effort is provided to include translation support at meetings for the involvement of Hispanic parents and transportation for Homeless students' parents. Translations are provided on all written correspondence and as a practicable for verbal translations and translations in languages other than Spanish.

## Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

**Response:** The Advisory Committee, consists of representatives (School Advisory Council chairpersons, ELL, ESE, Pre K and Parent Meeting Officers) selected from each school to provide suggestions throughout the year and during the annual end of the school year meeting for all federal programs. The District Parent Advisory Council (DPAC) convenes at least quarterly to discuss school improvement activities of the district's PIP. These discussions facilitate suggestions, questions, and concerns by each school parent group of representatives and then are shared at their individual school level by the school's parent liaison and parents. The district collects information for future review and insertion in the upcoming year's PIP.

During these quarterly meetings the DPAC will analyze and review the District PIP. By utilizing the Title I Parent Involvement Evaluation Toolkit, the DPAC and LEA staff will develop a plan for evaluating the PIP, this includes modifying surveys from the toolkit to meet the needs of Title I schools in Gadsden County. The survey will be revised, making it more parent-friendly and adding a date for return. The survey will be sent home to parents with their students.

In the spring the DPAC and LEA staff will review the PIP, evaluate its effectiveness, and analyze the surveys that have been returned. The results will be used to develop strategies to help increase effective parent involvement. Survey comments and results are sent to the principals for review. The DPAC and LEA staff will work together to resolve any issues indicated on the surveys.

A parent survey and other suggestions from District Advisory meetings are shared with all federal program coordinators for use in the development of federal grant applications and parent involvement policies/plans. Each school will continue to revise their plan throughout the year, and in some instances this will continue after the completion of the

federal grant and parent policy/plan.

Conversations with parents and other stakeholders are fostered to engage the entire community and businesses. Parents, faculty members, new hires and community stakeholders receive training on parent involvement. During monthly SAC meetings, suggestions are given to the committee and the principal will share with the school faculty.

## Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Sections 1118(a)(2)(C), 1118(e)(1-14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	GED Preparation	Director of Technical Institute, Adult Ed Instructors	Parents will be offered the opportunity to participate in GED prep classes offered at the Technical Center. When parents further their education, they serve as role models for good study habits and dedication to academic success in school. The parent's academic goals will impact the student's attitude toward academic success.	Throughout the year	Attendance rosters
2	Family Literacy / Just Take 20 Initiative	Lead Reading Teachers, Coaches, District Reading Specialists & Parent Liaisons	Provide sessions to help parents improve reading skills. The parent's appreciation of reading will impact the student's desire to read and comprehend.	October - May 2016-2017	Agendas, sign-in sheets and examples of materials presented
3	Family Literacy / Just Take 20 Initiative	Migrant Education Program staff & Parent Services	Parent Meetings for ELL and speakers of other languages will be provided for parents by the Migrant Education Program and district staff	August - June 2016-2017	Agendas, sign-in sheets and examples of materials presented.
4	Parent Trainings and Parent Involvement Conferences	Principals and Parent Services Coordinator	Provide information to parents on academic and leadership skills to assist other parents with their children.	August - July 2016-2017	Agendas, sign-in sheets, materials from trainings and conferences
5	College Readiness	High School Counselors and Parent Liaisons	Parents will gain an understanding of college entrance requirements, scholarship information, availability of financial aid, etc. to better prepare students for college readiness	August - June 2016-2017	Sign-in sheets, agendas, handouts & presentation materials
6	Reading & Math	Teachers, parent liaisons, math & reading coaches	a. One-on-one meetings and content specific sessions will be provided for parents. b. Information will include grade level proficiency, strategies	August - March 2016-2017	Agendas, sign-in sheets and examples of materials presented.

			parents can use at home, and assessment methods.		
7	Assessments	Assessment coordinator, teachers, counselors	The student academic impact will be enhanced by parents participating in: Individual school parent 9 week expos; Teacher/parent meetings to discuss the student's assessment results, expectations, and goals for the school year; District assessment parent meetings.	August – May 2016-2017	Conference logs and district meeting agendas & sign-in sheets.
8	New Florida Standards	PRC staff, principals, teachers & parent liaisons	Provide to parents grade specific brochures and other academic materials via meetings & the district website @ <a href="http://www.gcps.k12.fl.us">www.gcps.k12.fl.us</a> .	August - June 2016-2017	Copies of the Focus Calendars disseminated and other academic materials.
9	Faith-based workshops & trainings	Parent Services staff, Ministers, Clergy	Faith-based partners offer resources needed to promote academic success for the schools and children. Faith-based partners also provide mentoring, tutoring, resources materials, and monetary contributions.	October – March 2016-2017	Agendas, sign-in sheets, presentation materials.
10	Parental involvement requirements District-wide parent advisory meetings	Parent Services staff	Provide information to parents on school policy, budget, curriculum, school vision, educational resource materials to ensure academic success for their child.	Kick-off in the Fall & continue until Florida Standards Assessment testing (FSA)	News articles, schedules, pictures, copies of materials distributed and meeting minutes or notes.
11	State's academic content standards and state student academic achievement Florida Standard (Reading, Writing, Math, Science) Parent trainings and workshops for parents; Reading Campaign	Reading Coaches, PRC staff, Media Coordinator	Provide parents with Florida Standards study info, academic resource materials, and books to help their child at home.	August - March 2016--2017	Sign-in sheets, pictures, copies of resource handouts.
12	DLOPI Training	PRC staff, Parent Liaisons	Parents will understand the different level of Parental Involvement	October - March 2016-2017	Sign-in sheets, agenda, pictures, resource materials

## Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
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1	Parent Trainings and Conferences	Parent Services Coordinator	Parents will be provided information of their impact on student achievement and the best practices available to assist their child. More parent involvement results in greater academic achievement of students. Knowledge of parent involvement best practices for increased parent participation.	August-June 2016-2017	Agendas, conference materials.
2	Cultural Sensitivity Awareness	Migrant & ELL staff	By providing information to schools on what cultures are within the district's population and being available to assist schools during parent meetings, all students' needs will be adequately addressed and met.	August-June 2016-2017	Samples of materials disseminated, sign-in sheets or logs.
3	Value and Communication Trainings	Principals & Parent Liaisons	Increased and improved family involvement in education by implementing best practices, important to establishing positive relationships between parents and teachers to enhance student performance. Communication will be enhanced by encouraging regularly schedule parent/teacher meetings and employing technology (email, texts, automated communication networks, social media) to better facilitate how positive communication and information exchanges increase student achievement.	August-June 2016-2017	Agendas, sign-in sheets and examples of materials presented.
4	Parent Involvement Strategies	Parent Services Coordinator & K-12 Directors	Knowledge of parent involvement best practices for increased parent participation. Strategies will be given and implemented on the best practices to increase parent participation resulting in higher student achievement.	Monthly District Leadership Team meetings	Agendas, examples of materials presented, and sign-in sheet
5	School Involvement Plan (SIP) & School Advisory Committee (SAC)	Principals & District Parent Services staff	Knowledge of the process, duties & responsibilities of their duties while serving on SAC & developing the SIP. It will create an environment that is conducive to student learning and achievement through the identification and resolution of school issues negatively impacting the student achievement.	August & May of each school year	Agendas, sign-in sheets and examples of materials presented.
6	Different Levels Of Parent Involvement (DLOPI)	District Parent Services Coordinator	Knowledge of program to identify strategies to enhance parental participation. Since parents are their child's first teacher the DLOPI strategies train the parents on the importance of being a level 5 (highly involved) to impact their child's education.	August-June 2016-2017	Agendas, sign-in sheets and examples of materials presented.

## Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

**Response:** The District will summarize its Parental Involvement Plan into a brochure that will be printed in English and Spanish and provided to all schools to distribute to parents, via backpack, website and parent resource rooms. The brochure will outline the major components of the policy (hard copies will be provided upon request). In addition, hard copies will be available in the school office and the parent resource room at each Title I school. The complete PIP will be posted on the district's website and linked from each Title I school's website.

As practicable, the School Board of Gadsden County with the assistance of its school principals, ESE, ELL, & Migrant education program supervisors and coordinators will provide to parents information in their native languages (English and Spanish) and/or in an understandable language according to the culture. Information will be shared via written communication and orally through translators. Translators will be available at parent meetings (if needed) and in school offices to provide translation services to ensure that parents are able to fully participate in the education of their child and at parent meetings. The district will ensure every possible avenue to provide the availability of an individual to provide translation services in Spanish at each Title I school if needed. If other languages are needed, schools will send the material to the Title I office where local companies and/or district experts will provide the translations. Parents will be provided Spanish translations and information via the Skylert communication system, newsletters, fliers, phone calls, materials and trainings to help parents work with their children to improve their academic achievement. The English Language Survey results from the communication system and parent liaisons will be used to determine the number and specific needs for translations into a language other than English. The district ELL and Migrant Coordinators and school personnel will run the Language Survey report at least monthly to determine any changes based on fluctuations in student populations.

Other communication opportunities, to share with parents the information in the PIP, Open House, School Advisory Council meetings, Parent Meetings, literacy training, and usage of technology meetings. Gadsden County School District will foster increased parental involvement by:

A. Hosting district-wide Parent Progress Periods each 9-week grading period, which will offer parents the opportunity to pick up their child's report card, schedule meetings with teachers and gather information critical to their child's success and include these parents especially with all other parents during conferences as a part of the Individual Education Plan (IEP), Academic Improvement Plan (AIP) and Student Learning Plan (SLP).

B. Encouraging classroom volunteers from all programs (i.e. Migrant, Pre K, ESE, & SAC) as parent participants in the school's activities. Survey these parents to find ways they would like to assist by volunteering and/or mentoring.

C. Schools will be responsible for providing monthly focus calendars that inform parents of up-to-date information on skills being taught in the schools and specific to their child's needs.

D. Providing the necessary accommodations for parents who are identified with disabilities to ensure that all parents can participate in parental involvement activities. The ESE department and/or Florida Diagnostic and Learning Resource System (FDLRS) will assist. In addition, involve parents in the annual ESE Parent Day activities coordinated with FDLRS and also the Migrant and Hispanic parents in the annual cultural celebration.

## Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];	An ongoing staff development program that includes researched based training modules.	Principals and Parent Services Staff	Involving parents' input in the SIP for training.	August-Sept. 2016-2017
2	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];	Involve parents and improve their ability to participate in school and district literacy trainings.	Public Libraries, Parent Services Coordinator, and Parent Liaison	Provide parents information to assist their children with literacy materials.	August-June 2016-2017
3	Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	Provide daycare services, food for parent nights.	Principals & Parent Liaisons	Provide information to parents.	Monthly Parent Meetings
4	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Parents will receive info by attending the annual Title I meeting, parent expos, leadership conference & district trainings.	Parent Services; Principals	Giving parents the necessary tools to actively recruit others parents.	August-July 2016-2017
5	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to	Arrange school meetings at a variety of times, or conduct home or neighborhood visits via the mobile unit.	RV mobile unit staff, Parent Liaison	To ensure all parents the opportunity to be actively involved in their child's education.	On-going



	attend those conferences at school [Section 1118(e)(10)];				
6	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];	Provide DLOPI trainings on the usage for increased and improve parent participation.	Parent Services Coordinator & Parent Liaisons	Provide strategies to assist parents and teachers to increase parent participation.	August-June 2016-2017
7	Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and	Enhance the District's Parent Advisory Committee to include community-based organizations and businesses, including faith-based organizations.	Parent Services Staff	Provide knowledge and involve parents in the educational decisions and choices for students.	Quarterly meetings
8	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Building ties between home school and the community.	Parent Services Staff, Principals & Parent Liaisons	To involve all parts of the community in the education process.	Monthly & Quarterly meetings

### Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

## Evaluation of the previous year's Parental Involvement Plan

### **Building Capacity Summary**

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Back to School Events	5	986	Engaging the entire faith based, community and businesses to support with the school supplies, hygiene kits, and funding to support students and parents with materials and school supplies.
2	Faith-based workshops and trainings	3	45	To assist faith-based partners with information on the Florida Standards.
3	Title I Parent Trainings	13	590	Provide information to parents and academic and leadership skills to assist other parents with their students.
4	Reading and Math	13	590	a) Face-to-face meetings and content specific sessions will be provided for parents; b) Information will include grade level proficiency, strategies parents can use at home, and assessment methods.
5	Family Literacy	13	590	Provide sessions to help parents improve the students reading skills and also have meetings for EEL and speakers of other languages will be provided for parents by the Migrant Education Program and the District Office Staff.
6	Parent Meetings, Workshops, and Trainings	21	692	Provide information to parents on academic and leadership skills to assist other parents with their children.

### **Staff Training Summary**

Provide a summary of the professional development activities provided by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118(e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Different Levels Of Parent Involvement (DLOPI)	10	218	Knowledge of program to identify strategies to enhance parental participation.
2	Value and Communication Trainings/Parent Liaison	13	590	Improve the ability of the staff to effectively provide parents with examples of best practices on the value of parenting and how to positively communicate with their children.
3	Parent Involvement Strategies	13	590	To provide knowledge of parent involvement best practices for increased parent participation.

### **Private School Summary**

Provide a summary of the parental involvement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]

count	Content and Type of Activity	Number of Participants	Schools Participating	Anticipated Impact on Student Achievement
1	DLOPI Awareness for Parents	89	3	Provide one-on-one training to the Parent Liaison with a variety of activities of the model to train and involve parents at the school level.
2	Parent resources and assistance meeting	109	3	Provide a variety of parent resources and assistance for the parent liaison to share with parents.
3	Parent Involvement resources	78	3	Provide a variety of parent resources and assistance for the parent liaison to share with parents to assist their children.
4	School visits and telephone with parent resources	83	3	Assisted principals with resources for increased parent participation.

### Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Translations for more documents for our Hispanic population to include translators for meetings and translating machines.	Secure translators, technology, and interpreters.
2	Lack of school level workshops for ESE.	Include workshops for ESE parents and teachers in the SIP.
3	Lack of Parental Technology Training	Increase training

### Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
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SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA



AGENDA ITEM NO. 10d

DATE OF SCHOOL BOARD MEETING: September 27, 2016

TITLE OF AGENDA ITEM: 2016-2018 School Health Services Plan for Gadsden County

**DIVISION:**

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

**PURPOSE AND SUMMARY OF ITEM:** The purpose of the 2016-2018 School Health Services Plan is to explain in detail the responsibilities, strategies, activities, and designations of the Gadsden County Health Department with the Gadsden County School Board.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Caroline McKinnon

**POSITION:** District Assessment Coordinator

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

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

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

2016 SEP -9 PM 12:46  
GADSDEN COUNTY SCHOOL BOARD  
CLERK



***Mission:** To protect, promote & improve the health of all people in Florida through integrated state, county, and community efforts.*

## **2016 – 2018 School Health Services Plan**

**for**

**Gadsden County**

**Due by September 15, 2016**

**E-mail Plan as an Attachment to:**

**[HSF.SH\\_Feedback@flhealth.gov](mailto:HSF.SH_Feedback@flhealth.gov)**

### Contact Person

*Please indicate a contact person who was involved in the preparation of this plan and can answer questions if they arise.*

Name & Credentials: Barbara Purnell RN,BSN  
Position & Agency: Community Health Nursing Supervisor FL-  
DOH Gadsden  
Mailing Address: 278 LaSalle Leffall Drive P. O. Box 1000  
City, County, State, Zip: Quincy, Gadsden, Florida 32351  
Office Phone: 850-875-7200 Ext. 303  
Work Mobile Phone: 850-251-7085  
Email: Barbara.purnell@flhealth.gov

**2016 - 2018 School Health Services Plan Signature Page**

My signature below indicates that I have reviewed and approved the 2016 - 2018 School Health Services Plan and it's local implementation strategies, activities, and designations of local agency responsibility as herein described:

Position	Name and Signature	Date
Local Department of Health Administrator / Director	Adrian Cooksey-Wilson, Health Officer	September 1, 2016
	<i>Adrian Cooksey-Wilson</i> <small>Printed Name</small>	9-06-2016
	<i>[Signature]</i> <small>Signature</small>	<small>Date</small>
Local Department of Health Nursing Director		
	<small>Printed Name</small>	
	<small>Signature</small>	<small>Date</small>
Local Department of Health School Health Coordinator	Barbara Purnell	September 1, 2016
	<i>Barbara Purnell</i> <small>Printed Name</small>	9/6/2016
	<i>[Signature]</i> <small>Signature</small>	<small>Date</small>
School Board Chair Person	Roger Milton	September 1, 2016
	<small>Printed Name</small>	
	<small>Signature</small>	<small>Date</small>
School District Superintendent	Reginald James	September 1, 2016
	<small>Printed Name</small>	
	<small>Signature</small>	<small>Date</small>
School District School Health Coordinator	Caroline McKinnon	September 1, 2016
	<small>Printed Name</small>	
	<small>Signature</small>	<small>Date</small>
School Health Advisory Committee Chairperson	Jamesica Perry	September 1, 2016
	<i>Jamesica Perry</i> <small>Printed Name</small>	9/6/16
	<i>[Signature]</i> <small>Signature</small>	<small>Date</small>
School Health Services Public / Private Partner	Susan Lajoie	September 1, 2016
	<i>Susan Lajoie</i> <small>Printed Name</small>	9/7/16
	<i>[Signature]</i> <small>Signature</small>	<small>Date</small>

Part	Statutory Requirements <i>(Legislative mandates that establish School Health Program requirements)</i>	Program Standards <i>(Standards and Administrative Code that support statutory requirements, are identified)</i>	Local Agency(s) Responsible <i>(Identify the local agency(s) responsible for each requirement)</i>	Local Implementation Strategy & Activities <i>(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)</i>
<b>PART I: PREVENTIVE HEALTH SERVICES FOR ALL PUBLIC SCHOOLS</b>				
I.	1. s. 381.0056, F.S. School Health Services Program.	a. Each local Department of Health uses the annual schedule C funding allocation (General Appropriations Act) to provide school health services pursuant to the School Health Services Act (s. 381.0056(1), F.S.) and the requirements of the Schedule C Scope of Work.	FL- DOH Gadsden County Health Department (GCHD)	Employ nurses and health support aides to provide school health services such as: Health education and promotion, chronic disease prevention & intervention, nutrition services, referrals, and family planning services...
I.	2. s. 381.0056(3), F.S. The Department of Health (DOH), in cooperation with the Department of Education (DOE), shall supervise the administration of the school health services program and perform periodic program reviews.	a. The local Department of Health and local education agency (LEA) each designate one person to be responsible for the coordination of planning, development, implementation and evaluation of the local school health program. Those two individuals should collaborate throughout the school year to assure program compliance and to plan and assess the delivery of program services. (Ch. 64F-6.002(2)(i), F.A.C.)	The FL- DOH Gadsden County Health Department (GCHD) & the Gadsden County School District (GCSD)	GCHD & GCSD have both appointed a school health coordinator in which we meet at a minimum of quarterly and communicate ongoing via telephone and e-mail to coordinate, plan and implement services. The school health staff is employed through the GCHD, and the GCHD coordinator directly supervise the staff to ensure implementation of the program's plans and goals. Additionally, the program has an annual local internal evaluation review process in place to assess the delivery of services.
		b. The local school health services plan shall describe employing or contracting for all health-related staff and the supervision of all school health services personnel regardless of funding source. (Ch. 64F-6.002(2)(j), F.A.C.)	FL- DOH GCHD	The GCHD employs nurses and Health support aides to provide school health services such as: Health education and promotion, chronic diseases prevention & intervention, nutrition services and referrals, family planning services...



## SUMMARY - SCHOOL HEALTH SERVICES PLAN 2016 - 2018

**Statutory Authority:** Section 381.0056, F.S. requires each local Department of Health to develop, jointly with the school district and school health advisory committee, a School Health Services Plan (referred herein as the “Plan”) that outlines the provisions and responsibilities to provide mandated health services in all public schools. Chapter 64F-6.002, Florida Administrative Code (F.A.C.) requires the plan to be completed biennially.

The Plan format is arranged in 3 parts relating to the services provided and funding streams, as follows:

- **Part I: Basic School Health Services - All Public Schools** – this section contains each of the Florida statutes (Department of Health (DOH) and Department of Education (DOE) that relate to the mandated basic health services for students in all public schools.
- **Part II: Comprehensive School Health Services** – 46 counties receive state funding for comprehensive programs that provide enhanced services to high risk children. These services are in addition to the services identified in Part I.
- **Part III: Health Services for Full Service Schools (FSS)** – all counties receive funding for FSS serving high-risk students with limited access to services. These services are in addition to the basic services identified in Part I.

The Plan contains 4 columns, as follows:

- **Column 1 – Statutory Requirements.** This column is in order by statute and establishes the primary requirements and mandates.
- **Column 2 – Program Standards.** This column provides the standards that are related to the statutory requirements. Where rules are not available, standards are based on other guidelines (such as the Florida School Health Administrative Guidelines (May 2012), current School Health Services Plan, or standards of practice).
- **Column 3 – Local Agency(s) Responsible.** The local agencies (local Department of Health, Local Educational Agency (LEA), and School Health Advisory Committee (SHAC)) determine the responsibilities for providing the services described in each statutory requirement and program standard when the Plan is developed. These responsibilities will depend upon the county service/staffing model, funding sources, community partners, and collaboration.
- **Column 4 – Local Implementation Strategy & Activities.** The local agencies will provide implementation strategy and activities to meet each statutory requirement and program standard identified.

## GENERAL INSTRUCTIONS

- Do not work in this file until you have opened and saved it to your network drive or a flash/travel drive. When saving for the first time, use the "Save As" function and add your county's name to the beginning of the file name so your plan will not be confused with that of another county.
- If you need clarification on the programmatic items in the plan, please email the School Health mailbox at: [hsf.sh\\_feedback@flhealth.gov](mailto:hsf.sh_feedback@flhealth.gov)

## REFERENCES

Florida School Health Laws and Rules: [http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/\\_documents/statutory-rules-schoolhealth-2015-2016.pdf](http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/_documents/statutory-rules-schoolhealth-2015-2016.pdf)

Center for Disease Control and Prevention Coordinated School Health Model: <http://www.cdc.gov/HealthyYouth/CSHP/>

Florida School Health Administrative Guidelines (2012): [http://www.floridahealth.gov/healthy-people-and-families/childrens-health/school-health/\\_documents/adminstrative-guidelines.pdf](http://www.floridahealth.gov/healthy-people-and-families/childrens-health/school-health/_documents/adminstrative-guidelines.pdf)

Guidelines for the Care and Delegation of Care for Students with Asthma in Florida Schools (2013): [http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/\\_documents/asthma-guidelines-2013.pdf](http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/_documents/asthma-guidelines-2013.pdf)

Guidelines for the Care and Delegation of Care for Students with Diabetes in Florida Schools (2015): [http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/\\_documents/diabetes-guidelines-for-the-care-delegation-of-care-for-students-with-diabetes-in-florida-schools.pdf](http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/_documents/diabetes-guidelines-for-the-care-delegation-of-care-for-students-with-diabetes-in-florida-schools.pdf)

The Role of the Professional School Nurse in the Delegation of Care in Florida Schools: [http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/\\_documents/role-of-rn-in-delegation-of-care-in-florida-schools.pdf](http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/_documents/role-of-rn-in-delegation-of-care-in-florida-schools.pdf)

Emergency Guidelines for Schools (Florida Edition, 2010): [http://www.floridahealth.gov/provider-and-partner-resources/emsc-program/\\_documents/egs2011fl-edtion.pdf](http://www.floridahealth.gov/provider-and-partner-resources/emsc-program/_documents/egs2011fl-edtion.pdf)

Promoting Health and Academic Success Through Collaboration and Partnership: A Guide for Florida's School Health Advisory Committees: [http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/\\_documents/fl-shac-manual-2013.pdf](http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/_documents/fl-shac-manual-2013.pdf)

State Requirements for Educational Facilities (2014): <http://www.fldoe.org/core/fileparse.php/7738/urlt/srefrule14.pdf>

School Health Program Coding Manual: [http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/\\_documents/school\\_health\\_coding\\_manual\\_2016-17.pdf](http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/_documents/school_health_coding_manual_2016-17.pdf)

Part	<b>Statutory Requirements</b> <i>(Legislative mandates that establish School Health Program requirements)</i>	<b>Program Standards</b> <i>(Standards and Administrative Code that support statutory requirements, are identified)</i>	<b>Local Agency(s) Responsible</b> <i>(Identify the local agency(s) responsible for each requirement)</i>	<b>Local Implementation Strategy &amp; Activities</b> <i>(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)</i>
		c. Protocols for supervision of school health services personnel shall be described in the local school health services plan to assure that such services are provided in accordance with statutory and regulatory requirements and professional standards. (Ch. 64F-6.002(2)(j)(1), F.A.C.), and consistent with the Nurse Practice Act (Ch.464, F.S.) and the Technical Assistance Guidelines - The Role of the Professional School Nurse in the Delegation of Care in Florida Schools (Rev. 2010).	FL- DOH GCHD	The school health staff is employed through the GCHD, and the GCHD School Health coordinator directly supervise the staff to ensure implementation of the program's plans and goals. The program has an annual local internal evaluation review.
		d. Decisions regarding medical protocols or standing orders in the delivery of school health services are the responsibility of the local Department of Health medical director in conjunction with district school boards, local school health advisory committees, the school district medical consultant, or the student's private physician. (Ch. 64F-6.002(2)(j)(2), F.A.C.)	FL- DOH GCHD	The FL- DOH GCHD Medical Director
I.	3. s. 381.0056(4)(a), F.S. Each local Department of Health shall develop, jointly with the district school board (a.k.a. local educational agency or LEA) and the local school health advisory committee (SHAC), a school health services plan.	a. Each local school health services plan shall be completed biennially and approved and signed by at a minimum the superintendent of schools, school board chairperson, local Department of Health medical director or administrator.	FL- DOH GCHD & GCSD	The GCHD & the GCSD coordinator along with the SHAC chairperson completes the school health plan biennially. Once completed, the plan is reviewed and signed by the GCHD administrator, the GCSD board chairperson, and the GCSD superintendent.

Part	<b>Statutory Requirements</b> <i>(Legislative mandates that establish School Health Program requirements)</i>	<b>Program Standards</b> <i>(Standards and Administrative Code that support statutory requirements, are identified)</i>	<b>Local Agency(s) Responsible</b> <i>(Identify the local agency(s) responsible for each requirement)</i>	<b>Local Implementation Strategy &amp; Activities</b> <i>(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)</i>
		b. The local school health services plan shall be reviewed each year for the purpose of updating the plan. Amendments shall be signed by the school district superintendent and the local Department of Health medical director or administrator. (Ch. 64F-6.002(3) (a), F.A.C.).	FL- DOH GCHD & GCSD	The GCHD & the GCSD coordinator along with the SHAC chairperson will review the completed school health plan annually and update the plan as deemed appropriate. Any amendments made shall be signed by the GCSD superintendent and the GCHD administrator.
		c. Establish procedures for health services reporting in Health Management System (HMS) and the annual report, to include services provided by all partners. (Ch. 64F-6.002(2) (g), F.A.C.).	FL- DOH GCHD	Each school clinic has at least one computer on site which is able to connect to HMS and Health Office (a computerized charting program). All services including services provided by partners are charted into Health Office and HMS daily. Additionally, data for the annual report is also pulled from Health Office and HMS.
		d. As per s. 381.0056(4)(a)(18)(b), F.S., each School Health Advisory Committee (SHAC) should include members representing the eight components of the Centers for Disease Control and Prevention's Coordinated School Health (CSH) model. The SHAC is encouraged to address the eight CSH components in the school district's wellness policy pursuant to s. 1003.453, F.S.	FL- DOH GCHD & GCSD	The SHAC committee is comprised of school health staff, teachers, community leaders, parents, students, nutritionist, school health educator, champions, school psychologist, and environmental health (healthy school) health department staff. Our goal is to work together, as a team to promote healthier children through the community and their families.
I.	4. s. 381.0056(4)(a)(1), F.S. Health appraisal	a. Determine the health status of students.	FL- DOH GCHD & FSU College of Medicine (FSUCOM)	A CNA, LPN, RN, ARNP, MD, Psychologist, and Physician assess the health status.
I.	5. s. 381.0056(4)(a)(2), F.S. Records review	a. Perform initial school entry review of student health records, to include school entry physical, immunization status (DH 680), cumulative health record, emergency information, etc. (Ch. 64F-6.005(1), F.A.C.)	FL- DOH GCHD	School Health Staff perform student health record reviews as needed to ensure compliance with state guidelines.

Part	<b>Statutory Requirements</b> <i>(Legislative mandates that establish School Health Program requirements)</i>	<b>Program Standards</b> <i>(Standards and Administrative Code that support statutory requirements, are identified)</i>	<b>Local Agency(s) Responsible</b> <i>(Identify the local agency(s) responsible for each requirement)</i>	<b>Local Implementation Strategy &amp; Activities</b> <i>(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)</i>
		b. Perform annual review of each student's emergency information and medical status. An emergency information card for each student shall be updated each year. (CH. 64F-6.004(1)(a), F.A.C.)	FL- DOH GCHD & GCSD	All of the schools send home an emergency contact form for each student on an annual basis for review of medical status and current emergency information. The completed form is returned to the school staff and a copy is kept on file in the health clinic. Emergency information is then entered or updated in Health Office.
I.	6. s. 381.0056(4)(a)(3), F.S. Nurse assessment	a. Perform school entry and periodic assessment of student's health needs. (Ch. 64F-6.001(6), F.A.C.).	FL- DOH GCHD & FSU College of Medicine (FSUCOM)	The nurses and ARNP assess the student's health needs on their campus upon school entry, before initiating classroom teachings and health fairs/activities.
		b. For day-to-day and emergency care of students with chronic or acute health conditions at school, the registered nurse (RN) develops an individualized healthcare plan (IHP).	FL- DOH GCHD	The Registered Nurses assess the student's health needs on their campus upon school entry and as deemed appropriate to provide emergency care and care plan development.
		c. The RN utilizes the IHP to develop an emergency action plan (EAP) and/or an Emergency Care Plan (ECP) for use by unlicensed assistive personnel and school staff.	FL- DOH GCHD	The Registered Nurses assess the student's health needs on their campus upon school entry and as deemed appropriate to provide emergency care and care plan development for use by unlicensed assistive personnel and school staff.
I.	7. s. 381.0056(4)(a)(4), F.S. Nutrition assessment	a. Identify students with nutrition related problems (Florida School Health Administrative Guidelines. May 2012, Ch. 11).	FL- DOH GCHD & FSU College of Medicine (FSUCOM)	Students with nutritional needs are identified through annual BMI screenings, school staff referrals, parent referrals, etc. Identified students are assessed by the school nurse, ARNP, nutritionist, or their private physician by referral and placed into a school based program.
I.	8. s. 381.0056(4)(a)(5), F.S. Preventive dental program	a. Recommended services include: Minimally - age appropriate oral health education to all grades and referral system.	FL- DOH GCHD & Liberty Community Healthcare, Inc.(Healthy Smiles Happy Students) & United Way	The school health staff will assist with providing oral health education classes. If a student is identified by the nurse or dental screening team as needing services; the student is referred to a private dentist.
		b. Mid-range - oral health screenings, fluoride varnish or rinse program (both recommended for either 2nd or 3rd grades).	FL- DOH GCHD & Liberty Community Healthcare, Inc.(Healthy Smiles Happy Students) & United Way	The Liberty Community Health care dental program visit the schools/ clinics and provide on-site dental assessments, cleaning, fluoride varnish, oral health instruction, and dental sealant treatment (with parental consent).

Part	<b>Statutory Requirements</b> <i>(Legislative mandates that establish School Health Program requirements)</i>	<b>Program Standards</b> <i>(Standards and Administrative Code that support statutory requirements, are identified)</i>	<b>Local Agency(s) Responsible</b> <i>(Identify the local agency(s) responsible for each requirement)</i>	<b>Local Implementation Strategy &amp; Activities</b> <i>(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)</i>
		c. Best practice - school-based or school-linked dental sealant program and primary dental services as available. Recommend a licensed dental professional liaison from the local Department of Health or community partner to provide screenings, preventive oral health services and referrals.	FL- DOH GCHD & Liberty Community Healthcare, Inc.(Healthy Smiles Happy Students) & United Way	The Liberty Community Health care dental program visit the schools/ clinics and provide on-site dental assessments, cleaning, fluoride varnish, oral health instruction, and dental sealant treatment (with parental consent).
I.	9. s. 381.0056(4)(a)(6-9), F.S. Provisions for screenings	a. Provide screenings and a list of all providers. Screenings: (1) Vision screening shall be provided, at a minimum, to students in grades kindergarten, 1, 3 and 6 and students entering Florida schools for the first time in grades kindergarten through 5. (2) Hearing screening shall be provided, at a minimum, to students in grades kindergarten, 1 and 6; to students entering Florida schools for the first time in grades kindergarten through 5; and optionally to students in grade 3. (3) Growth and development screening shall be provided, at a minimum, to students in grades 1, 3 and 6 and optionally to students in grade 9. (4) Scoliosis screening shall be provided, at a minimum, to students in grade 6. (Ch.64F-6.003(1-4), F.A.C.)	FL- DOH GCHD	Annually the school health staff and the provide vision screenings for K, 1, 3, & 6 grade students. When a new student (k-5) enters the district, the school health staff is to be notified and the cumulative record is reviewed for mandated documents and health screenings. A vision screen is provided as needed. Annually the school health staff provide hearing screenings for K, 1, & 6 grade students. When a new student (k-5) enters the district, the school health staff is to be notified and the cumulative record is reviewed for mandated documents and health screenings. A hearing screen is provided as needed. Annually the school health staff provide growth and development screenings for 1, 3, and 6 grade students. Once a new student (k-5) enters the district, the school health staff is to be notified and the cumulative record is reviewed for mandated documents and health screenings. A growth and development screening is provided as needed. Annually the school health staff provide scoliosis screenings for 6 grade students. When a new student enters the district, the school health staff is to be notified and the cumulative record is reviewed for mandated documents and health screenings. Scoliosis screening is provided as needed.

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		b. Assist in locating referral sources for additional evaluation and/or treatment for students with abnormal screening results. Referral sources may include, but are not limited to, state contracted vision service providers (provided the student meets eligibility requirements), other service providers and local resources. (1) Provide a list of all referral providers.	FL- DOH GCHD	If a student is identified by the nurse to have an abnormal screening result, for vision they are referred to Vision Quest or Dr. Abbey a local Optometrist for students who do not qualify for Vision Quest. They are also referred to their assigned provider for visual acuity issues, hearing problems, growth & development and possible scoliosis issues.
		c. Establish a system to document and track screening results and referrals.	FL- DOH GCHD	Screening results are entered into the Health Office System; a service report for screenings is pulled and each staff member codes the appropriate screening code into HMS along with a FTTY for the screening.
		d. Ensure all screening services are coded into HMS to include initial screenings, re-screenings, abnormal results/referrals, outcomes, and incomplete referrals after three attempts.	FL- DOH GCHD	Once screenings are complete, the services, results and outcomes are coded in Health Office and HMS. The initial referral is sent home via student, a second referral is sent home via mail and the third attempt is via a phone call. All efforts to complete a referral is documented and tracked in Health Office.
<b>I.</b>	10. s. 381.0056(4)(a)(10), F.S. Health counseling	a. Provide health counseling as appropriate.	FL- DOH GCHD, GCSD & FSUCOM	Nurses, ARNP, & psychologist provide appropriate health counseling to students as needed (with parental consent).
		b. Document health counseling in the student health record.	FL- DOH GCHD, GCSD & FSUCOM	All services (including health counseling) are documented in the student health record which is in Skyward or Health Office program.
<b>I.</b>	11. s. 381.0056(4)(a)(11), F.S. Referral and follow-up of suspected and confirmed health problems	a. Provide referral and follow-up of abnormal health screenings, emergency health issues, and acute or chronic health problems.	FL- DOH GCHD	When school health staff determines that a referral is needed (for abnormal findings or emergency issues), a referral is generated through Health Office (which automatically begins a tracking process for the referral). Any type of health condition/problem that a student may have is also documented as a Special Problem. A Special Problems report can be generated to track all health conditions identified.
		b. Coordinate and link to community health resources.		

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			FL- DOH GCHD	When a health problem is identified, the student is referred to his/her private provider for follow-up. If the student does not have a private provider we will refer the parents to the local federally qualified health center. A student and/or their family may be referred to other community resources as deemed necessary by the school health staff.
		c. Require child abuse reporting. (s. 1006.061, F.S.)	FL- DOH GCHD, GCSD, FSUCOM & Liberty Community Healthcare Inc.,	All staff and partners (GCHD, GCSD, and FSUCOM & Liberty Community Healthcare) are required to report suspected abuse to the Abuse Hotline 1-800 96ABUSE. A student may also be referred to the nurse, ARNP, or MD for further assessment.
		d. Provide referral to services to sexually exploited children including: counseling, healthcare, substance abuse treatment, educational opportunities, and a safe environment secure from traffickers (Ch. 39.001 (4) (a-d), F.S.) and report as child abuse (s.1006.061, F.S.).	FL- DOH GCHD, GCSD & FSUCOM	All staff (GCHD, GCSD, & FSUCOM) are required to report suspected abuse to the Abuse Hotline 1-800 96ABUSE. A student may also be referred to the nurse, ARNP, or MD for further assessment.
I.	12. s. 381.0056(4)(a)(12), F.S. Meeting emergency health needs in each school	a. Ensure written health emergency policies and protocols are maintained and include minimum provisions. (Ch. 64F-6.004(1), F.A.C.). List protocols used (i.e. Emergency Guidelines for Schools 2011 Florida Edition).	FL- DOH GCHD & GCSD	The School Health Manual has written policies and protocols for emergencies. This manual is a collaborative effort of the GCHD and GCSD and is updated as needed.
		b. Ensure health room staff and two additional staff in each school are currently certified in cardiopulmonary resuscitation (CPR) and first aid and a list is posted in key locations. (Ch. 64F-6.004(2&3), F.A.C.). Include on the list location and phone numbers of these staff members.	FL- DOH GCHD & GCSD	The school district requires that certain staff have a current CPR license as well. At minimum 2 to 3 individuals on each school campus are identified annually to have CPR and first aid and a list is posted in key areas throughout the school with the phone numbers of the designated staff members.



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		c. Assist in the planning and training of staff responsible for emergency situations. (Ch. 64F-6.004(4), F.A.C.)	FL- DOH GCHD, GCSD, & GCSO	GCHD, GCSD, & GCSO collaborate on preparing all staff on school campus for emergency situations through crisis teams, rural county summit, emergency drills, and child specific collaboration, etc....
		d. The school nurse shall monitor adequacy and expiration of first aid supplies, emergency equipment and facilities. (Ch. 64F-6.004(5), F.A.C.)	FL- DOH GCHD	The school nurse performs a monthly check of emergency equipment and supplies. The equipment check is documented and supplies are replaced as needed.
		e. The school principal (or designee) shall assure first aid supplies, emergency equipment, and facilities are maintained. (Ch. 64F-6.004(6), F.A.C.)	FL- DOH GCHD & GCSD	The school principal and the GCSD maintenance department maintains all school health facilities. The school health staff in collaboration with the principal at the clinic site assures all emergency equipment and first aid supplies are maintained.
		f. All injuries and episodes of sudden illness referred for emergency health treatment shall be documented and reported immediately to the principal or the person designated by the principal or the acting principal. (Ch. 64F-6.004(7), F.A.C.)	FL- DOH GCHD & GCSD	All services are documented in Health Office (including injuries and illnesses requiring emergency treatment). Parents and principal are notified of any situation that requires emergency treatment.
		g. It is the responsibility of each school that is a member of the Florida High School Athletic Association to: 1) have an operational automatic external defibrillator (AED), 2) ensure employees expected to use the AED obtain appropriate training, and 3) and register the AEDs with the county emergency medical services director. (s. 1006.165, F.S.)	FL- DOH GCHD & GCSD	The GCSD & GCHD staff have collaborated to provide AED's in 100% of schools which are members of the Florida High School Athletic Association. There are trained staff on each campus that houses an AED. The GCSD & GCHD will continue our collaborative efforts to ensure all schools that are members of the Florida High School Athletic Association have AED's and trained staff.
I.	13. s. 381.0056(4)(a)(13), F.S. Assist in health education curriculum	a. Collaborate with schools, health staff and others in health education curriculum development.	FL.- DOH GCHD, GCSD & FSUCOM	The GCHD, GCSD, FSUCOM, Champions, 21st century, Center for Health Equities, and investing in our youth collaborate to develop and implement health curriculum.

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I.	14. s. 381.0056(4)(a)(14), F.S. Refer student to appropriate health treatment	a. Use community or other available referral resources.	FL- DOH GCHD, GCSD & FSUCOM	When a health problem is identified, we utilize the GCHD, local private providers, FSUCOM group (with parental consent), the local federally qualified health center, and local Lion's Club.
		b. Assist in locating referral sources for Medicaid eligible or underinsured students (community health and social service providers).	FL- DOH GCHD, FSUCOM & Liberty Community Healthcare Inc.,	When a health problem is identified, we utilize the Gadsden County Health Department, local private providers, FSUCOM group, the local federally qualified health center, Liberty Healthcare Inc., and local Lion's Club as referral sources for health treatment.
I.	15. s. 381.0056(4)(a)(15), F.S. Consult with parents or guardian regarding student's health issues	a. Provide consultation with parents, students, staff and physicians regarding student health issues. (Ch. 64F-6.001(1), F.A.C.)	FL- DOH GCHD, FSUCOM & Liberty Community Healthcare Inc.,	The GCHD school health staff, FSUCOM and Liberty Community Healthcare Inc., staff provide phone or face-to-face consultation with parents, students and physicians in an effort to provide continuity of care.
I.	16. s. 381.0056(4)(a)(16), F.S. Maintain health-related student records	a. Maintain a cumulative health record for each student that includes required information. (Ch. 64F-6.005(1), F.A.C.)	FL- DOH GCHD & GCSD	The GCSD staff house and maintain all student cumulative records in a secure area. The school health staff assist the school district in ensuring all required health documentation is present.
		b. Maintain student health records per s. 1002.22, F.S. (Ch. 64F-6.005(2), F.A.C.)	FL- DOH GCHD & GCSD	The GCSD staff house & maintain all student cumulative records in a secure area. School health staff assist in ensuring all required health documentation is present.
I.	17. s. 381.0056(4)(a)(17), F.S. Provision of health information for Exceptional Student Education (ESE) program placement	a. Provide relevant health information for ESE staffing and planning according Ch. 6A-6.0331 and 64F-6.006, F.A.C.	FL- DOH GCHD & GCSD	School health staff participates in ESE / IEP staffing when a medical condition is present. School health staff also provide vision & hearing screening for ESE evaluation with parental consent.
I.	18. s. 381.0056(5)(a)(18), F.S.	a. Notification to the local nonpublic schools of the school health services program and the opportunity for representatives of the local nonpublic schools to participate in the development of the cooperative health services plan.	FL- DOH GCHD & Nonpublic Schools	On an annual basis the CHD school health coordinator provide all nonpublic schools the opportunity to participate in the school health services program; each private school in Gadsden County currently participates in the program. They receive staff in-services, student health screenings, cumulative record review, etc...
		b. A nonpublic school may request to participate in the school health services program provided they meet requirements pursuant to s. 381-0056(5)(a)-(g), F.S.	FL- DOH GCHD & Nonpublic Schools	The GCSD has health services and health education that are provided to the public school children in grades pre-kindergarten through twelve in the comprehensive school plan. School health services are provided to public charter

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				and private schools. They receive staff in-services, student health screenings and cumulative record reviews etc..
I.	19. s. 381.0056(6)(a), F.S. The district school board shall include health services and health education as part of the comprehensive plan for the school district.	a. School-based health services are provided to public school children in grades pre-kindergarten through twelve. Health services are provided to public charter schools, based upon the charter, local contracts, and agreements. Counties offer school health services to private schools, based upon their participation in the School Health Services Plan, and the availability of staff and local resources. (Florida School Health Administrative Guidelines. May 2012, Section I-2).	GCSD, Public Charter & private Schools	The GCSD has health services and health education that are provided to the public school children in grades pre-kindergarten through twelve in the comprehensive school plan. School health services are provided to public charter and private schools. They receive staff in-services, student health screenings and cumulative record reviews etc..
		b. Describe how CHD staff will assist school personnel in health education curriculum development. Since the CHD staff includes health professionals with expertise in many disciplines, they should be considered a primary resource for topics related to student health and wellness. County health department staff may serve as content and curriculum experts in their particular specialty (i.e. dental health, nutrition, hygiene and communicable disease prevention, injury prevention, human growth and development, sexually transmitted diseases, and other health topics relevant to school-age children and adolescents). (Florida School Health Administrative Guidelines. May 2012, Section III, Ch.15-1).	FL- DOH GCHD, GCSD & FSUCOM	The school district collaborates and coordinates with the health department's school health program, population based services, FSUCOM staff, and the school nurses provide annual and as needed health training to school personnel.

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I.	20. s. 381.0056(6)(b), F.S. The district school board shall provide in service health training for school personnel.	a. Please list providers of in service health training for school personnel.	FL- DOH GCSD	The school district coordinates with the health department's school health program, and the school nurses provide annual and as needed health training to school personnel.
I.	21. s. 381.0056(6)(c), F.S. The district school board shall make available adequate physical facilities for health services.	a. Health room facilities in each school will meet DOE requirements. (State Requirements for Educational facilities, December 2012 and/or State Requirements for Existing Educational Facilities 2012).	GCSD	We will continue to collaborate with the GCSD to address the issues and strive to meet requirements with all school health facilities.
I.	22. s. 381.0056(6)(d), F.S. The district school board shall, at the beginning of each school year, provide parents with information concerning ways that they can help their children to be physically active and eat healthful foods.	a. List programs and/or resources to be used.	FL- DOH GCHD & GCSD	In a collaborative effort, the school health staff and the school district staff forward health packets to parents at the beginning of each school year. Health information is also presented at Open House, PTO's, and Health Fairs.
I.	23. s. 381.0056(6)(e), F.S. The district school board shall inform parents or guardians in writing at the beginning of each school year of the health services provided.	a. Provide the opportunity for parents or guardians to request an exemption in writing.	FL- DOH GCHD & GCSD	In a collaborative effort the school health staff & the school district staff send health packets to parents at the beginning of each school year with the description health services provided. In this health packet the parents are informed to notify the school health staff in writing if they wish to exempt their child from health services. Health information is also presented at Open House, PTO's, and Health Fairs.
		b. Obtain parent permission in writing prior to invasive screening.	FL- DOH GCHD	Before any invasive screening and/or procedure is preformed, written parental permission is obtained and verified.

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I.	24. s. 1003.22(1), F.S. Each district school board shall require that each child who is entitled to admittance to kindergarten, or is entitled to any other initial entrance into a public school in this state, present a certification of a school-entry health examination performed within 1 year prior to enrollment in school.	a. The school health plan shall include initial school entry health examination policy. (Ch. 64F-6.002(2)(f), F.A.C.) Note: Reference policy to Ch. 6A-6.024, F.A.C.	FL- DOH GCHD & GCSD	The school health staff reviews every kindergartener's and 7th graders' (along with other grade levels) cumulative record annually for mandated documents (including immunizations). The school district staff notifies their school health staff when a new student enters their school, then a record review is performed. The school health staff collaborate with parents to ensure that students are up to date with required immunizations.
I.	25. s. 1003.22(4), F.S. Each district school board shall establish and enforce as policy that, prior to admittance to or attendance in a public school, grades kindergarten through 12, or any other initial entrance into a Florida public school, each child present or have on file with the school a certification of immunization for the prevention of those communicable diseases for which immunization is required by the Department of Health.	a. The school health plan shall include immunization policies in each school that comply with Ch. 64D-3.046, F.A.C. (Ch. 64F-6.002(2)(e), F.A.C.). Each public school, including public kindergarten, and each private school, including private kindergarten, shall be required to provide to the local Department of Health director or administrator annual reports of compliance with the provisions of this section per s. 1003.22 (8) F.S.	FL- DOH GCHD, GCSD & Private Schools	The school health staff reviews every kindergartener's and 7th graders' (along with other grade levels) cumulative record annually for mandated documents (including immunizations). The school district and private school staff notifies their school health staff when a new student enters their school, then a record review is performed. The school health staff collaborate with parents to ensure that students are up to date with required immunizations.
I.	26. s. 1003.22(9), F.S. The presence of any of the communicable diseases for which immunization is required by the Department of Health in a Florida public or private school shall permit the county health department director or administrator or the State Health Officer to declare a communicable disease emergency.	a. The school health plan shall include communicable disease policies. (Ch. 64F-6.002(2)(d), F.A.C.) Note: Policies need to provide for interagency coordination during suspected or confirmed disease outbreaks in schools.	FL- DOH GCHD, GCSD & Private Schools	We have a policy in place for reporting communicable diseases' to the GCHD's epidemiology (Epi) department. Once Epi is notified and they confirm a communicable disease emergency exists in a school, the GCHD school health coordinator is notified. The school health program has a system in place to identify and exclude (if deemed appropriate) all vulnerable students.

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I.	27. s. 1006.062(1)(a), F.S. Each district school board shall include in its approved school health services plan a procedure to provide training, by a licensed registered nurse, a practical nurse, a physician or a physician assistant (pursuant to chapter 458 or 459), to the school personnel designated by the school principal to assist students in the administration of prescribed medication.	a. Include provisions in the procedure for general and student-specific administration of medication training.	FL- DOH GCHD, GCSD & Private Schools	Each school year the school principal in conjunction with the school nurse identify appropriate school staff to administer prescription medications. The school nurse/school health coordinator trains the designated individuals in accordance to the medication in-service procedure. The same process is in place for general training. For student specific training, upon receipt of parental permission appropriate staff is identified and training on that specific student medication and physicians' order is provided.
I.	28. s. 1006.062(1)(b), F.S. Each district school board shall adopt policies and procedures governing the administration of prescription medication by district school board personnel.	a. The school district medication policy will be reviewed annually and updated as necessary to ensure student safety.	FL- DOH GCHD & GCSD	The GCSD reviews policies annually and make updates as needed.
		b. The school district medication policy will address the use of designated school staff for medication administration and be consistent with delegation practices per Ch. 64B9-14, F.A.C.	FL- DOH GCHD, GCSD & Non-Public Schools	Each school year, the school principal (with the assistance of the school nurse) identifies appropriate school staff to administer prescription medication.
	29.s. 1002.20(3)(h), F.S. Students with asthma whose parent and physician provide approval may carry a metered dose inhaler on their person while in school.	a. Develop and implement an Individualized Healthcare Plan (IHP) and Emergency Action Plan (EAP) to ensure safe use of inhaler by student.	FL- DOH GCHD & GCSD	The school health staff obtains parental and physician approval, then assess the students' knowledge and ability to utilize the inhaler. Upon approval by all parties the student is allowed to carry their inhaler. Student specific training is also conducted with school staff.

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	<p>30. s. 1002.20(3)(i), F.S. A student who is at risk for life-threatening allergic reactions may carry an epinephrine auto-injector and self-administer while in school, school-sponsored activities, or in transit if written parental and physician authorization has been provided.</p>	<p>a. For students with life threatening allergies, the RN shall develop an annual IHP that includes an EAP, in cooperation with the student, parent/guardians, physician, and school staff. The IHP shall include child-specific training to protect the safety of all students from the misuse or abuse of auto-injectors. The EAP shall direct that 911 will be called immediately for an anaphylaxis event and have a plan of action for when the student is unable to perform self-administration of the epinephrine auto-injector. (Ch. 6A-6.0251, F.A.C.)</p>	<p>FL- DOH GCHD &amp; GCSD</p>	<p>The school health staff identifies students with life threatening allergies, obtains parental and physician approval, then assess the students' knowledge and ability to utilize the auto-injector. The RN develops an IHCP that includes an EAP, student specific training is also conducted with school staff. Then the student is allowed to carry their auto-injector.</p>
	<p>31. s. 1002.20(3)(i)(2), F.S. A public school may purchase a supply of epinephrine auto-injectors from a wholesale distributor or manufacturer as defined in s. 499.003 for the epinephrine auto-injectors at fair-market, free, or reduced prices for use in the event a student has an anaphylactic reaction. The epinephrine auto-injectors must be maintained in a secure location on the public school's premises. The participating school district shall adopt a protocol developed by a licensed physician for the administration by school personnel who are trained to recognize an anaphylactic reaction and to administer an epinephrine auto-injection.</p>	<p>a. If the school district has chosen to maintain supplies of epinephrine auto-injectors, a standing order and written protocol has been developed by a licensed physician and is available at all schools where the epinephrine auto-injectors are stocked.</p>	<p>GCSD</p>	<p>The school district has chosen not to purchase from a wholesale distributor and maintain supplies of epinephrine auto-injectors at all facilities at this time.</p>

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	<p>32. s. 381.88, F.S. Educational training programs required by this section must be conducted by a nationally recognized organization experienced in training laypersons in emergency health treatment or an entity or individual approved by the department. The curriculum must include at a minimum:</p> <p>(a) Recognition of the symptoms of systemic reactions to food, insect stings, and other allergens; and</p> <p>(b) The proper administration of an epinephrine auto-injector.</p>	<p>a. Ensure that school staff that are designated by the principal (in addition to school health staff in the school clinic) to administer stock epinephrine auto-injectors (not prescribed to an individual student) are trained by a nationally recognized organization experienced in training laypersons in emergency health treatment or an entity approved by the Department of Health.</p>	<p>FL-DOH GCHD</p>	<p>The school health staff identifies students with life threatening allergies, obtains parental and physician approval for auto-injector use. The RN develops an IHCP that includes an EAP, student specific training is also conducted with school staff on recognition of signs and symptoms of systemic reactions to food, insect stings and other allergens and the proper administration of an epinephrine auto-injector.</p>
	<p>33. s. 1002.20(3)(j), F.S. Students with diabetes that have physician and parental approval may carry their diabetic supplies and equipment and self-manage their diabetes while enroute to and from school (bus), in school or at school sponsored activities. The written authorization shall identify the diabetic supplies, equipment and activities the student is capable of performing without assistance for diabetic self-management, including hypoglycemia and hyperglycemia.</p>	<p>a. Maintain a copy of the current physician's diabetes medical management plan, and develop and implement an IHP and ECP to ensure safe self-management of diabetes pursuant to Ch. 6A-6.0253, F.A.C.</p>	<p>FL-DOH GCHD</p>	<p>The school health staff obtains parental and physician approval, then assess the students' knowledge and ability to properly use diabetic supplies and equipment. Upon approval by all parties the student is allowed to carry their supplies/equipment. Student specific training is also conducted with school staff.</p>
	<p>34. s. 1002.20(3)(k), F.S. A student who has experienced or is at risk for pancreatic insufficiency or who has been diagnosed as having cystic fibrosis may carry and self-administer a prescribed pancreatic enzyme supplement while en-route to and from school (bus), in school or at school sponsored activities if the school has been provided with authorization from the student's parent and prescribing practitioner.</p>	<p>a. Develop and implement an IHP and ECP for management of the conditions requiring pancreatic enzyme supplements and to ensure that the student carries and self-administers such supplements as prescribed by the physician pursuant to Ch. 6A-6.0252, F.A.C.</p>	<p>FL-DOH GCHD</p>	<p>A policy is currently in place. The school health staff obtains parental and physician approval, then assess the students' knowledge and ability to utilize supplements. Upon approval by all parties the student is allowed to carry their medication. Student specific training is also conducted with school staff.</p>



Part	<b>Statutory Requirements</b> <i>(Legislative mandates that establish School Health Program requirements)</i>	<b>Program Standards</b> <i>(Standards and Administrative Code that support statutory requirements, are identified)</i>	<b>Local Agency(s) Responsible</b> <i>(Identify the local agency(s) responsible for each requirement)</i>	<b>Local Implementation Strategy &amp; Activities</b> <i>(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)</i>
I.	35. s. 1006.062(4), F.S. Nonmedical assistive personnel shall be allowed to perform health-related services upon successful completion of child specific training by a registered nurse or advanced registered nurse practitioner, physician or physician assistant.	a. Document health related child-specific training by an RN for delegated staff. The delegation process shall include communication to the UAP which identifies the task or activity, the expected or desired outcome, the limits of authority, the time frame for the delegation, the nature of the supervision required, verification of delegate's understanding of assignment, verification of monitoring and supervision per Ch. 64B9-14.002(3), F.A.C. The documentation of training and competencies should be signed and dated by the RN and the trainee.	FL- DOH GCHD	Upon receipt of parental permission, appropriate staff is identified and trained (by the school nurse) on the specific student's medication and physician's orders. The nurse documents the training in the student's medical record and on her Employee Activity Record in HMS.
		b. Use of nonmedical assistive personnel shall be consistent with delegation practices per Ch. 64B9-14, F.A.C. and per the Technical Assistance Guidelines - The Role of the Professional School Nurse in the Delegation of Care in Florida Schools (Rev. 2010).	FL- DOH GCHD & GCSD	There is a Policy in place. Each school year the school principal (with the assistance of the school nurse) identifies appropriate school staff to administer prescription medication and receive student-specific training.

Part	<b>Statutory Requirements</b> <i>(Legislative mandates that establish School Health Program requirements)</i>	<b>Program Standards</b> <i>(Standards and Administrative Code that support statutory requirements, are identified)</i>	<b>Local Agency(s) Responsible</b> <i>(Identify the local agency(s) responsible for each requirement)</i>	<b>Local Implementation Strategy &amp; Activities</b> <i>(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)</i>
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**PART II: COMPREHENSIVE SCHOOL HEALTH SERVICES (CSHSP)**

II.	1. s. 381.0057(6), F.S. The services provided by a comprehensive school health program must focus attention on promoting the health of students, reducing risk-taking behavior, and reducing teen pregnancy. Services provided under this section are in addition to the services provided under s. 381.0056, F.S. and are intended to supplement, rather than supplant, those services.	a. Use annual schedule C funding allocations (General Appropriations Act) provided to designated county health departments (local Department of Health) for comprehensive school health programs that provided basic school health services as specified in Part I of this plan and promote student health, reduce risk-taking behaviors, and reduce teen pregnancy.	FL- DOH GCHD	All schedule C funding allocated to the GCHD is used to employ nurses, certified nurse assistants, purchase supplies, and equipment needed to promote the health of the students in Gadsden County.
II.	2. s. 381.0057(6), F.S. Promoting the health of students.	a. Provide in-depth health management, interventions and follow-up through the increased use of professional school nurse staff.	FL- DOH GCHD, GCSD & FSUCOM	We provide in-depth health management assessments, interventions, case management, improve access to health care, referrals to insurance programs, family physicians & FSUCOM who provides an on-site (ARNP) at three school sites.
		b. Provide health activities that promote healthy living in each school.	FL- DOH GCHD, GCSD, Population Based Services, Center for Health Equity, FSUCOM & Liberty Healthcare Inc.,	School Health collaborates with other agencies to provide classroom education, health fairs, dance/walking and Champions fitness program at assigned schools.
		c. Provide health education classes.	FL- DOH GCHD & Population Based Services	All school health staff are required to provide and/or coordinate health education classes at assigned school.
II.	3. s. 381.0057(6), F.S. Reducing risk-taking behavior.	a. Provide or coordinate counseling and referrals to decrease substance abuse.	FL- DOH GCHD, GCSD & FSUCOM	Coordinate with the school guidance counselor, school resource officer and Capital City Youth Services, Health Equity for referrals. FSU mental health provides on-site counseling.
		b. Provide or coordinate counseling and referrals to decrease the incidence of suicide attempts.	FL- DOH GCHD, GCSD & FSUCOM	Coordinate with the school guidance counselor, school district psychologist, school resource officer and Capital City Youth Services for referrals. FSU mental health provides on-site counseling.

Part	<b>Statutory Requirements</b> <i>(Legislative mandates that establish School Health Program requirements)</i>	<b>Program Standards</b> <i>(Standards and Administrative Code that support statutory requirements, are identified)</i>	<b>Local Agency(s) Responsible</b> <i>(Identify the local agency(s) responsible for each requirement)</i>	<b>Local Implementation Strategy &amp; Activities</b> <i>(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)</i>
		c. Provide or coordinate health education classes to reduce the incidence of substance abuse, suicide attempts and other high risk behaviors.	FL- DOH GCHD, GCSD & FSUCOM	All school health staff are required to provide and/or coordinate health education classes for each of their assigned schools. These classes shall include but are not limited to: substance abuse, suicide prevention, violence prevention, date rape, bullying, self-esteem and Human growth and development.
II.	4. s. 381.0057(6), F.S. Reducing teenage pregnancy.	a. Identify and provide interventions for students at risk for early parenthood.	FL- DOH GCHD, GCSD, & Community Agencies	A student can be identified and referred from any agency. When a student is identified, intervention services are started by one (or several) of the Teen Pregnancy Prevention Partnership (T3P) agencies. Woman to Woman, Center for Health Equity that offer health education classes and counseling.
		b. Provide counseling and education of teens to prevent and reduce involvement in sexual activity.	FL- DOH GCHD, GCSD, & Community Agencies	School Health, Woman to Woman, Center for Health Equity and T3P collaborate and provide initiatives (i.e. peer groups, class room teaching, Baby Think-It-Over program, referral for family planning services, community events...) in an effort to reduce involvement in sexual activity and prevent teen pregnancy.
		c. Collaborate with interagency initiatives to prevent and reduce teen pregnancy.	FL- DOH GCHD	The school health staff tracks all pregnant teens and make contact throughout the pregnancy. When the teen delivers, the staff make contact again to facilitate return to school and to inquire about family planning methods. If the staff is unable to locate the teen, they will utilize interagency partners (i.e. Healthy Start and WIC) to assist with making contact. In an effort to decrease repeat pregnancies, high School age teens are referred to their school clinic for family planning and middle school age teens are referred to the local CHD for family planning services. In collaboration with Population Based Services health education classes are provided.
		d. Facilitate the return to school after delivery and provide interventions to decrease repeat pregnancy.	FL- DOH GCHD	The school health staff tracks all pregnant teens and make contact throughout the pregnancy. When the teen delivers, the staff make contact again to facilitate return to school and to inquire about family planning methods. If the staff is unable to locate the teen, they will utilize interagency partners (i.e. Healthy Start and WIC) to assist with making contact. In an effort to decrease repeat pregnancies, high School age teens are referred to their school clinic and or physician for family planning and middle school age teens are referred to the local CHD for family planning services. In

Part	<b>Statutory Requirements</b> <i>(Legislative mandates that establish School Health Program requirements)</i>	<b>Program Standards</b> <i>(Standards and Administrative Code that support statutory requirements, are identified)</i>	<b>Local Agency(s) Responsible</b> <i>(Identify the local agency(s) responsible for each requirement)</i>	<b>Local Implementation Strategy &amp; Activities</b> <i>(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)</i>
				collaboration with Population Based Services continued monitoring and health education classes are provided.
		e. Refer all pregnant students who become known to staff for prenatal care and Healthy Start services, in accordance with s.743.065, F.S.	FL- DOH GCHD	The school health staff refer all pregnant students who become known to them for prenatal services to the Healthy Start Program and or a private physician. The school health staff assist healthy start counselors with setting up appointments at the school sites and track all pregnant teens and make contact throughout their pregnancy at school.
<b>II.</b>	5. s. 381.0057(5), F.S. A parent may, by written request, exempt a child from all or certain services provided by a school health services program described in subsection (3).	a. Provide a description of the mechanism for parental exemption of the child from all or certain services and describe the process of informing parents of this right.	FL- DOH GCHD & GCSD	In a collaborative effort the school health staff & the school district staff send health packets to parents at the beginning of each school year with the description of health services provided. In the health packet parents are informed to notify the school health staff in writing if they wish to exempt their child from health services.

Part	<b>Statutory Requirements</b> <i>(Legislative mandates that establish School Health Program requirements)</i>	<b>Program Standards</b> <i>(Standards and Administrative Code that support statutory requirements, are identified)</i>	<b>Local Agency(s) Responsible</b> <i>(Identify the local agency(s) responsible for each requirement)</i>	<b>Local Implementation Strategy &amp; Activities</b> <i>(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)</i>
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**PART III: HEALTH SERVICES FOR FULL SERVICE SCHOOLS (FSS)**

III.	1. s. 402.3026(1), F.S. The State Board of Education and the Department of Health shall jointly establish full-service schools (FSS) to serve students from schools that have a student population at high risk of needing medical and social services.	a. Designate full service schools based on demographic evaluations.	FL- DOH GCHD & GCSD	Based on the demographics of the communities that make up the population of East Gadsden High School, it is designated as a full service school.
		b. Schedule C funding allocations (General Appropriations Act) provided to county health departments will be used to provide basic and specialized services in full service schools.	FL- DOH GCHD	The schedule C funding provides employment of nursing staff, medical and office supplies. The staff coordinates with other agencies to provide further specialized services.
III.	2. s. 402.3026(1), F.S. The full-service schools must integrate the services of the Department of Health that are critical to the continuity-of-care process.	a. Local Departments of Health and school districts will plan and coordinate FSS program services.	FL- DOH GCHD & GCSD	GCHD & GCSD currently have an agreement in place for the coordination of services for our FSS program.
III.	3. s. 402.3026(1), F.S. The Department of Health (DOH) shall provide services to these high-risk students through facilities established within the grounds of the school.	a. DOH professionals shall provide specialized services as an extension of the educational environment that may include: nutritional services, basic medical services, aid to dependent children, parenting skills, counseling for abused children, counseling for children at high risk for delinquent behavior and their parents, and adult education.	FL- DOH GCHD	The staff at this full service school clinic coordinates with other agencies to offer extended services such as, but not limited to: RN services for detailed assessments, ARNP services for Family Planning (with parental consent), STD & HIV/AIDS (with parental consent), sport physicals, and primary care services. Psychologist services for mental health counseling for students and families. Woman to Woman, Center for Health Equity Program provide on-site counseling, continued monitoring and health education classes as well as the Teen Pregnancy Prevention Week.
		b. Develop local agreements with providers and/or partners for in-kind health and social services on school grounds.	FL- DOH GCHD, GCSD FSUCOM, Liberty Healthcare Inc., and Community Agencies	The school health staff coordinates with other county health department programs (Healthy Start, Population Based Services), community agencies ( FSU College of Medicine, Liberty Healthcare Inc., Center for Health Equities, Champions, Investing in Our Youth, The American Lung Association & the Sheriff's Office), and others to provide in-kind services at our FSS and several comprehensive schools in the county.

Part	<b>Statutory Requirements</b> <i>(Legislative mandates that establish School Health Program requirements)</i>	<b>Program Standards</b> <i>(Standards and Administrative Code that support statutory requirements, are identified)</i>	<b>Local Agency(s) Responsible</b> <i>(Identify the local agency(s) responsible for each requirement)</i>	<b>Local Implementation Strategy &amp; Activities</b> <i>(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)</i>

**PART IV: OTHER REQUIREMENTS**

IV.	<p>1. s. 381.0059, F.S. Pursuant to the provisions of chapter 435, any person who provides services under a school health services plan pursuant to s. 381.0056, F.S. must meet level 2 screening requirements as described in s. 435.04, F.S. A person may satisfy the requirements of this subsection by submitting proof of compliance with the requirements of level 2 screening conducted within 12 months before the date that person initially provides services under a school health services plan.</p>	<p>a. Collaborate with school district to ensure district background screening policies per s. 1012.465, F.S., do not result in duplicate or conflicting background screening requirements for staff providing school health services.</p>	FL- DOH GCHD	<p>The GCHD provides and or ensures that all employees, volunteers and contractual staff satisfy level 2 background screening requirements prior to their rendering services within the school health program. FL- DOH screens all results and approve or deny an individual for employment.</p>
IV.	<p>2. s. 381.0056(4)(a)(19), F.S. Immediate notification to a student's parent, guardian, or caregiver if the student is removed from school, school transportation, or a school-sponsored activity and taken to a receiving facility for an involuntary examination pursuant to s. 394.463, including the requirements established under ss. 1002.20(3), F.S. and 1002.33(9), F.S., as applicable.</p>	<p>The school health services plan shall include policies and procedures for implementing the requirements of: s. 381.0056(4)(a)(19), F.S., s. 1002.20(3), F.S., and s. 1002.33(9), F.S. that must be followed when a student is removed for involuntary examination.</p>	GCSD	<p>The GCSD ensures all school principals, or his or her designee, will notify a student's parent, guardian, or caretaker if the student is removed from school, school transportation, or a school sponsored activity for an involuntary examination under the Baker act. The school principal, or his designee may delay notification up to 24 hours if there is suspected abuse, abandonment or neglect and the delay is deemed to be in the student's best interest. This will only occur after a report of suspected abuse, abandonment or neglect is submitted to the Department of Children and Families' central abuse hotline.</p>

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10e

DATE OF SCHOOL BOARD MEETING: September 27, 2016



TITLE OF AGENDA ITEM: District Digital Classroom Plan

DIVISION: Instructional Media/Technology and Academic Services

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

**PURPOSE AND SUMMARY OF ITEM:**

Board approval is requested to receive the Florida Education Finance Program (FEFP) allocation for the Digital Classroom Allocation of \$582,973 to provide professional development, digital devices and support digital learning activities as required by s.1011.62(12)(b), F.S.

**FUND SOURCE:**

AMOUNT: \$0

PREPARED BY: Sheantika B. Wiggins

POSITION: Technology Director

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

       Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered       

CHAIRMAN'S SIGNATURE: page(s) numbered       

REVIEWED BY:

2016-2017

# GADSDEN COUNTY SCHOOL DISTRICT

## Digital Classroom Plan



**Reginald C. James, Superintendent**

**Dr. Pink Hightower, Deputy Superintendent**  
**Dr. Sheantika B. Wiggins, Technology Director**  
**John Thomas, Network Coordinator**  
**Darlean Youmans, MIS Coordinator**

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# GADSDEN COUNTY SCHOOL DISTRICT

## DIGITAL CLASSROOM PLAN

*The intent of the GCPS Digital Classroom Plan (DCP) is to provide a perspective on what it considers to be vital and critically important to digital learning implementation, student performance outcome improvement and how progress in digital learning will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s. 1011.62(12)(b), F.S.*

### **Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW**

#### **DISTRICT MISSION**

*To build a brighter future as we prepare students for success in life.*

#### **TECHNOLOGY MISSION**

*To create a safe and supportive learning environment where learners are inspired to develop 21<sup>st</sup> Century skills through the utilization of technology to improve achievement and success in a global society.*

#### **DISTRICT'S VISION**

*To prepare all students for success in a rapidly changing, diverse, global society through a variety of educational opportunities. The district is committed to providing safe and supportive learning environments that ensure continuous progress towards high student achievement. Through the collaboration of a caring school community and the allocation of resources, aligned with our mission and goals, we will maximize the opportunities for all students to succeed in life.*

#### **TECHNOLOGY VISION**

*To provide a technology-rich environment to improve the quality of education through the use of digital tools and resources, encouraging lifelong learning for all learners.*

In pursuit of our technology vision and mission, our plan will strive to provide:

1. professional development to promote uniformity of technology standards
2. measurable indicators to monitor and evaluate technology goals and objectives
3. equitable distribution and access to digital tools and resources
4. guidelines to support Digital Citizenship and age appropriate digital learning
5. communication between stakeholders and school/district
6. automation of school/district paperwork and processes
7. infrastructure procurement of hardware/software and upgrade/maintenance
8. robust, reliable and secure infrastructure to protect student/staff data
9. digital devices meeting standards to accommodate student count and assessment schedule
10. directions for other technology initiatives in the future

The Gadsden County Public Schools' (GCPS) Technology Department continues to transition to with a new paradigm that describes a shift in focus from standardization and compliance to innovation and experimentation; one based on outputs, in which value is placed on growth as measured against student learning goals. Our plan promotes personalized learning experiences in which instruction is paced to learning needs (individualized), tailored to learning preferences (differentiated), and tailored to the specific interests of different learners. Learning objectives focus on creating environments and activities that support engagement and motivation as determined solely from the learner's perspective. Each teacher is continually guided by student-specific learning data that is progress monitored and used to inform instructional decision making at the student level.

We have initiated a system redesign in which connected learning replaces learning in isolation for both teachers and students. By leveraging the ubiquitous nature of blended learning, flipped classrooms, and project-based learning spaces, we will promote an environment where learning is the constant and time and space are the variables. By promoting learning as borderless (time, place, resources, opportunity) schools and structures are defined only by student learning and productivity- by where the learning takes place. The ultimate goal is for all learners to have 24/7 access to learning (resources, opportunities, experiences) matched to each learner's need.

By focusing on the learner – our plan redefines the role of the teacher as a facilitator of student-directed inquiry and learning. This represents a shift from teachers as “solo practitioners” to educators as well-connected lead learners. While there is a need for certificated, professional teachers, learning is not bounded by teacher certification. The plan defines how virtual learning environments will engage experts from the field and supports a means for their voices to be delivered into the learning process. The same will be true for engaging and incorporating voices of students and educators across the globe. The activities within learning environments (both traditional and virtual) are moving from a transmission or passive learning model to a transaction or active model of learning – one that supports global awareness and connectedness at both the adult and student levels across the organization.

GCPS is committed to providing the best growth and learning opportunities possible for all students. We recognize that incorporating technology into the learning environment and work place is critical to continued growth for students and staff. The vision for our District's Digital Classroom Plan (DCP) is to create the basis for combining multiple digital tools and resources to enhance the learning environment for students and for creating a more efficient and productive environment for our school/district level staff in support of students and teachers.

GCPS' DCP has been designed to support the premise that technology needs to be an appropriate and comprehensive resource that supports and extends the curriculum. The plan is

intended to be a working document for ongoing dialogue and serves two main purposes: 1) a strategic guide to support of our vision and commitment to use digital learning as an integral component of the educational process and 2) documentation to E-Rate compliance. Our intent is to move to a system that supports all staff and students, in a structured manner, which includes equity of access to digital tools and resources so that every student will have high-quality instructions, meaningful learning experiences, and prepared to succeed in college and careers.

As such, the plan will be revised and reviewed on a continuing basis.

GCPS believes that . . .

- All students can learn
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- The commitment to continuous improvement to achieve the goal of enabling all students to realize their potential in a rapidly changing, diverse, global society is expected of all stakeholders of the school system.
- Assessments of student learning provide students with a variety of opportunities to demonstrate the achievement of the expectation for their learning.
- Education is the key to opportunity and social mobility.
- A safe and supportive learning environment promotes student achievement.
- Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work.
- The chief priority of any school system should focus on learning across the system. (Student learning, professional learning, and organizational learning).
- The development of a caring school community should be a priority for our school system.
- The allocation of our resources, in alignment with our mission and goals, helps to maximize the opportunity for students to learn and experience success in school.

GCPS's DCP includes overarching goals, implementation, and monitoring phases to ensure each project's success. By phasing in projects strategically over a 3 to 5 year timeframe, we can learn from each other by optimizing our resources, emerging best-practices, build on our successes, spread out up-front costs, and address key challenges that arise. Thoughtful and innovative use of technology is a key tool for our district as we stay focused on providing the very best instruction to every student.

## I.1 District Team Profile

<b>Title/Role</b>	<b>Name:</b>	<b>Email:</b>	<b>Phone:</b>
Superintendent	Reginald C. James	jamesr@GCPSmail.com	850.627.9651 (1223)
Deputy Superintendent	Pink Hightower	hightowerp@GCPSmail.com	850.627.9651 (1253)
Finance Director (Interim)	Thomas Kaufmann	ferreek@GCPSmail.com	850.627.9651 (1222)
Budget Director	LaClarence Mays	maysc@GCPSmail.com	850.627.9651 (1246)
HR/Staff Development	Pauline West	westp@GCPSmail.com	850.627.9651 (1247)
Technology Director	Sheantika Wiggins	wiggins@GCPSmail.com	850.627.9651 (1234)
Network Coordinator	John Thomas	thomasj@GCPSmail.com	850.627.9651 (1303)
MIS Coordinator	Darlean Youmans	youmansd@GCPSmail.com	850.627.9651 (1261)
Instructional Tech	Larissa Riggins	rigginsl@GCPSmail.com	850.627.9651 (1316)
Instructional Tech/ITV Broadcast	Carlos Hutley	hutleyc@GCPSmail.com	850.627.9651 (1297)
Administrative Assistant	Patricia Beamon	beamonp@GCPSmail.com	850.627.9651 (1297)
System Support Specialist	Desmona Hale	haled@GCPSmail.com	850.627.9651 (1410)
Computer Programmer	Rutha Black	blackr@GCPSmail.com	850.627.9651 (1224)
Instructional Services	Sarah Knight	knights@GCPSmail.com	850.627.9651 (1278)
Assessment Coordinator	Caroline McKinnon	palmerc@GCPSmail.com	850.627.9651 (1225)
Food Service	Pauline Milton	smiltonp@GCPSmail.com	850.627.9651 (1257)
Federal Programs	Rose Raynak	raynakr@GCPSmail.com	850.627.9651 (1600)
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Parent Services	Sherrie Taylor	taylor@GCPSmail.com	850.627.9651 (1295)
FLVS	Carolyn Francis	francisc@gcpmail.com	850.627.9651 (1292)
ESOL	Maria Pouncey	pounceym@GCPSmail.com	850.627.9651 (1701)
School Safety	Bruce James	jamesbr@GCPSmail.com	850.627.9651 (1248)
ESE Parent Involvement	Anitria Daniels	danielsa@GCPSmail.com	850.627.9651 (1245)
STEM	Angela Sapp	sappa@GCPSmail.com	850.627.9651 (5119)
Pre-K/Head Start	Carolyn Harden	hardenc@GCPSmail.com	850.627.9651 (1703)
Gadsden Digital Educator	Cleanita Wiggins Lee	wiggins-leec@GCPSmail.com	850.627.9651 (2420)
Gadsden Digital Educator	Wendy Gee	geew@GCPSmail.com	850.627.9651 (2425)
Gadsden Digital Educator	Stacy Henderson	hendesons@GCPSmail.com	850.627.9651 (2502)
Media Specialist	Mildred Youmans	youmansm@GCPSmail.com	850.627.9651 (4807)

## **I.2 Planning Process**

The following principles guided the development of this plan and it will:

1. Data was shared and reviewed by our District Leadership Team over the course of the previous year all needs were presented professional development, district and state assessments, summary of students' performances, current digital tools and resources availability, state of technology infrastructure, readiness of online assessments, as well as, evaluation of technology skills of students and staff.
2. Outline a unified vision and established guidelines for using technology in teaching and learning to help prepare all students to be productive and competitive participants in our 21st century global society.
3. Assess the current state of technology across GCPS's schools and provide a strategic framework and vision for technology use that can adapt to the rapid changes in technology that will occur over the term of the plan.
4. Establish a baseline of realistic expectations for the use of technology in our schools and district, plus identify or provide funding streams adequate to meet those expectations.
5. Provide a flexible model for technology planning that incorporates best-practice technology plan elements, such as goals, needs analysis, evaluation, and accountability that schools and district can effectively utilize.
6. Coordinate the efforts of various education stakeholders, connect common interests, and leverage existing resources and assessments to accomplish and evaluate plan goals.

Consideration was given to the professional development needs of teachers to support student project using digital learning, increase opportunities to access digital learning tools and resources to support academic growth and redirection toward the district's initiative, "*Let's Keep Striving for Excellence, As We Build A Brighter Future*".

### **I.3 Technology Integration Matrix (TIM)**

GCPS will offer professional development (PD) for the Technology Integration Matrix (TIM). The PD will focus on “train-the-trainer” model to be implemented during the upcoming year.

### **I.4 Multi-Tiered System of Supports (MTSS)**

GCPS developed a comprehensive approach for partnerships between the schools, parents, and the communities. The comprehensive approach fosters positive attitudes about the school, parents and community members because it respects the varying capacities of the school population as a whole. Parents are encouraged to share information through surveys, workshops and parent meetings on ways to reach out, create and the strengthen partnerships and assist with the development of the District and Parent Improvement Plan.

In addition, each department of the District's leadership is afforded an opportunity to contribute to the plan. Peer Reviews were organized to ascertain school site improvement needs, strengths, and suggestions for district-wide improvement strategies. Assessment data, both at the school site level and district-wide, are reviewed to determine the District's overall academic focus. A representative of the School Board is aligned to Curriculum and Instruction to ensure that the Board is aware of curricula issues and to offer advisement from the perspective of our District's Governing Board.

GCPS has established a district-based leadership team (DBLT) to guide the successful implementation of a Multi-Tiered System of Supports (MTSS). The primary function of the DBLT is to ensure that funding, professional development, infrastructure (e.g., data supports), and implementation supports (e.g., coaching, technical assistance) are available to reinforce implementation at school sites. Using performance data and monitoring learning through the MTSS, administrators can make important instructional decisions to meet the needs of students from different backgrounds, learning styles, and levels of attainment.

The DBLT periodically reviews district policies and programs to ensure they are sufficiently addressing the instructional and behavioral needs of all students at every level of need. It also assists school based teams in making data-based decisions that will promote intense and focused instruction and intervention, as well as, working with the staff development office to provide professional development to ensure fidelity of implementation of the MTSS and the Florida Standards.

The district's plan utilizes a specific, data-driven problem-solving process to identify and analyze academic and behavioral difficulties; and to plan for all students' progress, using scientific, evidence-based instruction and intervention.

This is accomplished through the following:

- Providing a multi-tiered model of instruction and intervention
- Utilizing a collaborative problem solving approach
- Implementing a research-based Core Curriculum (aligned with Florida's Standards)
- Monitoring student progress to inform instruction
- Using data to make instructional decisions
- Using assessments for three purposes: universal screening, diagnostics, and progress monitoring
- Engaging parents and community partnerships

Our central component of our plan is student achievement. Therefore, in order to provide the best possible instruction to students, we need to have ways to assess them using both formative and summative tools. The ability to access data effectively and efficiently drives instruction and provides the ability to more accurately target the individual needs of students, which then translates into adapting our instruction in order to best meet the students' need.

Currently, Performance Matters (PM) as one of its data sources to allow teachers and administrators to have the ability to access multiple data measures, create reports, and build check-points to track student progress and identify struggling students, monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, and writing. The PM system allows schools to review and assess state and local tests taken by students in grades K-12. Strand comparison reports, school proficiency growth, and students' performance by standard are just a few of the data that PM is capable of producing.

In addition, Skyward is the student management system used by Gadsden County. Skyward allows school level personnel to update and track a student's behavior, attendance, and academic performance, to name a few. Within our MTSS framework, student data is entered into Skyward where the class average for each student is computed automatically.

Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, FAIR data, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing.

The gap between the students' performance and that of their peers is also analyzed to determine the level of support that students require. Teachers receive support through a Multi-tiered System of Supports because they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students.



## I.5 District Policy

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	<ul style="list-style-type: none"> <li>• 7540.01 – Technology Privacy</li> <li>• 8330 – Student Records</li> <li>• 8405 –School Safety</li> </ul>	<a href="http://www.neola.com/gadsden-fl/">http://www.neola.com/gadsden-fl/</a>	06/25/13
District teacher evaluation components relating to technology (if applicable)	<ul style="list-style-type: none"> <li>• 1243;3243 – Professional Meetings</li> <li>• 1242;3242 – Professional Development</li> </ul>	<a href="http://www.neola.com/gadsden-fl/">http://www.neola.com/gadsden-fl/</a>	06/25/13
BYOD (Bring Your Own Device) Policy	<ul style="list-style-type: none"> <li>• 5136 – Wireless Communications</li> <li>• 7540 Computer Technology and Network</li> <li>• 7542 – Network access from personally owned computers and/or other web-enabled devices</li> <li>• 7540.03/04 – Student/Staff Network and Internet Acceptable Use and Safety</li> </ul>	<a href="http://www.neola.com/gadsden-fl/">http://www.neola.com/gadsden-fl/</a>	06/25/13
Policy for refresh of devices (student and teachers)	<ul style="list-style-type: none"> <li>• Based on the school’s technology needs for each grade group and/or classrooms</li> <li>• 7540 - Computer technology and networks</li> <li>• 7542 - Network access from personally-owned computers and/or other web-enabled devices</li> </ul>	<a href="http://www.neola.com/gadsden-fl/">http://www.neola.com/gadsden-fl/</a>	06/25/13
Acceptable Responsible Use policy (student, teachers, admin)	<ul style="list-style-type: none"> <li>• 7540.03/04 – Student/Staff Network and Internet Acceptable Use and Safety</li> </ul>	<a href="http://www.neola.com/gadsden-fl/">http://www.neola.com/gadsden-fl/</a>	06/25/13
Master In-service Plan (MIP) technology components	<ul style="list-style-type: none"> <li>• 1242 – Professional Development</li> <li>• 3242 – Professional Development</li> </ul>	<a href="http://www.neola.com/gadsden-fl/">http://www.neola.com/gadsden-fl/</a>	06/25/13
Other/Open Response	<ul style="list-style-type: none"> <li>• 2370.01 – Virtual Instruction Program</li> </ul>		06/25/13

## Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

### STEP 1 – Needs Analysis:

GCPS will continue to evaluate current district needs based on student performance outcomes and other key measurable data elements for digital learning.

- A) Student Performance Outcomes
- B) Digital Learning and Technology Infrastructure
- C) Professional Development
- D) Digital Tools
- E) Online Assessments

#### ■ Highest Student Achievement

Student Performance Outcomes:

GCPS will improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards. Data has retrieved from the school and district school grades published at <http://schoolgrades.fldoe.org>.

A. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (Mo/Year)
II.A.1.	ELA Student Achievement	33 %	35 %	(08/2017)
II.A.2.	Math Student Achievement	39 %	42 %	(08/2017)
II.A.3.5	Science Student Achievement – 5 <sup>th</sup> Grade	29 %	32 %	(08/2017)
II.A.3.8	Science Student Achievement – 8 <sup>th</sup> Grade	30 %	32 %	(08/2017)
II.A.4.	Science Student Achievement – Biology	35 %	38 %	(08/2017)
II.A.5.	ELA Learning Gains	39 %	42 %	(08/2017)
II.A.6.	Math Learning Gains	39 %	45 %	(08/2017)
II.A.7.	ELA Learning Gains of the Low 25%	34 %	38 %	(08/2017)
II.A.8.	Math Learning Gains of the Low 25%	39 %	45 %	(08/2017)
II.A.9.	Overall, 4-year Graduation Rate	65 %	68 %	(08/2017)
II.A.10.	Acceleration Success Rate	53 %	55 %	(08/2017)

<b>A. Student Performance Outcomes (District Provided)</b>	<b>(District Provided)</b>	<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>
II.A.11. (D)	Increase usage and the number of digital devices to engage students in learning in 13 Gadsden Digital Educators' Classrooms, as well as, to increase achievement on district and state assessments	0/13 classrooms throughout the district	13/13 classrooms throughout the district	(08/2017)
II.A.12. (D)	Increase the number of opportunities for students to achieve CAPE certification based on the approved CAPE list.	80.8%	85%	(08/2017)
II.A.13. (D)				
II.A.14. (D)				

■ **Quality Efficient Services**

Technology Infrastructure:

Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

For the infrastructure needs analysis, the required data points can and should be pulled from the most recent Technology Resources Inventory (TRI). This information is used to compile data points for Legislative reporting purposes and should be accurate. The baseline should be carried forward from the 2014 plan and targets for full implementation should be identified as current year or extended. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

<b>B. Infrastructure Needs Analysis (Required)</b>		<b>Baseline from 2014</b>	<b>Actual from Spring 2016</b>	<b>Target For 2016-2017 School Year</b>	<b>Date for Target to be Achieved (Mo/Year)</b>	<b>Gap to be addressed (Actual minus Target)</b>
II.B.1.	Student to Computer Device Ratio	2:34:1	1:77:1	1:50:1	(08/2017)	0:27:1
II.B.2.	Count of student instructional desktop computers meeting specifications	1788	2152	2652	(08/2017)	The goal is to decrease number of desktops and move towards increasing the number of mobile devices
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	414	865	1365	(08/2017)	500
II.B.4.	Count of student web-thin client computers meeting specifications	0	54	0	(08/2017)	The goal is to decrease number of thin-client devices
II.B.5.	Count of student large screen tablets meeting specifications	0	0	0	(08/2017)	N/A
II.B.6.	Percent of schools meeting recommended bandwidth standard	80 %	100%	100%	(08/2017)	0
II.B.7.	Percent of wireless classrooms (802.11n or higher)	72.96%	100%	100%	(08/2017)	0
II.B.8.	District completion and submission of security assessment *	Y	N/A	Y	N/A	N/A
II.B.9.	District support of browsers in the last two versions	Y	Y	Y	(08/2017)	Y

<b>B. Infrastructure Needs Analysis (District Provided)</b>		<b>Baseline</b>		<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>	
II.B.10.(D)	Firewall and IDS	System software and licenses	Renewal coverage and support	Evaluate and purchase	(08/2017)	
II.B.11.(D)	SAN	Purchase of SAN for district data system	Add on coverage for network	Purchase	(08/2017)	
II.B.12.(D)	Uninterrupted 1500 AMPS Power Supply	10 installed	60% coverage	Purchase	(08/2017)	
II.B.13.(D)	Additional bandwidth	Expand client capacity	Additional network support	Maintain network	(08/2017)	
II.B.14.(D)	Upgrades to hardware, software and network	Replace and repair hardware and software		Evaluate and purchase		
II.B.15.(D)	ITV Broadcast/Video retrieval and storage	Purchase system	Subscriptions and licenses	Evaluate and purchase	(08/2017)	
II.B.16. (D)	Host system for Document Imaging	Purchase system	Add system	Evaluate and purchase	(08/2017)	
II.B.17 (D)	Purchase digital devices and peripheral to implement and support DCP activities and assessments	2.34:1	1:77:1	1:1 secondary schools and/or largest grade group per site	(08/2017)	

\* Districts will complete the security assessment provided by the FDOE. However, under s. 119.07(1) this risk assessment is confidential and exempt from public records.

## ■ Skilled Workforce and Economic Development

### Professional Development:

Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: <http://fcit.usf.edu/matrix/matrix.php>. Average integration should be recorded as the percent of teachers at each of the five categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

<b>C. Professional Development Needs Analysis (Required)</b>		<b>Baseline (established in 2016)</b>	<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 10% Adoption: 20 % Adaption: 40 % Infusion: 20% Transform: 10%	Entry: 5 % Adoption: 5% Adaption: 45% Infusion: 30% Transform: 15%	(05/201)
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 10% Adoption: 20 % Adaption: 40 % Infusion: 20% Transform: 10%	Entry: 5 % Adoption: 15% Adaption: 50% Infusion: 25% Transform: 15%	(05/2017)

<b>C. Professional Development Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>
II.C.3. (D)	Train Gadsden Digital Educators (GDE) Cohort. Provide stipends for GDEs to conduct and facilitate DCP plan and Project-Based Learning initiative	50	75	08/2017
II.C.4. (D)				

■ **Seamless Articulation and Maximum Access**

Digital Tools:

Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

<b>D. Digital Tools Needs Analysis Students (Required)</b>		<b>Access</b>		<b>Utilization</b>	
		<b>Baseline % of students with access to this type of tool</b>	<b>Target % of students with access to this type of tool by 2017-2018</b>	<b>Baseline % of students who use this type of tool on a regular basis</b>	<b>Target % of students who use this type of tool on a regular basis by 2017-2018</b>
II.D.1. (S)	A system that supports student access to online assessments and personal results.	100 %	100 %	50 %	60 %
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	100 %	100 %	50 %	60 %
II.D.3. (S)	A system that supports student access to individualized instruction.	100 %	100 %	45 %	50 %

<b>D. Digital Tools Needs Analysis Teachers (Required)</b>		<b>Access</b>		<b>Utilization</b>	
		<b>Baseline % of teachers with access to this type of tool</b>	<b>Target % of teachers with access to this type of tool by 2017-2018</b>	<b>Baseline % of teachers who use this type of tool on a regular basis</b>	<b>Target % of teachers who use this type of tool on a regular basis by 2017-2018</b>
II.D.1. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	100 %	100 %	100 %
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100 %	100 %	100 %	100 %
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	100 %	100 %	45 %	50 %
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	100 %	70 %	75 %
II.D.5. (T)	A system that includes district	100 %	100 %	100 %	100 %

	staff information combined with the ability to create and manage professional development offerings and plans.				
II.D.6. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100 %	100 %	100 %	100 %

<b>D. Digital Tools Needs Analysis Parents (Required)</b>		<b>Access</b>		<b>Utilization</b>	
		<b>Baseline % of parents with access to this type of tool</b>	<b>Target % of parents with access to this type of tool by 2017-2018</b>	<b>Baseline % of parents who use this type of tool on a regular basis</b>	<b>Target % of parents who use this type of tool on a regular basis by 2017-2018</b>
II.D.1. (P)	A system that includes comprehensive student information to inform parents about instructional decisions, classroom activities, and student progress.	100 %	100 %	50 %	55 %

<b>D. Digital Tools Needs Analysis Instructional Materials (Required)</b>		<b>Baseline % established in 2016</b>	<b>Target % by 2017-2018</b>
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2016-17)	100 %	100 %
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	80 %	100 %
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	100 %	100 %
II.D.4. (IM)	Percentage of the materials in answer II.D.2. above that are accessible and utilized by teachers	55 %	60 %
II.D.5. (IM)	Percentage of the materials in answer II.D.2. that are accessible and utilized by students	55 %	60 %
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students' instructional materials [s. 1006.283(2)(b)11, F.S.]	30 %	60 %



<b>D. Digital Tools Needs Analysis Instructional Materials (District Provided)</b>		<b>Baseline % established in 2016</b>	<b>Target % by 2017-2018</b>
II.D.7. (IM)	Percentage of secondary with access to CAPE certifications	100%	100
II.D.8. (IM)	Percentage of schools with model Digital Educator Classrooms	10%	20%

■ **Quality Efficient Services**

Online Assessment Readiness:

Districts shall work to reduce the amount of time used for the administration of computer-based assessments.

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

Districts will use the attached device worksheet to calculate the target for this category. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation as defined in s. 1011.62(12)(g), F.S. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use.

<b>D. Online Assessments Needs Analysis (Required)</b>		<b>Baseline established in 2016</b>	<b>Target</b>	<b>Date Target to be Achieved (Mo/Year)</b>
II.E.1. (D)	Computers/devices available for statewide FSA/EOC computer-based assessments	1420	1500**	(01/2017) – **does not include charter
II.E.2. (D)	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	50 %	100 %	(01/2017)

<b>E. Online Assessments Needs Analysis (District Provided)</b>		<b>Baseline established in 2016</b>	<b>Target</b>	<b>Date Target to be Achieved (Mo/Year)</b>
II.E.3. (D)	Purchase replacement headphones for students to use for Online Assessments	300	500	
II.E.4. (D)	Additional Computers and mobile devices required for assessment (based on schedule constraints)	600	800	
II.E.5. (D)				
II.E.6. (D)				

## **STEP 2 – Goal Setting:**

GCPS District goals below:

### **Improve Student Achievement & Close Student Achievement Gaps**

ALL students attaining proficiency or better with grade level content

**Highest Student Achievement:** All students will acquire the technology skills and information skills needed to succeed in the classroom and workplace.

### **Student Acquisition of Technology and Information Literacy Skills.**

Support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

**Quality Efficient Services:** The district will establish and maintain a reliable digital learning infrastructure essential for all learners to access electronic information and to communicate.

### **Ensure Trained Staff and Improve Community Involvement**

Expand quality of teaching in the education system and communicate student progress of activities between home, school, and community.

**Skilled Workforce and Economic Development:** All stakeholders will have access to opportunities and professional development to develop the skills and knowledge for implementing digital learning

### **Improve Student Data Collection, Analysis & Decision Making**

District teachers, administrators, staff, and leaders will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data.

**Seamless Articulation and Maximum Access:** Provide a variety of digital tools systems, strengthen information and communication technology skills, and ensure opportunities to personalize and extend learning

**Quality Efficient Services:** Improve platform and environment for online assessments

### STEP 3 – Strategy Setting:

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	Provide students with opportunities to participate and access other online courses not offered within Gadsden's brick and mortar sites.	<ul style="list-style-type: none"> <li>• Participation reports from Gadsden VIP, Dual Enrollment, and other contracted Virtual Programs.</li> <li>• Expanded access to curricula related to local and state standards through online courses, content, collaboration, and support.</li> </ul>	Ongoing
Highest Student Achievement	Encourage safer and responsible use of technology tools.	<ul style="list-style-type: none"> <li>• Implement Learning.com EasyTech program in grades K-8</li> <li>• Delivery of Cyberbullying awareness and social media to teachers, students, and where appropriate.</li> <li>• Reinforce keyboarding skills for all students.</li> </ul>	2015-2016
Highest Student Achievement	<p>Use technology, including the Internet, to produce, publish and update individual and/or shared writing projects, respond to ongoing feedback, including new arguments or information, interact and collaborate with others in all content</p> <p>Make strategic use of digital media (graphical, textual, audio, visual and interactive elements ) in presentation to enhance understanding of findings, reasoning, and evidence</p>	<ul style="list-style-type: none"> <li>• Published writing samples</li> <li>• Student survey</li> <li>• Presentation product</li> <li>• Presentation observation</li> </ul>	Annually
Highest Student Achievement	<p>Teaches will integrate technology into their curriculum as embedded components of teacher lesson plans.</p> <p>Technology and information literacy</p>	<ul style="list-style-type: none"> <li>• Teacher-made materials from a desktop publishing software</li> <li>• Finding, evaluating, and using internet resources,</li> <li>• Student projects requiring use</li> </ul>	Ongoing

	<p>skills will be the primary focus, with the secondary emphasis on Math and Science as both of these areas are tested on the state assessments.</p> <p>Developing multimedia presentations for instruction</p>	<p>of internet and/or computer applications</p> <ul style="list-style-type: none"> <li>• Student e-mail or web-based product</li> <li>• Students use of multi-media for presentation</li> </ul>	
Highest Student Achievement	<p>Identify and utilize effective practices in implementing digital content that accommodates that diverse learning needs of all students.</p> <p>Provide assistive technology to students whose Individualized Education Programs (IEP) and 504 plans recommend or require these devices work with schools, departments, students, parents and community to define need and adjust website as necessary</p>	<ul style="list-style-type: none"> <li>• Instructional resources that incorporate universal design</li> <li>• Response to intervention (RTI) in key curricular areas identified as needing attention</li> </ul>	Annually
Highest Student Achievement	<p>Provide Professional Development for high level digital learning and technical strategies to be seamlessly infused</p>	<p>Gadsden Digital Educators will model lessons and provide PDs by facilitating and conducting workshops for parents, students, staff and administrators.</p>	Ongoing
Highest Student Achievement	<p>Develop infrastructure to effectively support online assessments, as well as, digital learning initiatives and activities.</p>	<ul style="list-style-type: none"> <li>• Report and meeting notes from infrastructure needs</li> <li>• DOE report from the TRI surveys</li> <li>• Implement Mobile Device Management Systems (MDM)</li> <li>• Access Control report</li> </ul>	Ongoing

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.

### Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by s.1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

- A) Student Performance Outcomes
- B) Digital Learning and Technology Infrastructure
- C) Professional Development
- D) Digital Tools
- E) Online Assessments

#### A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP allocation. These outcomes can be specific to an individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2016-17 school year.

Enter the district student performance outcomes for 2016-17 that will be directly impacted by the DCP Allocation below:

A. Student Performance Outcomes		Baseline	Target
III.A.11.	Increase usage and the number of digital devices to engage students in learning in 13 Gadsden Digital Educators' Classrooms, as well as, to increase achievement on district and state assessments	0/13 classrooms throughout the district	13/13 classrooms throughout the district
III.A.12.	Increase the number of opportunities for students to achieve CAPE certification based on the approved CAPE list.	80.8%	85%

## B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at <http://www.fldoe.org/core/fileparse.php/5658/urlt/0097849-device-bandwidthtechspecs.pdf>. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

<b>B. Infrastructure Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.10 (D)	Maintenance of Firewall and Intrusion Detection System (IDS) for data loss	Ongoing	\$5,000	District	II.B.6-8 II.B.10-11 (D)
III.B.11 (D)	SAN for district data system	Ongoing	\$25,000	District School	II.B.6-7
III.B.12. (D)	UPS – Uninterrupted Power Supplies to ensure continuous operation of IDS and upgraded switches (10@500 = \$5000); Blade (1@5000)	Ongoing	\$10,000	District School	II.B.6-7 II.B.10-13 (D)
III.B.13 (D)	Expansion of client capacity (bandwidth) for wireless services	Ongoing	\$15,000	District	II.B.6-7
III.B.14 (D)	Additional upgrades and repairs; RAM (\$10,000)	Ongoing	\$10,000	District	II.B.10 (D)
III.B.15 (D)	ITV Broadcast/Video retrieval and storage	Ongoing	\$30,000	District	II.B.6-7 II.B.10-13 (D)
III.B.16. (D)	Host system for Document Imaging and automation of school/district paperwork	05/2017	\$55,000	District	II.B.6-13 (D)

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

<b>B. Infrastructure Implementation</b>			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

<b>B. Infrastructure Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.10	PO for network system license	Full implementation of data security and network security systems
III.B.11	PO and review of network report for SAN	SAN fully functional
III.B.12	PO for UPS. Review of network alerts and reports.	Full implementation and reduction in network data loss or down time.
III.B.13	PO for expansion of client capacity	Additional bandwidth/wireless services
III.B.14	PO and installation of upgrades	Full implementation of repairs and upgrades as needed
III.B.15	PO for ITV Broadcast licenses for schools and maintenance at each school to support and DCP activities, school/district websites, videos, etc.	Implementation of ITV Broadcast and access to videos at schools and district
III.B.16	PO and installation of Document Imaging system	Full implementation of automation of district/school paperwork

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, s. 1011.62(12)(b), F.S., requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

## C) Professional Development

State recommendations for digital learning professional development include at a minimum, High Quality Master In-service Plan (MIP) components that address:

- School leadership “look-fors” on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources; and
- Student digital learning practices

These MIP components should include participant implementation agreements that address issues arising in needs analyses and be supported by school level monitoring and feedback processes supporting educator growth related to digital learning.

Please use this section to describe how the TIM is used in your district, schools and classrooms. The districts are encouraged to review teacher classroom observations and submitted lesson plans for best examples of an individual performance, rather than concentrate on a cumulative score.

To support this area, please insert links to the district MIP, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed.

Implementation Plan for C) Professional Development:

The plan should include process for scheduling delivery of the district’s MIP components on digital learning and identify other school based processes that will provide on-going support for professional development on digital learning.

C. Professional Development Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.1.	Tech Boot Camp Summer Institute to Train 25 Gadsden Digital Educators (GDEs) Cohort #3 and to provide stipends for GDEs to conduct and facilitate professional development; Tech University/Boot Camp for Parents and Administrators	2015-16 ongoing	\$100,000	Both	II.C. 3 (D)
III.C.2.	In/Out state travel, workshop, professional subscriptions, and associated fees to support technology staff PDs, DCP implementation and activities at the district and school levels.	2015-16	\$40,000	Both	II.C. 3 (D)



III.C.3.	Provide substitute teachers for GDEs to travel for overseeing, conducting, or facilitating professional development and activities	2015-16	\$5,000	Both	II.C. 3 (D)
III.C.4.	Hardware, software, and supplies/materials for GDES and Tech Boot Camp for Teachers, Parents and Administrators to continue to implement and support DCP activities	2015-16	\$80,000	Both	II.C.1- 2

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

<b>C. Professional Development Implementation</b>			
<b>Brief description of other activities</b>	<b>Other funding source</b>	<b>Estimated Amount</b>	<b>Estimated Completion Date Mo/Year</b>

Evaluation and Success Criteria for C) Professional Development:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

<b>C. Professional Development Evaluation and Success Criteria</b>		
<b>Deliverable (from above)</b>	<b>Monitoring and Evaluation and Process(es)</b>	<b>Success Criteria</b>
III.C.1.	GDE Cohort #2	GDE Cohort implementation of best practices for technology and PDs
III.C.2.	In/Out Travel forms	Receipt and payment for travel fees
III.C.3.	Ongoing in-service for GDEs and GDE Train-the-Trainers	Sign-in sheets, agendas, meeting minutes
III.C.4.	Maintenance of online videos storage at central location within a system and/or website for stakeholders to have access.	Implementation of .TV channel, website and/or system to house compilation of digital resources for stakeholders needs.

## D) Digital Tools

Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: <http://www.fldoe.org/workforce/fcpea/default.asp>. Devices that meet or exceed minimum requirements and protocols established by the FDOE may also be included here.

Implementation Plan for D) Digital Tools:

<b>D. Digital Tools Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.1.	Supplies/materials; as well as, installation, maintenance and replacement parts and equipment	2015-16 ongoing	\$14,973	Both	II.D.7 (IM) II.A.1-10
III.D.2.	Security carts, cabling, and peripherals for devices	2015-16	\$8,000	Both	II.D.8 (IM) II.A.1-10
III.D.3.	ITV Broadcast System hardware and software upgrade to 13 sites to support instructions and activities	2015-16	\$30,000	District	II.A - II.D
III.D.4.	Unify Interactive classroom districtwide: LCD projectors, ceiling mounts, security cables, carts, protective covers, headphones and earbuds for devices Viewsonic PJD5255 projectors (100@\$350=35,000); additional cables and peripherals 100@\$100=10,000	2015-16	\$45,000	District	II.A - II.D

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

<b>D. Digital Tools Implementation</b>			
<b>Brief description of other activities</b>	<b>Other funding source</b>	<b>Estimated Amount</b>	<b>Estimated Completion Date Mo/Year</b>

Evaluation and Success Criteria for D) Digital Tools:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

<b>D. Digital Tools Evaluation and Success Criteria</b>		
<b>Deliverable (from above)</b>	<b>Monitoring and Evaluation and Process(es)</b>	<b>Success Criteria</b>
III.D.1.	Use report and Lesson Plans	Increase in usage, observation and documentation in lesson plan.
III.D.2.	Purchase orders	Implementation
III.D.3.		
III.D.4.		

## E) Online Assessments

Districts will use DCP funds to be compliance with s. 1011.62(12)(g), F.S., which indicates that each district's digital classrooms allocation plan must give preference to funding the number of devices that comply with the requirements of s. 1001.20(4)(a)1.b., and that are needed to allow each school to administer the Florida Standards Assessment to an entire grade at the same time. This will be calculated by the district completing the device worksheet that accompanies the DCP template. The device worksheet will calculate the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. The worksheet will then calculate a total number of devices needed for each school. The district will be required to include a deliverable to meet this requirement as part of the DCP plan in Section III. Online Assessment Support.

Implementation Plan for E) Online Assessments:

<b>E. Online Assessment Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.1.	Purchase and implement new devices: Dell Latitude 3350, Win8 Micro (150 @ 607 = \$91,050), peripheral accessories (\$18,950) to increase the number of digital devices to meet 1:1 or close to largest grade level count, as well as, support DCP and Project based learning actives	11/2016	\$110,000	Schools	II.E.1 (S)
III.E.2.					
III.E.3.					
III.E.4					

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

<b>E. Online Assessment Implementation</b>			
<b>Brief description of other activities</b>	<b>Other funding source</b>	<b>Estimated Amount</b>	<b>Estimated Completion Date Mo/Year</b>

Evaluation and Success Criteria for E) Online Assessments:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

<b>E. Online Assessment Evaluation and Success Criteria</b>		
<b>Deliverable (from above)</b>	<b>Monitoring and Evaluation and Process(es)</b>	<b>Success Criteria</b>
E.1.	Progress monitoring and usage report of bandwidth	No network issues reported during assessment windows
E.2.	Annual report of purchases of devices for assessment	Ratio of student to device ratio met or close to compliance based on school assessment needs

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10f

DATE OF SCHOOL BOARD MEETING: September 27, 2016

TITLE OF AGENDA ITEM: Master In-Service Plan 2012-2017

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

To review and verify approval of the Panhandle Area Educational Consortium's (PAEC's) Master Inservice Plan.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pauline West

POSITION: Director of Human Resources

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 1

CHAIRMAN'S SIGNATURE: page(s) numbered 1

REVIEWED BY:

2016 SEP -9 PM 2:59

# The School Board of Gadsden County



*"Building a Brighter Future"*

**Reginald C. James**  
SUPERINTENDENT  
OF SCHOOLS

35 MARTIN LUTHER KING, JR. BLVD.  
QUINCY, FLORIDA 32351  
TEL: (850) 627-9851  
FAX: (850) 627-2760  
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Jason Graham  
Florida Department of Education  
Turlington Building, Suite 124  
325 West Gaines Street  
Tallahassee, FL 32399-0400

Dear Mr. Graham:

On behalf of the School Board of Gadsden County, Florida we verify approval of the Panhandle Area Educational Consortium's (PAEC's) Master Inservice Plan.

The PAEC Master Inservice Plan was presented to our school board and was approved on September 27, 2016.

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Date

DISTRICT NO. 1  
HAVANA, FL 32333  
MIDWAY, FL 32343

Steve Scott  
DISTRICT NO. 2  
QUINCY, FL 32351  
HAVANA, FL 32333

Isaac Simmons, Jr.  
DISTRICT NO. 3  
CHATTAHOOCHEE, FL 32324  
GREENSBORO, FL 32330

Charlie D. Frost  
DISTRICT NO. 4  
GRETNA, FL 32332  
QUINCY, FL 32352

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

**BOARD MEETS FOURTH TUESDAY OF EACH MONTH**  
EQUAL OPPORTUNITY EMPLOYER



# Panhandle Area Educational Consortium

## Master In-service Plan

2012-2017

### Serving:

- Calhoun
- FAMU-DRS
- Franklin
- FSUS-Broward
- Gadsden
- Gulf
- Holmes
- Jackson
- Jefferson
- Liberty
- Madison
- Taylor
- Wakulla
- Walton
- Washington

### Also Serving:

- Bay County—Gifted Endorsement only
- Florida Virtual School—Master In-service Plan only



Lele Sobey, Interim Executive Director

877-873-7232, ext. 2263

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Page 224 of 347

2015 Renewal



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## **MISSION**

The mission of the Panhandle Area Educational Consortium (PAEC) is to enable all member and participating school districts to attain their goals by providing leadership and support services, maximizing the use of resources, linking schools, and facilitating communication across the consortium. One program provided as a service to maximize resources is the PAEC Professional Development Center (PDC). Through the PDC a comprehensive program of professional learning is coordinated and implemented in accordance with Florida's Professional Development Protocol Standards for member and participating districts.

## **RATIONALE**

Professional learning is changing, and small districts benefit from their collaboration in the Master Inservice Plan developed by PAEC. The plan serves as the foundation upon which each member and participating district builds their professional development system to enable staff to reach their full potential and maximize their effectiveness as teachers, leaders and facilitators of learning. To meet this goal the MIP is aligned with the standards contained in Florida's Professional Development Protocol, and the PAEC Professional Development Center incorporates research from the National Staff Development Council (now Learning Forward) to guide professional learning opportunities provided within the districts.

## **MASTER INSERVICE PLAN ADVISORY COMMITTEE**

Sara Joe Wooten, Gulf County	Debbie Kerr, Walton County
Cheryl McDaniel, Jackson County	Bill Lee, Washington County
Beth Mims, Wakulla County	Rusty Holmes, PAEC
Kay Dailey, Walton County	Sharon Mitchell, PAEC
	Faye Yongue, PAEC

## **MANAGEMENT**

One of the major impediments to authentic change is “the presence of too many disconnected, episodic, piecemeal and superficially adorned projects” according to Michael Fullan (2001.p. 109). As the professional learning facilitator for multiple districts and many school communities it would be easy for the consortium to become fractured in its focus, however the PAEC Professional Development Center (PDC) management system allows the implementation of focused, data-driven professional learning activities based upon the school improvement needs of each school and district. Staff from each member district serves on the PDC Advisory Council. The Master Inservice Plan is reviewed by the Council and subsequently presented to their respective school board for approval.

## **ONLINE MANAGEMENT THROUGH THE ELECTRONIC PROFESSIONAL DEVELOPMENT CONNECTION (EPDC)**

The electronic Professional Development Connections (ePDC) at PAEC is an online professional development management system available to the member districts. This electronic system allows teachers to register for staff development activities, report impact of participation in staff development activities, track their inservice points, complete a needs assessment and complete their Individual Professional Learning Plan effectively and efficiently. The system also permits school and district administrators to create and retrieve courses; manage attendance, follow-up and course completion; email participants; align course offerings with teacher needs and document implementation and impact of training in classrooms. Districts also utilize the system to generate report data for submission to the Florida Department of Education as per F.S. 6A-5.071.

## **ORGANIZATION**

National Staff Development Standards and the Florida Professional Development Evaluation System Protocol serve as the guide for the design of the Master Inservice Plan. There are four major areas implemented at the teacher, school and district level – Planning, Learning, Implementing, and Evaluating.

**Planning** occurs at the individual/faculty, school and district levels. Teachers review previous and current student data, school improvement goals and initiatives and complete a personal needs assessment. Then each educator identifies personal learning goals and develops an Individual Professional Learning Plan (IPLP) which is discussed with their administrator and adjusted based upon performance appraisal data and other grade level or school priorities. Specific learning goals for student achievement and professional practice are clearly defined with an evaluation plan to determine the effectiveness of professional learning activities. The final IPLP is signed by both the educator and the

administrator with a timeline for review. School Improvement Plans and goals are developed after review of student data. Teacher data in conjunction with the school improvement plan goals and objectives guides the completion of a school level professional development plan. District administrators utilize the school plans for setting district priorities for professional development learning opportunities. District data is used in planning the PAEC Master Inservice Plan.

Pursuant to State Board Rule 6A-5.071, Master In-service Plan Requirements, and on behalf of the PAEC member and participating districts, PAEC has developed and maintains an assessment of training needs. The PAEC Professional Development Needs Assessment is made available to school and district instructional and administrative staff members in an electronic format. The Needs Assessment is based on the twelve Educator Accomplished Practices and is designed to yield result and data reports for the Professional Development System Evaluation Protocol at each level- Faculty, School, and District in the areas of planning, delivery, follow-up and evaluation.

District personnel may generate customized reports or they may request copies of customized Professional Development Needs Assessment Reports from PAEC. Results of the assessment are used by PAEC staff to plan professional learning programs for districts and schools. Also, districts and schools consider the assessment results, along with student performance data, school improvement goals, personal growth objectives, as the professional learning is planned at those levels.

A copy of the electronic Professional Development Needs Assessment may be found on the following pages or by searching for “Needs Assessment” at [www.paec.org](http://www.paec.org).

**Learning** opportunities are provided to meet the needs at the faculty, school and district levels. To be most effective the learning activities will follow a collaborative approach that is sustained over an extended period of time with opportunities to implement and measure the impact on student learning in a collegial atmosphere. For instructional personnel learning opportunities focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, or school safety.

**Implementing** newly acquired skills and knowledge in a sustained and supported effort is necessary for changes in practice. Implementation is the very heart of professional learning. Applying new knowledge and techniques and observing the impact on student behavior and learning is the primary purpose of professional learning. Processes for follow-up and support for implementation of the professional learning are included with all learning components in the ePDC. These may include classroom based feedback, observation, reflection and collegial dialogue, coaching, mentoring or other supports.

**Evaluating** the effectiveness of the professional learning is multifaceted. First, the professional learning component activity is evaluated by the participants to determine the appropriateness of the design and delivery of the component. This is done electronically through the ePDC and the results are available to school, district staff and consultants. Next is the evaluation of the participant implementation of knowledge and skills gained through participation in the professional learning activity. The participant must provide evidence of implementation through one of the following: student test results, student portfolio, observation of student performance, changes in classroom practice, or other processes. Once evaluation is completed by all participants, data is reviewed to determine if revision of the component is needed.

Annually, professional learning activity reports are provided to each district. These reports provide data on component registration, follow-up, and completion to each district for evaluation of their specific learning activities. Additionally, analysis of this data is used along with student and school data to evaluate the effectiveness of the Master Inservice Plan.

## **ALIGNMENT WITH THE FLORIDA EDUCATOR ACCOMPLISHED PRACTICES**

The Florida Educator Accomplished Practices serve as the state's standards for effective instructional practice and are used to define and identify effective teaching.

The State Board of Education approved on December 17, 2010, a substantial revision of Rule 6A-5.065, redefining the Florida Accomplished Educator Practices (FEAPs). The revised rule, which replaces the original FEAPs approved in 1998, will serve as the state's new standards for effective instructional practice.

The new FEAPs are fewer in number and are based on essential foundational principles. In addition, the six (6) FEAPs are organized around the instructional process and professional expectations, with each FEAP clearly defined by a series of descriptors which constitute the full definition for that FEAP.

Individual school districts will use the FEAPS as the basis to craft or select more specific observable performance indicators and/or performance tasks for their evaluation systems.

Excerpt from 6A-5.065-The Educator Accomplished Practices as approved by the State Board of Education on December 17 2010:

## A. Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
  - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
  - b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
  - c. Designs instruction for students to achieve mastery;
  - d. Selects appropriate formative assessments to monitor learning;
  - e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
  - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
  
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
  - a. Organizes, allocates, and manages the resources of time, space, and attention;
  - b. Manages individual and class behaviors through a well-planned management system;
  - c. Conveys high expectations to all students;
  - d. Respects students' cultural, linguistic and family background;
  - e. Models clear, acceptable oral and written communication skills;
  - f. Maintains a climate of openness, inquiry, fairness and support;
  - g. Integrates current information and communication technologies;
  - h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
  - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
  
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
  - a. Deliver engaging and challenging lessons;
  - b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
  - c. Identify gaps in students' subject matter knowledge;
  - d. Modify instruction to respond to preconceptions or misconceptions;
  - e. Relate and integrate the subject matter with other disciplines and life experiences;
  - f. Employ higher-order questioning techniques;
  - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
  - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

**B. Continuous Improvement, Responsibility and Ethics**

1. Continuous Professional Improvement. The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct.

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

## ALIGNMENT WITH THE FLORIDA PRINCIPAL LEADERSHIP STANDARDS

The Florida Principal Leadership Standards (FPLS) serve as the state's standards for effective school leadership and are used to define the knowledge and skill sets needed in effective schools. The FPLS are:

### **Domain 1: Student Achievement:**

#### Standard 1: Student Learning Results.

Effective school leaders achieve results on the school's student learning goals.

- a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
- b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

#### Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

- a. Enables faculty and staff to work as a system focused on student learning;
- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

### **Domain 2: Instructional Leadership:**

#### Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.



Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
- e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:

- a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
- f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

### **Domain 3: Organizational Leadership**

#### Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

- a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
- b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
- d. Empowers others and distributes leadership when appropriate; and
- e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

#### Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

The leader:

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

#### Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

#### Standard 9: Communication.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;

- b. Recognizes individuals for effective performance;
- c. Communicates student expectations and performance information to students, parents, and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- f. Utilizes appropriate technologies for communication and collaboration; and
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

**Domain 4: Professional and Ethical Behavior:**

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
- e. Demonstrates willingness to admit error and learn from it;
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

**MASTER INSERVICE PLAN COMPONENTS -- ALPHABETICAL**

**Component Number:** A seven digit code which identifies each component in the district Master Inservice Plan. The table below is a numerical listing of the professional learning components designed for implementation under this Master Inservice Plan. (Use for ESE requirement)

<b>Component Name</b>	<b>Component #</b>	<b>Component # for ESE Teachers</b>
Action Research	4-400-001	
Assessment	4-401-001	4-102-001
Assistive Technology in the Classroom		3-100-001
Career and Technical Education	1-211-001	1-105-001
Child Abuse Prevention	6-511-001	
Classroom Management	5-404-001	5-101-001
Clinical Education	7-501-001	
Code of Ethics	8-416-001	
Communication	2-406-001	
Data Analysis	4-408-001	
Educational Leadership	7-507-001	
ESE Procedures and Practices		8-103-001
ESOL for Administrators	7-704-500	
ESOL for Category III Teachers	2-704-528	
ESOL for Guidance Counselors	2-704-525	
Hearing Impaired		1-105-014
Instructional Leadership: School Principal Level II	7-507-002	
Instructional Methodology	2-408-002	2-100-001
Leadership Evaluation Training	7-507-004	
Lesson Study	2-400-002	
Mental Health Services	5-414-001	
Multicultural Sensitivity	2-412-001	
New Teacher Induction	2-404-001	
Florida Standards	2-007-001	
Non-Instructional		
Custodian/Maintenance	8-510-001	
Educational Paraprofessionals/Aides	8-506-001	
Food Service Training	8-505-001	
Office/Clerical Support	8-509-001	
Transportation Service Training	6-515-001	
Preschool/Child Care	2-012-001	
Professional Learning Communities	2-400-001	

School Improvement	7-512-001	
School Safety	6-511-002	
Student Support Services:		
Assessment/Student Appraisal	8-401-001	
Behavioral Interventions (crisis, abuse, etc.)	8-403-001	
Human Relations/Communication Skills	8-406-001	
Laws, Rules, Policies, Procedures	8-410-001	8-103-001
Parent Involvement, Parent Support	8-413-001	8-104-001
Problem-solving Teams	8-415-001	
Program Administration, Evaluation, Accountability	8-417-001	
Scholarships, Financial Aid, Education Transitions	8-418-001	
Section 504/Americans w/Disabilities Act	8-419-001	
Service Coordination, Collaboration, Integration	8-420-001	
Student Motivation	8-421-001	
Students Records	8-422-001	
Subject Content:		
Adult Education Subject Content	1-301-001	
English/Language Arts Subject Content	1-008-001	1-105-006
Fine Arts Subject Content	1-000-001	1-105-008
Health and Safety Subject Content	1-005-003	1-105-003
Mathematics Subject Content	1-009-001	1-105-002
Media Content	1-407-001	
Other Content Areas	1-007-001	1-105-009
Physical Education Subject Content	1-011-001	1-105-010
Reading Subject Content	1-013-001	1-105-011
Science Subject Content	1-015-001	1-105-004
Social Studies Subject Content	1-016-001	1-105-013
Foreign (World) Language Subject Content	1-004-001	
Substance Abuse Prevention	6-403-001	
Substitute Teacher	8-506-002	
Teacher Evaluation Training	7-507-003	
Technology Applications Strategies	3-003-001	
Technology for Educational Leaders	7-507-005	
Technology In the Classroom	3-408-001	3-100-002
Visually Impaired		1-105-012

# Add-On Endorsement Program Components

## ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Care and Prevention of Athletic Injuries	1-011-540	60
Coaching Theory	1-011-541	60
Theory and Practice of Coaching a Specific Sport	1-011-542	60

## AUTISM ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Nature and Needs, Assessment and Diagnosis	2-103-540	60
Applied Behavior Analysis and Positive Behavior Supports	5-101-516	60
Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems	3-100-502	60
Field-Based Experience with Students with Autism Spectrum Disorder (ASD)	2-100-541	60

## DRIVERS EDUCATION/TRAFFIC SAFETY ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Basic Driver Education/Traffic Safety	1-014-537	60
Advanced Driver Education/Traffic Safety	1-014-538	60
Administration and Supervision Driver Traffic Safety	1-014-539	60

## ESE – SEVERE AND PROFOUND DISABILITIES ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Nature of Profound Mental Disabilities and Intervention Strategies for Educating Students	4-102-501	60
Atypical Child Development and Assessment of Students with Severe or Profound Disabilities	5-101-515	60
Transition Planning and Interdisciplinary Teaming for Students with Severe and Profound Disabilities	3-100-501	60
Field-Based Experience with Students with Severe and Profound Disabilities	2-100-544	60

### ESOL ENDORSEMENT PROGRAM

Title Of Components	Component Number	# Inservice Points Required
Methods of Teaching ESOL	2-700-520	60
Applied Linguistics	2-702-521	60
Cross-Cultural Communication and Understanding	2-705-522	60
Testing and Evaluation of ESOL Students	2-701-523	60
Curriculum and Materials Development	2-703-524	60
E-R-T Practicum	2-705-527	60

### ESOL - OTHER COMPONENTS—Non-Endorsement

Title Of Components	Component Number	# Inservice Points Required
ESOL for Administrators	7-704-500	60
ESOL for Category III Teachers	2-704-528	18
ESOL for Guidance Counselors	2-704-525	60

### GIFTED ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Nature and Needs of the Gifted	2-100-511	60
Educating Special Populations of Gifted Students	2-100-512	60
Curriculum Development for the Gifted	2-100-540	60
Guidance Counseling of the Gifted Student	2-100-542	60
Theory and Development of Creativity	2-100-543	60

### READING ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Competency #1: Foundations of Reading Instruction	1-013-501	60
Competency #2: Application of Research-based Instructional Practices	1-013-502	60
Competency #3: Foundations of Assessment	1-013-503	60
Competency #4: Foundations & Applications of Differentiated Instruction	1-013-504	60
Competency #5: Demonstration of Accomplishment	1-105-505	60

# Components, Detailed



## **ACTION RESEARCH**

**Component Identifier Number:** 4-400-001

**Maximum Inservice Points:** 120

**General Objective(s):**

Participants will learn how to conduct Action Research for classroom and school improvement.

**Specific Objective(s):**

Upon completion of one or more of the professional learning activities, participant:

1. Describe and discuss Action Research Framework and evaluation models appropriate to evaluate school-based projects/programs.
2. Identify research and evaluation questions and indicators appropriate for school-based evaluation.
3. Identify specific data collection techniques including qualitative and quantitative methods.
4. Identify and conduct appropriate descriptive and statistical analysis to answer specified research and evaluation questions.
5. Prepare an action research plan and evaluation plan.
6. Describe and discuss action research presentation and reporting methods.
7. Understanding methods and materials of differentiation to meet the learning needs of students.

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A4, B1
<b>FPLS:</b>	S4, S7

## **ASSESSMENT**

**Component Identifier Number:** 4-401-001 or 4-102-001(ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. Use multiple perspectives to diagnose student behavior problems and devise solutions.
3. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
5. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
6. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modify instruction based upon assessed student performance.
8. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
9. Maintain observational and anecdotal records to monitor students' development.
10. Prepare and uses reports of students' assessment results.
11. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A4  
**FPLS:** S1

## ASSISTIVE TECHNOLOGY IN THE CLASSROOM

**Component Identifier Number:** 3-100-001 (ESE Only)

**Maximum Inservice Points:** 120

### **General Objective(s):**

This professional learning will enable instructional personnel to obtain and improve professional knowledge and competencies in using assistive technology in the classroom successfully.

### **Specific Objective(s):**

Upon successful completion of one or more professional learning inservice activities, participants:

1. Use technology to promote and enhance the student's learning, communication, real-life problem solving skills, and professional research.
2. Determine the most appropriate assistive technology device to use in meeting individual student needs.
3. Use assistive technology devices, teach students to use the devices, and monitor the effectiveness or use with both verbal and written communication.
4. Use assistive technology within the curriculum to augment students' verbal and written communication.
5. Use universal design to enable all students to access the curriculum.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A3  
**FPLS:** S5

**1. IDENTIFICATION:**

**TITLE:** Career and Technical Education Subject Content

**COMPONENT NUMBER:** 1-211-001 / 1-105-001 (ESE)

**Function:** 1

**Focus Area:** 211 /105 (ESE)

**Local Sequence Number(s):** 001

**POINTS TO BE EARNED: 120 Maximum**

**2. DESCRIPTION:** This component will provide career and technical education (CTE) teachers with a structured professional learning process coupled with collegially-supported implementation experiences. Purposes are to: 1) deepen teachers' subject content knowledge related to specific curriculum framework, course-appropriate CTE Standards and benchmarks, associated Industry or National Standards, aligned Florida Standards for Technical Subjects, and aligned Florida academic standards for Math, Language Arts, and Science that are addressed in the CTE courses and 2) pedagogical content knowledge regarding the selection and use of high effect size instructional strategies to provide standards-based instruction to assigned students.

**3. LINK(s) TO PRIORITY INITIATIVES:** identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice
- Mastery of a specific leadership practice
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other: Parent communication to increase involvement

**4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:** Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.1.1, 2.2.1	
Learning	<input checked="" type="checkbox"/> 1.2.1,1.2.2,1.2.3,1.2.4,1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.3, 2.2.4	
Implementing	<input checked="" type="checkbox"/> 1.3.1,1.3.2,1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/>
Evaluating	<input checked="" type="checkbox"/> 1.4.2,1.4.3,1.4.5		

: Check here if not significantly related to any Protocol Standard

**5. IMPACT AREA(S):**

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

**6. SPECIFIC LEARNER OUTCOMES:** Professional educators will:

1. Learning Culture Supports: Identify peer or mentor educators, instructional coach, or administrator who will provide constructive feedback on implementation efforts and agree upon the times, methods, and supports that these colleagues will provide during the professional learning cycle.
2. Standards-based Instruction: Select specific standards from Florida’s course description of the course or courses being taught, as the target of professional study and complete these activities:
  - a. Based on reviews of available student assessment and/or performance data, including results of aligned industry certification exams, and discussions with colleagues, identify the standards that are most challenging to students.
  - b. Based on emerging changes in content information, technologies or methodologies, pertinent to *Florida’s Career and Technical Education Curriculum Frameworks* and course(s) taught, identify specific areas of study that will ensure currency of information, responsiveness to business and industry, impact CTE standards-based instruction and enhance student learning.
  - c. Select one or more of these standards for deeper study and discuss the aspects of the standard(s) that are most important for student mastery with mentor colleagues, instructional coach, or content experts.
  - d. Determine if there are test item specifications related to the selected standard. If so, locate and review the Florida Department of Education’s Test Item Specifications to analyze what aspects of the standard(s) are assessed on state assessments and how they are assessed.
  - e. Identify CTE standards and benchmarks, as well as standards tested on related industry certification exam/s, and determine how they will be assessed.
  - f. Confer with support colleagues and seek resources and/or opportunities to gain a deeper understanding of the targeted content.
3. Research-Based Instructional Processes: Review contemporary research on high effect size instructional strategies and select one or more high effect size instructional strategies as the target(s) of the professional study and:

- a. Identify, review and discuss with a supervisor or instructional coach, a variety of high effect size strategies that may be useful with the standard(s) selected, the targeted students, and that may be linked to indicators in the district's performance evaluation system.
- b. Select a specific high effect size strategy for study and implementation and learn how and when to implement the strategy to meet the needs of all students.
- c. Develop lesson plan(s), with clearly stated learning goals, based on the selected standards. Incorporate the high effect size instructional strategy(ies), selected for study, and a plan to assess student learning. Review the plan with support colleagues and explain the rationale for the plan with attention to students' learning needs and a multi-tiered system of supports.
- d. Implement the lesson plan(s), assess and track progress on learning goals with selected students, discuss with support colleagues the observed impact on students, and what, if any improvements might be attempted during subsequent implementations.

## **7. LEARNING PROCEDURES (Methods):**

### **Learning Methods Database Code: I**

Participants will be engaged in one or more of the following types of professional learning activities:

#### **WHAT**

Participants will learn and become proficient in 1) identifying crucial aspects of the most challenging, course-related, standards and benchmarks; 2) determining the high effect size instructional strategy(ies) most useful with the selected standard(s), benchmarks and targeted students; and 3) implementing the selected high effect size strategy with the selected standard(s) and targeted students . Participants will review professional literature and other resources related to high effect size strategies and content standards. Modeling may occur and participants will have opportunities to practice using the strategy(ies) individually and/or collaboratively. Constructive feedback will be provided by a facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

#### **HOW**

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or as an individual study with collegial support.

### **KEY ISSUES to be Included in Participant Implementation Agreements**

Participants will agree to:

1. Participate and engage in structured and/or independent learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:
  - a. Complete required professional learning design survey.
  - b. Plan and/or discuss implementation with support colleagues.
  - c. Complete appropriate assignments, such as lesson plans.
  - d. Collect and analyze student impact data.
  - e. Report and discuss results of student impact data with support colleagues and other appropriate individuals.

- f. Reflect on results and use results to inform decisions about instructional practices.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

### **Implementation/Monitoring Data Base Code: P**

#### **Implementation Support:**

Ongoing support and constructive feedback regarding implementation will be provided through interactions among the educator and pre-determined peer or knowledgeable other, district or site-based administrator, and/or mentor educators or in a formalized coaching process. The process will be contingent on the needs of the participant and may include modeling, practicing, observing a peer directly, reflecting orally, conferencing with actionable feedback, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for support.

## **9. IMPACT EVALUATION PROCEDURES:**

### **Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job.**

#### **Evaluation Methods for Staff Database Code: A**

Changes in classroom practices will be observed through the district's instructional evaluation system indicators and/or domains and/or deliberate practice or IPDP growth targets. Student progress measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, evidence of communication with district or site-based administrator, approved knowledgeable other, peer or mentor educator, professional learning community documentation, and/or teacher-provided artifacts such as lesson plans, samples of student work, and assessments.

### **Impact Area: Tracking improvements in student learning growth supported by the professional learning.**

#### **Evaluation Methods for Students Database Code B:**

Results of school/teacher-constructed student growth measure(s) that track student progress.

#### **Who will use the evaluation impact data gathered?**

Teachers, support colleagues, instructional coaches, site-based administrators, and district instructional staff

Individual teachers will use impact data to determine the impact of strategy implementation on students' mastery of targeted standards and benchmarks and to inform decisions regarding instructional practice.

Site-based administrators, instructional coaches and district instructional staff will use impact data to determine how strategy implementation affects students' mastery of targeted standards and benchmarks and to inform decisions regarding teacher professional learning needs.

## **10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, document results, and review results with a designated individual who may be a support colleague, instructional coach, district CTE director or designee, approved knowledgeable other, site-based administrator and/or other designated individual. The focus will be on the impact of implementation of the high effect size strategies for standards-based instruction to assigned students based on the standards and benchmarks for the course(s) taught.



**What other forms of evaluation data will be gathered?**

- a. Online “Professional Learning Design” Survey
- b. Results of national industry certification exam(s), state or district-developed/standardized student growth measure(s), portfolios of student work, observation of student performance, or other performance assessment(s) that reveal impact on students’ mastery of standards-based learning goals and objectives.
- c. Data may be used by teachers, peer groups, site-based administrators, district instructional staff and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the electronic Professional Development Connections (ePDC) at the Panhandle Area Educational Consortium.

Date approved: [Click here to enter text.](#)

Department: Panhandle Area Educational Professional Development Council

Name(s) of Component Author(s): Panhandle Area Educational Professional Development Council

## CHILD ABUSE PREVENTION

**Component Identifier Number:** 6-511-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

Participants will become familiar with signs and symptoms of child abuse and the requirements for reporting suspected cases to authorities for investigation.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the signs and symptoms associated with the identification of suspected child abuse.
2. Acquire knowledge of the laws and regulations applicable to the requirements and legal responsibilities of reporting suspected cases of child abuse.
3. Demonstrate understanding of the application of the laws and regulations for reporting of suspected child abuse.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A2
<b>FPLS:</b>	S5, S8, S10

## CLASSROOM MANAGEMENT

**Component Identifier Number:** 5-404-001 or 5-101-001 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to manage the classroom.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify proactive strategies to build and maintain effective classroom management.
2. Identify characteristics of effective classroom rules and procedures.
3. Identify characteristics of an effective classroom environment.
4. Identify problem areas within classroom management techniques and physical arrangement through case study reactions.
5. Identify the appropriate consequence for misbehavior according to a hierarchy of consequences.
6. Integrate effective classroom management techniques into his/her teaching style.
7. Identify strategies to implement both control and caring within classroom management.
8. Determine the correlation between effective classroom management and student achievement.
9. Utilize reflective practice through descriptive and analytical journal writing.
10. Implement effective research-based classroom management strategies within the learning environment.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A2
<b>FPLS:</b>	S5, S8

## CLINICAL EDUCATION

**Component Identifier Number:** 7-501-001

**Maximum Inservice Points:** 40

### **General Objective(s):**

To develop the participants' knowledge and skills and attitudes necessary to function as an effective Peer Teacher or other support team member and demonstrate skills of observation and conferencing within the context of a clinical supervision model.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of requirements for serving as a Peer Teacher as stated in Chapter 231, Florida Statutes and State Board of Education Rule 6A-5.75.
2. Demonstrate awareness of the district approved New Teacher Orientation program and requirement of the program.
3. Demonstrate awareness of the generic teaching competencies and their application to the observation and support of new teachers.
4. Identify standard and alternative means for documenting competencies and providing support as needed.
5. Demonstrate knowledge and skill in the research and observation techniques of the Florida Performance Measurement System as it applies to the role of a support team member.
  - a. The participant will acquire skills in using the Florida Performance Measurement System (FPMS) formative instruments
  - b. The participant will acquire a working knowledge of the six (6) domains of effective teaching as defined by the Florida Performance Measurement System
  - c. The participant will identify behaviors that are indicators of generic teaching competencies
6. Demonstrate knowledge and skill in the clinical supervision process as it applies to the role of a support team member.
  - a. The participant will acquire knowledge, skills, and attitudes in effective pre-observation conference techniques
  - b. The participant will acquire skills in systematic observation of teacher behavior in six domains of effective teacher performance
  - c. The participant will demonstrate knowledge and skills in the formal and informal section, design and use of observation tools and systems
  - d. The participant will demonstrate skill in analysis of data on teacher performance to identify areas of strength, weakness, and needs for continued development
  - e. The participant will demonstrate skill in planning and conducting post-observation conferences

- f. The participant will demonstrate the use and the value of reflection in self-assessment in teacher training and professional learning

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	B1
<b>FPLS:</b>	S4

## CODE OF ETHICS

**Component Identifier Number:** 8-416-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
2. Encourage a student's independent action in pursuit of learning.
3. Provide for a student access to diverse points of view.
4. Take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
5. Not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
6. Not use institutional privileges for personal gain or advantage.
7. Maintain honesty in all professional dealings.
8. Not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
9. Support a colleague's right to exercise political or civil rights and responsibilities.
10. Maintain confidentiality of student information as prescribed by law.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B2  
**FPLS:** S10

## COMMUNICATION

**Component Identifier Number:** 2-406-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use effective communication techniques with students and all other stakeholders within the school community.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Establish positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
3. Communicate effectively, in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage student's desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents' consistently and appropriately.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** A2

**FPLS:** S9

## DATA ANALYSIS

**Component Identifier Number:** 4-408-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Prepare and use reports of students' assessment results.
2. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
3. Use multiple perspectives to diagnose student behavior problems and devise solutions.
4. Analyze data and recognizes patterns in data of students assessment results to determine students' performance strengths and needs.
5. Assess individual and group performance data to better design instruction that meets students' current curriculum and content needs.
6. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
7. Communicate group and individual student progress knowledgeably and responsibly based upon appropriate data to the student, parents, and colleagues using terms that students and parents understand.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A4
<b>FPLS:</b>	S2, S5, S6



## EDUCATIONAL LEADERSHIP

**Component Identifier Number:** 7-507-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

To expand and maintain the high level of knowledge, skill and competency needed to provide quality administrative and managerial support services to students, teachers and other members of the school, district, state, and federal educational community.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the concepts and content of administrative and management services.
2. Demonstrate skill in applying knowledge to provide high quality administration and management services to educational personnel at all levels of the educational community.
3. Demonstrate competency in the delivery of administrative and managerial support services related to the participant's work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the process of school improvement.
5. Demonstrate awareness of the Florida Leadership Standards.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** B1

**FPLS:** S1, S2, S3, S4, S5, S6, S7, S8, S9, S10

## **ESE PROCEDURES AND PRACTICES**

**Component Identifier Number:** 2-103-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide educators and staff with the opportunity to develop and/or update knowledge and skills necessary to provide programs and services and to effectively instruct exceptional education students.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the student characteristics and criteria for eligibility in ESE special programs.
2. Describe the models of support and placement options for students with disabilities.
3. Identify and demonstrate research-based strategies/techniques for teaching students with disabilities.
4. Identify and demonstrate research-based materials, technology, programs, and resources for teaching students with disabilities.
5. Demonstrate skill in the appropriate use of academic accommodations and modifications for students with disabilities.
6. Demonstrate skill in the appropriate use of assistive and adaptive technology for students with disabilities.
7. Demonstrate skill in the appropriate use of behavior and classroom management techniques for students with disabilities.
8. Develop appropriate Individual Educational Plan (IEP) goals and objectives for students with disabilities.
9. Develop appropriate Transition IEP goals and objectives students with disabilities.
10. Recognize the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A2, A3  
**FPLS:** S2, S3, S5

## ESOL FOR ADMINISTRATORS

**Component Identifier Number:** 7-704-500

**Maximum Inservice Points:** 60

### **General Objective(s):**

The purpose the of ESOL for Administrators - Online Course is to meet the 60 hour professional development requirement of the Modified Florida Consent Decree for school administrators as well as to address the Florida Department of Education ESOL objectives for administrators. Participants will identify the administrator's role and responsibility as the instructional leader, recognize appropriate ESOL instructional strategies, techniques, and approaches for meeting the Sunshine State Standards and NCBL; and apply new knowledge and strategies.

### **Specific Objectives:**

1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.
2. Demonstrate knowledge of cross-cultural issues facing ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
3. Demonstrate outreach efforts to connect ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.
4. Demonstrate knowledge of available, necessary and appropriate instructional materials and resources that will facilitate comprehensible instruction for all ELLs.
5. Demonstrate knowledge of the background of the Consent Decree in the League of United Latin American Citizens et al. v. The State Board of Education, 1990, including knowledge of related legislation and litigation (e.g., No Child Left Behind Act of 2001, Lau v. Nichols, Plyler v. DOE, etc.).
6. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of ELLs.
7. Demonstrate knowledge of required training for instructional and non-instructional staff members established by the 1990 Consent Decree and its September, 2003 Modification; and of the necessary procedures to ensure that all school site personnel are in compliance with the requirements.
8. Demonstrate the ability to update staff, students, and parents on pertinent changes in the educational legislation, rules and policies that may potentially impact ELLs and their families. Demonstrate ability to evaluate trained teachers who are using ESOL instructional strategies in Basic ESOL courses.
9. Demonstrate knowledge of district's ELL Plan, which indicates the chosen model(s) of delivery of services to ELLs.
10. Demonstrate knowledge of the legal requirements of a student's ELL plan.
11. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
12. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
13. Demonstrate knowledge and the ability to implement formal and informal methods of

assessment/evaluation of ELL, including measurement of language, literacy and academic content metacognition.

14. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
15. Demonstrate knowledge of the indicators for student identification and participation in gifted programs, regardless of English language proficiency and of the program policies that must be in place in order to actively promote and sustain the participation of ELLs in advanced placement courses.
16. Demonstrate knowledge of the school site administrator's role and responsibilities as the instructional leader representative in the school-based ELL committee.
17. Demonstrate the ability to communicate with ELLs, their families and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Department of Education and the local school board.
18. Demonstrate knowledge of procedures regarding ELLs, which begin at school registration, and continue for two years after the ELL, has been exited from the English for Speakers of Other Languages program.
19. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from diverse cultural backgrounds and that have significantly varied levels of education in their own languages.
20. Demonstrate the ability to evaluate school site staff to ensure that they are using the appropriate strategies and methodologies to deliver comprehensible instruction to ELLs.
21. Demonstrate ability to evaluate school site staff to ensure the use of appropriate native language instructional strategies in the instruction of ELLs.
22. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.
23. Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including English language learners, and its impact to the school site's programmatic decisions.
24. Demonstrate ability to apply scientifically based principles and practices to instructional programs in order to improve student achievement within the ELL population.
25. Demonstrate ability to implement at the school site the Continuous Improvement Model, or other proven model for improving the academic achievement of all low-performing students.

**Activities:**

The ESOL for Administrators Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

**Evaluation for In-Service Credit:**

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre-

- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

**Component Evaluation:**

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A3
<b>FPLS:</b>	S4, S5

## ESOL FOR CATEGORY III TEACHERS

**Component Identifier Number:** 2-704-528

**Maximum Inservice Points:** 18

### **General Objective(s):**

The Panhandle Area Education Consortium's 18-hour ESOL for Category III Teachers on-line course is designed to meet the requirements of the Florida Consent Decree for Category III teachers. The purpose of the online course is to provide these teachers with knowledge about ESOL (English for Speakers of Other Languages) students and instructional strategies and approaches teachers can use to assist ESOL students in understanding the curriculum and meeting the Sunshine State Standards.

### **Specific Objectives:**

1. Analyze and adapt instruction to be comprehensible to ESOL students
2. Facilitate ESOL student adjustment to a new culture
3. Interpret ESOL student behavior from a cultural perspective
4. Understand the principles of second language acquisition and how they can be used in the classroom to facilitate language development
5. Adapt traditional assessments
6. Explore issues that affect the validity of classroom assessment
7. Develop guidelines for grading ESOL students
8. Utilize alternate strategies to assist LEP students
9. Encourage communication with ELLs by using small group work.
10. Design lessons with no less rigor, but with more assistance for LEP students.
11. Assess ELLS appropriately so that assessments measure what they are intended to measure.

### **Activities:**

The *ESOL for Category III Teachers Online Course* requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

### **Evaluation for In-Service Credit:**

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

### **Component Evaluation:**

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A3  
**FPLS:** S4, S5



## ESOL FOR GUIDANCE COUNSELORS

**Component Identifier Number:** 2-704-525

**Maximum Inservice Points:** 60

### **General Objective:**

The purpose of the Panhandle Area Education Consortium's *ESOL for Guidance Counselors* Online course is to meet the modified Florida Consent Decree requirements for guidance counselors. To meet this goal, the participant will develop and implement a case study of an English Language Learner, including strategies to address academic needs. The case study must contain evidence to support mastery of the Standards and Competencies.

### **Specific Objectives:**

1. Possess individual & group counseling and communication skills to implement a balanced approach in order to assist ELLs and their families.
2. Recognize unique differences among ELLs, including their language proficiency (both native and English), aptitudes, intelligence, interests, and achievements, & incorporate an understanding of this information into the delivery of services.
3. Assist ELLs and their families in dealing with the social and emotional concerns and problems that may hinder their educational development. Collaborate with teachers, student service specialists (e.g., psychologists, social workers), other educators, and related community representatives in addressing the challenges facing ELLs and their families.
4. Demonstrate ability to counsel ELLs regarding their individual rights as afforded to them under state & federal laws and regulations. ELLs who are under-represented in special programs and services, including but not limited to gifted, vocational, specialized academic and career magnets/academies, advanced placement, dual enrollment, and career exploration.
5. Demonstrate knowledge of the federal & state requirements regarding the provision of services to ELLs. Including, but not limited to their roles and responsibilities in the LEP Committee process; development of ELL Student Plans, and implementation of the District ELL Plan.
6. Demonstrate ability to advocate for the educational needs of ELL and implement processes to ensure that these needs are addressed at every level of the ELLs' school experience.
7. Demonstrate knowledge and ability to provide training, orientation, and consultative assistance to teachers, school administrators, and other school-level personnel to support ELLs.
8. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.
9. Demonstrate ability to collaborate with teachers, school administrators, and other instructional personnel in ensuring that appropriate and effective instructional services are provided to ELLs to ensure their academic success.
10. Demonstrate an understanding of the effects of race, gender, age, and socioeconomic status on assessment results, and the ELLs with the school-based and outreach services and support systems designed to address their unique academic needs.
11. Demonstrate an understanding of the proper administration & use of assessment instruments, and the ability to interpret scores and test-related data to ELLs, teachers, school

administrators, and parents. These assessments should include, but not be limited to the following: English language proficiency assessments; annual assessment of English language development; diagnostic assessments; and state-wide assessments of academic content.

12. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELLs, including measurement of language, literacy, and academic content metacognition.
13. Demonstrate knowledge and understanding of how individual and group data and statistics are used in building student, course/class and school profiles, constructing student transcripts, and preparing reports.
14. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper & equitable credit accrual, and appropriate grade/course placement of ELLs.
15. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
16. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
17. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process. ELLs, their families, and the community to assess the relevance of the curriculum and adequacy of student progress towards standards established by the Florida Department of Education and the curriculum established by the school district.
18. Demonstrate the ability to provide information appropriate to the particular educational transition: from middle school to high ELLs in understanding the relationship that their curricular experiences and academic achievement have on their future educational and employment opportunities.
19. Possess and demonstrate an understanding of the current admission requirements, admission options, and application procedures of colleges, universities, and career/vocational institutions, & the ability to effectively counsel ELLs in the pursuit of their post-secondary desires.
20. Demonstrate ability to assist ELLs in evaluating and interpreting information about postsecondary educational and career alternatives so appropriate options are considered & included in the decision-making process.
21. Demonstrate knowledge & ability to understand and interpret forms and data-driven documents that are a part of the post-secondary admission and financial aid processes, including: admission applications; student questionnaires; letters of recommendation, and acceptance; and other needs assessment documents.
22. Demonstrate a familiarity with available technology & the ways in which it may support the post-secondary guidance and counseling process, including: guidance information systems; financial aid information and eligibility; relevant record-keeping and follow-up, and internet services.
23. Demonstrate ability to use historical admission patterns & trends to assist ELLs in measuring the appropriateness of their applications to particular colleges, universities or career/vocational institutions.

**Activities:**

The ESOL for Guidance Counselors Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In

addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

**Evaluation for In-Service Credit:**

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

**Component Evaluation:**

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

- |                                |   |
|--------------------------------|---|
| <b>Delivery Methods:</b>       | A, B, C, D, F, G                                    |
| <b>Implementation Methods:</b> | M, N, O, P, Q, R, S                                 |
| <b>Evaluation Methods:</b>     | A, B, C, D, E, F (Student)<br>A, B, C, D, Z (Staff) |
| <b>FEAP:</b>                   | A3  |
| <b>FPLS:</b>                   | S4, S5  |

## HEARING IMPAIRED

**Component Identifier Number:** 1-105-014

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct deaf/hard of hearing students.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. List and describe common etiologies/syndromes associated with hearing impairment.
2. Demonstrate increased vocabulary, speed, accuracy, and fluency in using American Sign Language expressively and receptively.
3. Interpret the results of an audiological evaluation and list instructional implications based on these results.
4. Demonstrate skill in the appropriate use and care of individual and classroom amplification equipment.
5. Demonstrate skill in the appropriate use of assistive and adaptive technology for hearing impaired students.
6. Identify and demonstrate instruments and use of cochlear implants.
7. Identify and demonstrate research-based techniques/strategies for teaching hearing impaired students.
8. Identify and demonstrate research-based materials/programs for teaching hearing impaired students.
9. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and section 504 as they relate to hearing impaired students.
10. Describe aspects of deaf culture and etiquette to utilize when working or socializing with the hearing impaired.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A2, A3  
**FPLS:** S2, S3, S5

**1. IDENTIFICATION:**

**TITLE:** Instructional Leadership – School Principal Level II

**COMPONENT NUMBER:** 7-507-002

**Function:** 7

**Focus Area:** 507

**Local Sequence Number(s):** 002

**POINTS TO BE EARNED:** 120 Maximum

**2. DESCRIPTION:** This component supports an in-depth, two to three-year program of professional learning based on the *Florida Principal Leadership Standards* which are based on contemporary research on high-effect school leadership practices (6A-5.080, F.A.C., *Florida Principal Leadership Standards*). The purpose is to provide a deeper understanding, including repetitive implementation experiences, regarding core instructional leadership strategies in order to provide quality leadership for our schools, now and in the future. The vision is to produce leaders who have the knowledge and skills to lead quality school learning cultures focused on continuous improvement of student achievement and college and career readiness.

**3. LINK(S) TO PRIORITY INITIATIVES:** identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice:
- Mastery of a specific leadership practice:
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other: Parent communication to increase involvement

**4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:** Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.6
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6		
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3		<input checked="" type="checkbox"/> 3.3.2
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4		

**5. IMPACT AREA(S):**

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

**6. SPECIFIC LEARNER OUTCOMES:** Professional educators will:

1. Understand the significance of a growth mindset, deepen one's capacity to apply a growth mindset in his/her professional practice and to support school cultures that foster growth mindsets among school leadership, faculty, and students. The participant will learn about the growth mindset and:
  - a. Engage in reflective thinking to assess one's status regarding use of a growth mindset.
  - b. Observe highly-effective and struggling teachers and assess the degree to which the teachers observed employ a growth mindset. Analyze whether the application of a growth mindset differentiates highly effective and less effective teaching and discuss this analysis with the mentor and growth team.
  - c. Identify developing professionals and work with them in a mentoring capacity to enhance their understanding of a growth mindset and discuss the mentoring plan and its implementation with the mentor and growth team.
  - d. Interview a random selection of students to discuss their perceptions about whether the instruction they are receiving provides evidence of their teachers' growth mindset and whether they are learning to pursue a growth mindset through their own school experiences and then, discuss findings, observations, and perceptions with the mentor and growth team.
  - e. Prepare and deliver a presentation to a school faculty that explains what a growth mindset is, why it is important to students, and how a school faculty can support each other in fostering a school culture where a growth mindset characterizes student learning experiences.
2. Understand the essential elements of effective standards-based instruction and apply instructional leadership strategies that support a learning culture that values standards-based education. The participant will become familiar with the state statutes and State Board of Education rules related to standards-based instruction and:
  - a. Review professional literature on the significance and structure of standards-based instruction and the national movement toward standards-based instruction as a means of meeting the challenges of globalization and an information age.
  - b. Examine research regarding the development of Florida's academic standards for students.
  - c. Identify the process by which teachers can determine which Florida academic standards apply to the course(s) he/she teaches and provide professional learning sessions to faculty members on the use of the Florida Department of Education's course descriptions to enable all teachers to use them as the basis for course-appropriate, standards-based lesson planning.
  - d. Identify what subjects have test item specifications, provided by the Florida Department of Education, determine whether faculty members know how to access and use them, and provide assistance for those who do not use them to ensure they understand how standards are assessed on state assessments.
  - e. Use available professional resources to learn about learning goals and develop a process to monitor whether learning goals assigned to students are based on state standards for the courses in which they are enrolled.
  - f. Interview a random sample of students on what they understand their learning goals to be, ask how they are made aware of those learning goals, and compare students' understanding of learning goals with the actual state standards for the courses in which they are enrolled. Develop a protocol to guide a discussion with teachers about how to monitor whether learning required by state standards is aligned to the learning goals students are actually pursuing.
  - g. Conduct lesson planning conferences with teachers that address how to plan for standards-based instruction and how to monitor student progress toward mastery of those standards. Develop a protocol for enabling teachers to develop standards-based objectives, formative assessments to track progress, and summative assessments to determine student mastery of standards.
  - h. Engage in constructive dialogue with the mentor and growth team on the benefits obtained and obstacles to be overcome.
3. Become proficient in recognition of effective instruction by study and application of contemporary research on effective instructional practices and:

- a. Deepen capacity to function as an expert observer and diagnostician of teaching and learning issues by gaining familiarity with the *5 Dimensions of Teaching and Learning* and the *4 Dimensions of Instructional Leadership*. Completers of the Commissioner’s Leadership Academy are a resource.
  - b. Develop a core vocabulary on analysis of effective instruction by reviewing the works of Robert Marzano, John Hattie and other nationally recognized experts on effective instruction.
  - c. Consult with the mentor, growth team, and a completer of the Commissioner’s Leadership Academy to form a cohort with other school leaders to exchange practice observations and reporting visits.
4. Understand the value of a school-based culture of learning, master, and apply school leader practices that promote team learning and shared mission among a school faculty.
    - a. Hold discussions with faculty members that allow expression of their current views on the mission of the school and the role of teachers in student success. Analyze the proportion of the faculty with a belief that teaching quality determines student success and the proportion that believe outside factors beyond the teacher control determine student success. Review national literature to identify examples of schools that overcame outside barriers and generated significant student success and share these examples with faculty members.
    - b. Establish a pattern of frequent classroom walk-throughs and informal observations to note patterns in instructional processes that students receive. Use a range of interpersonal communication skills and tools to provide feedback, coaching, and support to improve teaching.
    - c. Use evidence-based, non-evaluative conversations about teaching and learning to focus teachers on improving use of high effect size instructional strategies.
    - d. Discuss methods to initiate the use of real-time/active coaching skills to improve instruction in the moment with the mentor/growth team, implement the process, and hold constructive, follow-up conversations with faculty to improve your use of this process.
    - e. Manage time and resources to support faculty follow-up on agreed-upon next steps which support their implementation of professional learning and then, identify the next level of work issues related to professional growth. Discuss how this process will be implemented and seek suggestions for improvement with the mentor/growth team.
  5. Understand the use of data-based decision making in setting learning goals, monitoring student growth, and making adjustments in supports to student learning. Review professional literature and utilize other resources on the use of data to promote student learning.
    - a. Demonstrate effective use of technology to access and examine the various types of student data.
    - b. Meet with a variety of teachers to examine their lesson planning process and discuss what sources of formative data they plan to acquire to track student progress toward meeting lesson goals.
      - i. Examine the relationship between the planned data acquisition and the standards of the course;
      - ii. Discuss the methods the teachers plan to use to acquire the data;
      - iii. Discuss how data results will be used to guide further lesson planning actions;
      - iv. Discuss how the data will be shared with students;
      - v. Determine how the data processes that were planned aligned with those that were actually used; and,
      - vi. Prepare and implement faculty presentations to share the most successful data processes observed and invite faculty members to explain these processes to their colleagues.
    - c. Review whether teachers involve students in using data to track their own progress on important standards.
    - d. Based on analysis of the above activities, use reflective/inquiry coaching skills grounded in student data to debrief an observation and plan next steps for lesson development and determination of student progress.
    - e. Determine teachers’ understanding and use of a multi-tiered system of supports (MTSS) and discuss with teachers the data processes they use to implement MTSS.
    - f. Hold conversations with randomly selected students to gather evidence of their perceptions about the data they receive on their own progress toward mastery of course standards. Discuss with the mentor/growth team what the evidence says about the use of formative evaluation in the students’ learning environment.



6. Become proficient in two-way communication 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.
  - a. Become familiar with multiple avenues to support effective communication including digital tools and resources and demonstrate effective use of these tools.
  - b. Become skilled at leading conversations that may be difficult.
  - c. Learn about and use a variety of surveys to secure information from all stakeholders about educational issues such as school climate, school environment, faculty satisfaction, educational outcomes, and other issues related to the educational process.
  - d. Create opportunities to engage all stakeholders in constructive conversations about important school issues to promote involvement and maintain records.
  - e. Consult with the mentor and growth team to examine data that reflects progress.
7. Understand 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.
  - a. Study the *Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida*.
  - b. Engage in dialogue regarding common violations with the mentor and growth team and legal experts.
  - c. Create opportunities to provide information and engage faculty members in dialogue about the *Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida*.

Professional Development Delivery, Follow-Up and Evaluation:

NOTE: To earn credit for an objective, participants must complete the activities for that objective in a manner approved by their mentor and growth team. Evaluation of the participant's work will be done by the mentor and growth team. Evaluation of the component's impact on the participant's instructional leadership capacity will be performed by the participant's supervisor.

**7. LEARNING PROCEDURES (Methods):**

Participants will be engaged in one or more of the following types of professional learning activities:

**Learning Methods Database Code: I**

**WHAT**

All objectives are preceded by completion of these assignments:

1. Learning Culture Support System:
  - a. Select a peer mentor and growth team to facilitate work on this component. The mentor should have successful experience as a school administrator, be knowledgeable about the focus of the objective(s) under study, and be willing to take part in constructive conversations about the participant's professional growth. The growth team should consist of three to five knowledgeable others with expertise on some aspects of teaching and learning and/or instructional leadership. Agree upon times, methods, and supports that these colleagues will provide during this professional learning experience. NOTE: Mentor/growth team support applies to each objective; however, the mentor/growth team may change for each objective.
  - b. With the mentor/growth team selected, locate and review online descriptions of the methods and purposes of the constructive conversations (See FPLS Standard 9 and other resources provided by FLDOE or PAEC).
2. Florida Principal Leadership Standards:
  - a. To deepen capacity for implementing high quality instructional leadership at the school level, review the indicators in the Florida Principal Leadership Standards with your mentor/growth team, analyze your current capacity to meet the standards, and then, complete the objectives and supporting activities.

**HOW:**

Component delivery will employ a variety of learning designs, mentor/growth team collaboration, and use of research and/or other resources and tools. Professional learning may occur via face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or individually.

**KEY ISSUES to be included in participant implementation agreements:**

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Commit to working with a mentor/growth team and to receiving and providing constructive feedback.
3. Meet deadlines for completing implementation and follow-up activities which may require educators to:
  - a. Complete appropriate assignments.
  - b. Complete required professional learning design survey and other surveys that may be related to each of the specific objectives.
  - c. Collect and analyze impact data (teacher and/or student).
  - d. Report and discuss results of impact data (teacher or student) with appropriate individuals.
  - e. Reflect on results and use results to inform decisions about professional practice.

**8. IMPLEMENTATION/MONITORING PROCEDURES:**

**Implementation/Monitoring Data Base Code: P**

**Implementation Support:**

Ongoing support will be provided through structured coaching/mentoring or less formal mentoring, involving school, district, or regional leadership personnel, knowledgeable peers, or collegial learning structure such as professional learning community or lesson study group. This process will be contingent on the needs of the participant and may include modeling, practicing, directly observing skill demonstration, conferencing, reflecting orally, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for use.

**Monitoring Procedures:**

Educators will be required to develop and submit appropriate supporting products, which may include, but not be limited to a rubric, checklist, summary of analysis, protocol, meeting agenda, classroom walk-through documentation, coaching log or comments, video exemplar, presentation, case study, portfolio, or written reflections on lessons learned. Participants may also be observed demonstrating implementation of the process or product and supporting materials may be requested.

**9. IMPACT EVALUATION PROCEDURES:**

**Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job**

**Evaluation Methods for Staff Database Code: A**

Changes in leadership practices will be observed through the district's school leader evaluation system indicators and/or domains and/or deliberate practice or individual leadership development plan growth targets. Student progress measures will also be examined. Evidence used to document implementation of professional learning may be observation checklists that are aligned with the district's school leader evaluation system, anecdotal records, portfolio, self-reflection, mentor/growth team documentation, artifacts, communication records, and/or climate surveys. Each will be used as appropriate to evaluate changes in proficiency of the leader.

**Impact Area: Tracking improvements in student learning growth supported by the professional learning**

**Evaluation Methods for Students Database Codes: F**

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth.

## **Who will use the evaluation impact data gathered?**

District-level Supervisors, Site-Based Administrators, Mentor/Growth Team Members, Florida Department of Education

### **10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

#### **Describe what will be done with the data obtained through the evaluation processes.**

The supervisor, school leader, mentor/growth team, faculty members, and other stakeholders (such as SIP team members) will analyze student impact data, document results, review results and discuss impact and implications. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed are:

1. Extent to which implementation of the high effective size core instructional leadership strategies impact the school's learning culture focused on continuous improvement of student achievement and college and career readiness.
2. The leader's proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional coaching, mentoring, or other forms of support may be needed.

What other forms of evaluation data **may** be gathered:

- a. Online "Professional Learning Design" Survey
- b. Data demonstrating improved/increased communication among educators, educators and parents, educators and students, and/or among students. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
- c. School culture and/or climate survey
- d. Surveys that report the frequency and quality of interactions among the participant and mentor/growth team members
- e. Data may be used by district supervisors and instructional teams, mentor/growth teams, site-based administrators, and/or PAEC personnel.

Records of professional learning feedback and completion and will be maintained in the *electronic Professional Development Connections* (ePDC) at the Panhandle Area Educational Consortium.

Date approved: [Click here to enter text.](#)

Department: [Click here to enter text.](#)

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Council

## INSTRUCTIONAL METHODOLOGY

**Component Identifier Number:** 2-408-002 or 2-100-001 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use an understanding of teaching and learning to provide a learning environment which supports intellectual development and critical, creative, and evaluative thinking capabilities of students.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Recognize the developmental level of each student as indicated by behaviors, writings, drawings, etc., and other responses.
2. Stimulate student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas.
3. Draw upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.
4. Develop instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development.
5. Present concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.
6. Analyze student performance standards to identify associated higher-order thinking skills, and designs learning and performance strategies to evoke these higher-order skills.
7. Choose varied teaching strategies, materials, and technologies to expand students' thinking.
8. Assist students in selecting projects and assignments that involve the need to gather information and solve problems.
9. Pose problems, dilemmas, questions, and situations in lessons that involve value knowledge and that require evaluative thinking.
10. Assist students in applying the rules of evidence that govern the acceptability of judgments and conclusions.
11. Guide students in evaluating the plausibility of claims or interpretations in the field of study.
12. Create approaches to learning that are interdisciplinary and that integrate multiple subject areas.
13. Represent concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.
14. Vary his/her role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs.
15. Monitor student's work and adjusts strategies in response to learner's needs and successes in creative thinking activities.

16. Propose open-ended projects and other activities in which creative products and innovative solutions are the ultimate objective.
17. Use technology and other appropriate tools to extend the learning environment for students.
18. Understand methods and materials to differentiate instruction.

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S8

## LEADERSHIP EVALUATION TRAINING

**Component Identifier Number:** 7-507-004

**Maximum Inservice Points:** 60

### **General Objective(s):**

The purpose of this component is to provide district leadership staff an overview of the LEA's evaluation model and an in-depth description of how the model and procedures are implemented. Upon completion, staff will be able to describe all components of the LEA's evaluation model and explain how the system and procedures will affect evaluation results.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify and describe the LEA's Evaluation Model, its components and procedures.
2. Discuss the cause and effect relationship between instruction and student academic growth as it relates to affecting the results of the LEA's evaluation model.
3. List and describe the evaluation model components and how the results, including teacher observations and student learning, are analyzed.
4. Describe, in detail, available supports to enhance individual's inquiry process to support teacher growth during the evaluation period.
5. Using the evaluation model's framework, identify long and short-term instructional goals to enhance student-learning concurrent with professional growth.
6. Describe how leadership, reflecting on the components of the evaluation model, can support and empower teachers to focus on student achievement.
7. Use the evaluation model framework to describe effective tools and strategies to encourage teachers to work with leadership to improve student learning.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, G, I

**Follow-up Methods:** M, N, O, P, Q, R

**Evaluation Methods:** A, C, D, E, F (Student)  
A, B, C, D (Staff)

**FEAP:** B1

**FPLS:** S3, S4, S6, S7

## LESSON STUDY

**Component Identifier Number:** 2-400-002

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to learn the elements and processes involved in collegial learning through Lesson Study.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Describe and discuss the elements of a lesson study group
2. Identify the steps for setting up a lesson study group
3. Establish a lesson study group and identify the goals of the group
4. Develop and participate in a lesson study and demonstrate the following tasks:
  - a. Identify the research theme for the group study
  - b. Demonstrate facilitation skills to ensure input from all team members
  - c. Identify the lesson or unit for study
  - d. Describe the desired learning outcomes for students at the conclusion of the lesson implementation
  - e. Demonstrate effective group interactions in review and design of lesson
  - f. Document student response to lesson implementation
  - g. Describe intended and non-intended outcomes and re-design of lesson as appropriate
  - h. Reteach as appropriate and document student responses
5. Reflect on process and submit report of process and results.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** A1, A3, A5

**FPLS:** S4

## MENTAL HEALTH SERVICES

**Component Identifier Number:** 5-414-001

**Maximum Inservice Points:** 120

**General Objective(s):**

The purpose of this component is for staff to gain new information, strategies, and resources appropriate for providing mental health services to students.

**Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify new strategies and techniques to be used when providing mental health services to students.
2. Identify resource materials, including commercially prepared materials, which can be used when providing mental health services.
3. Identify materials which can be produced to assist students who are deficient in a given skill area.
4. List and describe strategies and techniques which can be used.
5. Incorporate new strategies and techniques into the counseling objectives.
6. Interpret information gained, strategies and techniques used.
7. Evaluate student progress when utilizing the new strategies and techniques.

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A4
<b>FPLS:</b>	S5



## MULTICULTURAL SENSITIVITY

**Component Identifier Number:** 2-412-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Accept and value students from diverse cultures, and treat all students equitably.
2. Create a learning environment in which all students are treated equitably.
3. Utilize the cultural diversity and experiences of individual students to enrich instruction for the whole group.
4. Provide a wide range of activities to meet the various students' learning styles.
5. Use appropriate teaching techniques to effectively instruct all students.
6. Use appropriate materials, technology, and resources to assist all students to learn.
7. Use appropriate school, family, and community resources to help meet all students' learning needs.
8. Help students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.
9. Select and use appropriate materials and resources that reflect contributors that are multicultural.
10. Recognize the importance of family situations to support individual learning.
11. Recognize the importance of family and family structure and use this knowledge to support independent learning.
12. Foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.
13. Provide learning situations that enable the student to practice skills and knowledge of English needed for success in school and as an adult.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A2, A3  
**FPLS:** S5

## NEW TEACHER INDUCTION

**Component Identifier Number:** 2-404-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

Participants will be oriented to their school district to foster a successful teaching and learning experience.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the school district, policies and procedures of state law and DOE rules.
2. Understand the role of the Peer/Mentor Teacher, and learn about other requirements of a teacher new to the district.
3. Demonstrate knowledge and skill in registering in and using the electronic Professional Development Connection (ePDC).
4. Participate in the district induction program.
5. Demonstrate effective classroom management strategies.
6. Demonstrate ability to analyze student assessment data to differentiate instruction.
7. Demonstrate effective communication skills with students, peers and parents.
8. Demonstrate knowledge of subject area standards.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4

## NEXT GENERATION SUNSHINE STATE STANDARDS and/or COMMON CORE

**Component Identifier Number:** 2-007-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Next Generation Sunshine State Standards and/or Common Core Standards.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge and understanding of the organization, structure, terminology, and contents of the Next Generation Sunshine State Standards and/or Common Core Standards.
2. Demonstrate ability to locate, interpret, explain and apply specific information on strands, standards, and benchmarks contained within one of more of the Next Generation Sunshine State Standards and/or Common Core Standards to their specific teaching situation(s) and assignment(s).
3. Demonstrate ability to plan, coordinate, manage and assess instruction based on the purpose and content of the benchmarks and sample performance indicators identified in the Next Generation Sunshine State Standards and/or Common Core Standards, appropriate to their specific teaching situation(s) and assignment(s).
4. Demonstrate the ability to use knowledge of the Next Generation Sunshine State Standards and/or Common Core Standards to interpret student tests and other performance data and reports to accurately assess progress, program effectiveness, student learning and needs and plan/modify instructional planning and delivery to maximize student success in meeting the performance expectations of the Next Generation Sunshine State Standards and/or Common Core Standards.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3, A4
<b>FPLS:</b>	S3, S4

## NON-INSTRUCTION: CUSTODIAN/MAINTENANCE

**Component Identifier Number:** 8-510-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

To upgrade and update the quality of custodial/maintenance services provided.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the professional custodian/maintenance qualities, characteristics and their role and importance in a school's plant operations.
2. Acquire knowledge of and demonstrate safety procedures in school operations.
3. Demonstrate knowledge of sanitation and school housekeeping.
4. Demonstrate knowledge of floor and carpet care.
5. Gain a working knowledge of broad areas within the custodial field.
6. Demonstrate knowledge of minor and preventive maintenance including climate support and structure and energy conservation.
7. Demonstrate knowledge of grounds care for school.
8. Demonstrate knowledge of the custodial essentials.
9. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district
10. Demonstrate knowledge and skills related to routine maintenance of district facilities and hardware.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FPLS:** S8

## NON-INSTRUCTION: EDUCATIONAL PARAPROFESSIONAL/AIDES

**Component Identifier Number:** 8-506-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

Participants will develop and/or update attitudes, skills, and knowledge that will enable them to function effectively and efficiently as an educational aids or assistant.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of local student education programs, state and district policies, rules, responsibilities and legal guidelines and instructional practices relevant to the role of paraprofessionals.
2. Demonstrate skills in utilization of behavior management and instructional techniques.
3. Demonstrate skill in recording student behavior and student progress, marking student papers, and other clerical duties associated with classroom, campus and/or school bus.
4. Demonstrate knowledge of emergency first aid procedures to be followed.
5. Demonstrate knowledge of child/adolescent growth and development.
6. Demonstrate skills in assisting in the planning and delivery of effective lessons and instruction.
7. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FPLS:</b>	S8
<b>FPLS:</b>	S4, S5

## NON-INSTRUCTION: FOOD SERVICE TRAINING

**Component Identifier Number:** 8-505-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide all categories of School Food Service personnel the skills necessary to perform and complete the duties described by their particular job description in order to successfully implement a cost effective School Food Service program that meets the current local, state and federal guidelines and procedures.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of current federal, state and local program guidelines and implement these guidelines in the operation of the program.
2. Demonstrate knowledge and skills in quantity food preparation utilizing quality control standards and meal pattern requirements.
3. Demonstrate knowledge and skills in work simplification techniques and time management and apply these skills to the specific tasks defined in their job.
4. Demonstrate knowledge of appropriate sanitation and safety skills in the workplace.
5. Demonstrate knowledge and skills in the appropriate procedures for the care of equipment and energy conservation techniques.
6. Demonstrate knowledge of and implement appropriate cost control and program accountability procedures.
7. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FPLS:** S8

## NON-INSTRUCTION: OFFICE/CLERICAL SUPPORT

**Component Identifier Number:** 8-509-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

To expand and maintain the high level of knowledge, skill and competency needed to provide quality office/clerical services to students, teachers, administrators and support staff and other members of the school and district educational community.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the laws, rules, policies and procedures to govern the operation of the schools and district departments within the scope of the participant's assignment.
2. Demonstrate skill in applying knowledge to provide high quality office/clerical support services.
3. Demonstrate competency in the delivery of office/clerical support services related to the participant's work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the school and district.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FPLS:** S8



## NON-INSTRUCTION: TRANSPORTATION SERVICE TRAINING

**Component Identifier Number:** 6-515-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

1. Participants will develop awareness in the requirements of school bus drivers and/or Bus Attendants that are statutorily mandated.
2. Participants will gain insight into new and innovative techniques available to enhance their performance as Bus Drivers and/or Bus Attendants.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the role of the bus driver or attendant in a public school transportation setting.
2. Demonstrate knowledge of the various types of buses or other vehicles used in pupil transportation.
3. Demonstrate knowledge of the proper techniques and requirements for vehicle and/or equipment inspections.
4. Demonstrate knowledge of bus operational procedures.
5. Demonstrate improved knowledge of traffic laws and traffic control devices.
6. Demonstrate knowledge of how to properly respond to critical or emergency situations that may occur on a bus (i.e., bus accident, bus fire, etc).
7. Demonstrate knowledge of student loading and unloading procedures.
8. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FPLS:** S8

## **POLICIES AND PROCEDURES**

**Component Identifier Number:** 8-410-002

**Maximum Inservice Points:** 120

**General Objective(s):**

Provide participants the opportunity to participate in activities to increase their knowledge and understanding of their job responsibilities and/or area of interest.

**Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate awareness and knowledge of one or more of the following related to their job responsibility and/or other area of interest.
  - Programs
  - Policies
  - Procedures
  - Resources
  - Strategies
  - Other appropriate topics
  
2. Stay abreast of new laws and rules appropriate to the job responsibility.

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	B1
<b>FPLS:</b>	S8

## PRESCHOOL/CHILD CARE

**Component Identifier Number:** 2-012-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

All Child Care center personnel, except those specifically exempted, must complete and approved introductory child care training course. The purpose of this component is to provide the opportunity for those day care workers, who otherwise lack appropriate training and credentials, to obtain training in prescribed areas to meet state and local requirements.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of state and local rules that govern childcare, health, safety, and nutrition.
2. Demonstrate knowledge of requirements and resources for identification and report of child abuse and neglect.
3. Demonstrate knowledge of child growth and development.
4. Use developmentally appropriate early childhood curricula.
5. Avoid income-based, race-based, and gender-based stereotyping.
6. Demonstrate knowledge of strategies to involve parents in the program, which may include parenting education, home visitor activities, family support services, coordination, and other activities.
7. Demonstrate knowledge of strategies for interagency coordination.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A2, A3, A4, B1
<b>FPLS:</b>	S4, S5

## PROFESSIONAL LEARNING COMMUNITIES

**Component Identifier Number:** 2-400-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

Participants will learn the strategies that can be used to create and work with Professional Learning Communities within the school or district setting and participate in a Professional Learning Community.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities, participants:

1. Describe and discuss professional learning community models appropriate to district and/or school-based projects/programs
2. Identify the different ways that a professional learning community can be developed: school-wide, grade-levels or departments, book studies, other
3. Identify the steps for setting up a professional learning community
4. Contribute to development of an action plan for setting up a professional learning community
5. Critique the action plan to ensure necessary characteristics for having an effective Learning Community within the school or district are included
6. Learn to develop and implement the following tasks within a professional learning community:
  - ensure that every staff member contributes and works interdependently to achieve a goal
  - clarify intended outcomes within the teams
  - demonstrate facilitation skills that provide support during team meetings
  - recognize collaborative efforts that result in student gains and accomplishments of school goals
  - acknowledge and examine collective individual goals related to the alignment between school and district goals
  - apply the skill of reflective practice
  - recognize/celebrate the accomplishments of individuals and groups
7. Participate as a member of a professional learning community

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S4, S5

## SCHOOL IMPROVEMENT

**Component Identifier Number:** 7-512-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to implement a program of inservice training and professional learning to provide members of the school community with the knowledge and skills necessary to participate in learning and implementation of the participants' school improvement plan.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate a clear understanding of the relationship between the specific training(s) and/or professional learning activities they are engaged in and the goal(s) and objectives of their school improvement plan by stating in observable/measurable terms how successful completion of this training and/or professional learning activity is intended to result in changes in teacher/staff behavior and in student performance.\*
2. Demonstrate knowledge and skill in the school improvement process by evidence of active participation in the development and implementation of the school improvement plan.
3. Demonstrate familiarity with and a working knowledge of their school improvement plan, as evidenced by an ability to accurately express orally or in writing the substance of the goal(s) and objectives stated in their plan.
4. Demonstrate knowledge and ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
5. Demonstrate knowledge and ability to use assessment strategies (traditional and alternate) to assist the continuous development of the learner.
6. Demonstrate knowledge and ability to plan, implement and evaluate effective instruction in a variety of learning environments.
7. Demonstrate knowledge and ability to use an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.
8. Demonstrate knowledge and ability to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.
9. Demonstrate knowledge and ability to use effective communication techniques with students and all other stakeholders.
10. Demonstrate knowledge and ability to use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students.
11. Demonstrate knowledge and ability to use appropriate technology in teaching and learning

processes.

12. Demonstrate knowledge and ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the education of students.
13. Demonstrate knowledge and ability to engage in continuous professional quality improvement for self and school.
14. Demonstrate knowledge and ability to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

\* Objective #1 must be met for each training and/or professional learning activity conducted under this component.

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A2, A3, A4, B1
<b>FPLS:</b>	S1, S2, S3, S6

## SCHOOL SAFETY

**Component Identifier Number:** 6-511-002

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively maintain a safe and orderly school environment.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate ability to effectively establish and maintain discipline and order in the classroom and throughout all areas of the school campus while under their supervision.
2. Demonstrate knowledge of the overall issue of school safety and violence prevention from a national, statewide, regional and local perspective.
3. Demonstrate awareness of the signs of trouble, abuse and unrest in students.
4. Demonstrate knowledge of procedures for notification of appropriate personnel within the school system of potential problems of violence, threats other type of information that may pose a threat to the overall safety of the school, personnel or students.
5. Demonstrate knowledge of procedures for referral of students who may need help or interventions to the proper personnel or agencies within the community.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A2
<b>FPLS:</b>	S6, S8



## STUDENT SUPPORT SERVICES – ASSESSMENT/STUDENT APPRAISAL

**Component Identifier Number:** 8-401-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. Use multiple perspectives to diagnose student behavior problems and devise solutions.
3. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
5. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
6. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modify instruction based upon assessed student performance.
8. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
9. Maintain observational and anecdotal records to monitor students' development.
10. Prepare and uses reports of students' assessment results.
11. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A4  
**FPLS:** S1

## STUDENT SUPPORT SERVICES – BEHAVIORAL INTERVENTIONS

**Component Identifier Number: 8-403-001**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional personnel to develop, increase and demonstrate knowledge and skills in assessing and designing behavioral supports; identifying the legal and ethical issues pertaining to behavioral strategies; identifying data collection strategies; identifying and interpreting elements of a functional behavior assessment and functional behavioral plan; and to recognize and use various concepts and models of positive behavior management.

### **Specific Objectives:**

Upon completion of this component, participants will be able to:

1. Describe the legal responsibilities one must address when developing and implementing behavioral programs in Florida.
2. Identify the essential ethical principles to be followed in establishing positive behavior supports and specific laws pertaining to conducting functional assessments.
3. Identify the critical themes of Positive Behavior Support.
4. Identify and describe the components of the Positive Behavior Support System.
5. Describe the historical perspectives of the field of applied behavior analysis.
6. Analyze the basic principles of behavior and discuss the importance of appropriate reinforcements and consequences.
7. Identify the concept of the “function of behavior” and apply this concept to behaviors observed in classroom settings.
8. Identify the five-step process for providing positive behavior supports.
9. Identify and define target/problem behaviors.
10. Determine appropriate goals of intervention, strengths and needs, and specific settings for intervention.
11. Identify the essential team members for creating effective plans.
12. Describe the essential components for effective collaboration between families and schools.
13. Demonstrate how to use the person-centered planning process to identify meaningful goals.
14. To examine, utilize and interpret data collection methods for information gathering from both home and school.
15. Demonstrate the five functional assessment methods in the functional behavioral assessment process.
16. Describe the important role of the family in the development of an effective positive behavior support plan.
17. Using observational and interview data, identify patterns or trends surrounding a targeted behavior.
18. Using observational and interview data, describe the relationship between antecedents, behaviors and consequences.
19. Develop a hypothesis based on data collection.
20. Using observational and interview data, identify correlations between curriculum and behavior.

21. Identify guidelines for selecting appropriate for curriculum models for an individual student.
22. Use an instructional checklist to determine the appropriateness of instructional strategies.
23. Using observational data and interview data, develop proactive strategies for developing replacement behaviors in the classroom.
24. Identify lifestyle issues that impact target/problem behaviors.
25. Identify the need for and develop a crisis plan.
26. Identify objective measures for documenting progress.
27. Identify changes in target behaviors and determine appropriate interventions.
28. Utilize a self-check process to determine thoroughness of plans.
29. Identify types of evaluation approaches most appropriate for individual case studies.
30. Identify scientifically based effective classroom management strategies.
31. Select effective instructional techniques that support successful classroom management programs.
32. Establish reward system guidelines and plans for implementing a classroom-wide system.

**Professional Development Delivery, Follow-up and Evaluation:**

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of 80% of the objectives, by the module facilitator.

A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

Participants will demonstrate implementation of knowledge learned from this module via e-mail with facilitator on a periodic basis. E-mails will be designed to gather data regarding the level of knowledge acquired and the skills gained, as well as the application of relevant content by the participant in his or her work setting and the effect on job performance.

**Delivery Methods:**

**Follow-up Methods:**

**Evaluation Methods:**

**FEAP:**

**FPLS:**

## STUDENT SUPPORT SERVICES – HUMAN RELATIONS/COMMUNICATION SKILLS

**Component Identifier Number:** 8-406-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the ability to use effective communication techniques with students and all other stakeholders within the school community.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Establish positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
3. Communicate effectively, in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage student's desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents' consistently and appropriately.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A2  
**FPLS:** S9

## STUDENT SUPPORT SERVICES – LAWS, RULES, POLICIES, PROCEDURES

**Component Identifier Number:** 8-410-001 or 8-103-001 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

Provide participants the opportunity to participate in activities to increase their knowledge and understanding of their job responsibilities and/or area of interest.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

3. Demonstrate awareness and knowledge of one or more of the following related to their job responsibility and/or other area of interest.
  - Programs
  - Policies
  - Procedures
  - Resources
  - Strategies
  - Other appropriate topics
  
4. Stay abreast of new laws and rules appropriate to the job responsibility.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Follow-up Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)

**FEAP:** B1

**FPLS:** S8

## STUDENT SUPPORT SERVICES: PARENT INVOLVEMENT & COMMUNICATION

**Component Identifier Number:** 8-413-002 or 8-104-001 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively involve parents as active partners in school improvement and student achievement.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Utilize effective methods when communicating with parents verbally and in written form.
2. Demonstrate awareness of school and district policies and plans regarding parent involvement.
3. Demonstrate strategies that engage parents in their child's education.
4. Demonstrate awareness of research-based programs and services to assist families in becoming more involved in their child's education.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** B1

**FPLS:**

S9

## STUDENT SUPPORT SERVICES: PROBLEM SOLVING TEAMS

**Component Identifier Number: 8-415-001**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of problem solving teams; leading and developing problem solving teams; identifying data collection methods; the use and interpretation of student data; identification of learning interventions; effectiveness of intervention strategies; and the use of step by step problem solving processes.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Describe research based solving process and strategies.
2. Identify situations where the application of a problem solving process would be appropriate.
3. Identify the essential members of a problem solving team.
4. Identify targeted behaviors/targeted needs.
5. Describe academic and behavioral interventions that can be used as part of problem solving process.
6. Identify the skills needed by each team member.
7. Describe the leadership skills needed to lead a problem solving team.
8. Identify data gathering tools needed to carry out the problem solving process.
9. Analyze examples of student data and match possible interventions to the situation.
10. Describe the essential components for effective collaboration between families and schools.
11. Demonstrate how to use the person-centered planning process to identify meaningful goals.
12. Identify guidelines for selecting appropriate for curriculum models for an individual student.
13. Using observational data and interview data, develop proactive strategies for developing replacement behaviors in the classroom.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S8



## **STUDENT SUPPORT SERVICES: PROGRAM ADMINISTRATION, EVALUATION, AND ACCOUNTABILITY**

**Component Identifier Number: 8-417-001**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in program administration, evaluation, and accountability; the use and interpretation of student and program data to determine effectiveness; identification of and use of appropriate organizational methods; and the problem solving processes.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Demonstrate understanding of legal and ethical standards
2. Identify and use appropriate organizational techniques
3. Identify and demonstrate appropriate collaboration skills
4. Demonstration of the use of the problem solving process
5. Identify the responsibilities of program oversight
6. Identify the procedures involved in program administration and evaluation

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S8

## **STUDENT AND INSTRUCTIONAL SUPPORT: SCHOLARSHIPS, FINANCIAL AID, AND EDUCATIONAL TRANSITIONS**

**Component Identifier Number: 8-418-001**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components in Educational Planning and Post-Secondary Transition; identifying the developmental stages of career and post-secondary educational planning; identifying useful tools and strategies to aid in post-secondary planning; the use and interpretation of student records and data; educational transitional issues and requirements for students with disabilities; identification of scholarship and financial aid opportunities; navigation of post-secondary admissions; identification of important family issues during educational transitions and the identification of effective strategies to improve student post-secondary outcomes.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Identify the components involved with Educational Planning and Post-Secondary Transition
2. Identify the appropriate strategies for the different stages of Post-Secondary planning
3. Identify the appropriate legal issues that are involved in seeking admission into Post-Secondary educational institutions
4. Demonstrate knowledge of the scholarship and financial aid processes
5. Identify appropriate skills needed to navigate the post-secondary admissions process
6. Demonstrate knowledge of the role and rights of student's families in the post-secondary educational system
7. Identify self-determination skills that help students become successful post-secondary students.
8. Identify post-secondary options for students wishing to move directly into the workforce

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	B1
<b>FPLS:</b>	S8

**STUDENT SUPPORT SERVICES: SECTION 504/AMERICANS with DISABILITIES ACT**

**Component Identifier Number:** 8-419-101

**Maximum Inservice Points:** 120

**General Objective(s):**

To provide educators and staff with opportunities to develop and/or update knowledge necessary to maximize the equity of educational services to students with disabilities

**Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with this component, participants:

1. Demonstrate knowledge of requirements of Section 504 of the Rehabilitation Act as amended.
2. Identify the student characteristics and criteria for review in regards to implementation of Section 504 nondiscrimination requirements.
3. Demonstrate knowledge of legal obligations of the school and district as defined in section 504.
4. Understand how to make a determination as to whether a 504 Plan should be developed for students and the protections afforded to 504 students.
5. Communicate effectively to parents and the school community the determination and compliance with section 504.

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G

**Implementation Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** A1, A3

**FPLS:** S6, S8

**STUDENT SUPPORT SERVICES:  
SERVICE COORDINATION, COLLABORATION, INTEGRATION**

**Component Identifier Number: 8-420-001**  
**Maximum Inservice Points: 120**

**General Objective(s):**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of Service Coordination, Collaboration, Integration; leading and developing collaborative teams; identifying agencies and professional services required to insure student integration; identifying methods of student and instructional integration into the educational environment; identifying data collection methods; the use and interpretation of student data; identification of learning interventions; effectiveness of intervention strategies; and the use of coordinated intervention processes.

**Specific Objectives:**

Upon completion of this component, participants:

1. Identify situations requiring collaboration and coordination
2. Identify required members of collaborative teams
3. Develop effective collaborative teams of professionals
4. Use the collaborative process to design effective student service plans
5. Interpretation and use of relevant student data
6. Make instructional and program adjustments as a result of student data results
7. Identify the skills required to lead effective collaborative teams.

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S8

## STUDENT AND INSTRUCTIONAL SUPPORT: STUDENT MOTIVATION

**Component Identifier Number: 8-421-001**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of student motivation and student involvement; identifying the legal and ethical issues pertaining to student motivation; research based school wide and classroom structures and strategies; identifying data collection strategies and how design group and individualized motivational process.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Identify appropriate motivational techniques
2. Identify legal and ethical issues that pertain to student motivation
3. Identify essential components of effective student motivational techniques
4. Describe the elements of effective student engagement
5. Identify data collection strategies
6. Describe the process of designing group and individualized motivation
7. Describe the data based decision based instructional as it applies to student motivation

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S8

## STUDENT AND INSTRUCTIONAL SUPPORT: STUDENT RECORDS

**Component Identifier Number:** 8-422-001

**Maximum Inservice Points:** 120

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of effective student and school record development and maintenance; identifying data collection methods; confidentiality issues involved with record keeping and sharing; state and federal regulations that must be followed; and the use and interpretation of student data contained in student records.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Demonstrate knowledge of the state and federal rules involved in the process of building and maintaining student records.
2. Identify data that should be part of a student record and the proper procedures for gathering that data
3. Demonstrate knowledge of legal issues in the proper use of student record information.
4. Identify sources of information collected in student records.
5. Identify the proper process for storage of student records.
6. Identify how the data collected in student records could be used to aid in the educational process.
7. Demonstrate knowledge of proper methods of record transfer and sharing.
8. Identify the different types of student information included in student records.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** B1  
**FPLS:** S8

## **SUBJECT CONTENT: ADULT EDUCATION**

**Component Identifier Number:** 1-301-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

To provide participants with opportunities to obtain or advance knowledge, and competencies to enhance the quality of adult education and adult preparatory programs in Florida by enabling persons to earn a high school diploma and/or improve basic academic skills.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the characteristics of an adult learner.
2. Recognize the teaching and learning styles that are effective with adult learners.
3. Develop lesson plans that incorporate higher-order thinking and problem-solving skills appropriate to adult learners.
4. Practice using real-life materials and creative simulations to make the learning relevant to participants' prior experiences and background knowledge.
5. Integrate technology into the classroom.
6. Increase content and context knowledge in selected areas in order to create a curriculum that meets the specific needs of each adult learner enrolled in one or more of the following programs:
  - Adult Basic Education (ABE)
  - Adult ESOL or Adult ESL
  - Adult general education
  - Adult high school credit program
  - Basic literacy; beginning literacy
  - Family literacy; functional literacy
  - Continuing workforce education
  - GED preparation
  - Non-credit/lifelong learning courses of an educational nature

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A2, A3, B1  
**FPLS:** S3



**1. IDENTIFICATION:**

**TITLE:** Subject: English/Language Arts

**COMPONENT NUMBER:** 1-008-001/1-105-006(ESE)

**Function:** 1

**Focus Area:** 008 or 105

**Local Sequence Number(s):** 001 / 006 (ESE)

**POINTS TO BE EARNED: 120 Maximum**

**2. DESCRIPTION:** This component will provide teachers with a structured professional learning process coupled with collegially-supported implementation experiences. Purposes are to deepen teachers' subject content knowledge of the *Language Arts Florida Standards (LAFS)* and pedagogical content knowledge regarding the selection and use of high effect size instructional strategies to provide standards-based instruction to assigned students, based on Florida's state-adopted academic standards for the course(s) taught.

**3. LINK(s) TO PRIORITY INITIATIVES:** identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice
- Mastery of a specific leadership practice
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other: Parent communication to increase involvement

**4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:** Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.1.1, 2.2.1	
Learning	<input checked="" type="checkbox"/> 1.2.1,1.2.2,1.2.3,1.2.4,1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.3, 2.2.4	
Implementing	<input checked="" type="checkbox"/> 1.3.1,1.3.2,1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/>
Evaluating	<input checked="" type="checkbox"/> 1.4.2,1.4.3,1.4.5		

: Check here if not significantly related to any Protocol Standard

**5. IMPACT AREA(S):**

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

**6. SPECIFIC LEARNER OUTCOMES:** Professional educators will:

1. Learning Culture Supports: Identify peer or mentor educators, instructional coach, or administrator who will provide constructive feedback on implementation efforts and agree upon the times, methods, and supports that these colleagues will provide during the professional learning cycle.
2. Standards-based Instruction: Select grade level-specific *Language Arts Florida Standards (LAFS)* from Florida's course description of the course or courses being taught, as the target of professional study and complete these activities:
  - a. Based on reviews of available student assessment data and discussions with teachers in grades below and above, identify the *LAFS* that are most challenging to students.
  - b. Select one or more of these standards for deeper study and discuss the aspects of the standard(s) that are most important for student mastery with mentor colleagues, instructional coach, or content experts.
  - c. Determine if there are test item specifications related to the selected standard. If so, locate and review the Florida Department of Education's Test Item Specifications to analyze what aspects of the standard(s) are assessed on state assessments and how they are assessed.
  - d. Confer with support colleagues and seek resources and/or opportunities to gain a deeper understanding of the targeted content.
3. Research-Based Instructional Processes: Review contemporary research on high effect size instructional strategies and select one or more high effect size instructional strategies as the target(s) of the professional study and:
  - a. Identify, review and discuss with a supervisor or instructional coach, a variety of high effect size strategies that may be useful with the standard(s) selected, the targeted students, and that may be linked to indicators in the district's performance evaluation system.
  - b. Select a specific high effect size strategy for study and implementation and learn how and when to implement the strategy to meet the needs of all students.
  - c. Develop lesson plan(s), with clearly stated learning goals, based on the selected *LAFS*. Incorporate the high effect size instructional strategy(ies), selected for study, and a plan to assess student learning. Review the plan with support colleagues and explain the rationale for the plan with attention to students' learning needs and a multi-tiered system of supports.
  - d. Implement the lesson plan(s), assess and track progress on learning goals with selected students, discuss with support colleagues the observed impact on students, and what, if any improvements might be attempted during subsequent implementations.

## **7. LEARNING PROCEDURES (Methods):**

### **Learning Methods Database Code: I**

Participants will be engaged in one or more of the following types of professional learning activities:

#### **WHAT**

Participants will learn and become proficient in 1) identifying crucial aspects of the most challenging, course-related, LAFS; 2) determining the high effect size instructional strategy(ies) most useful with the selected standard(s) and targeted students; and 3) implementing the selected high effect size strategy with the selected standard(s) and targeted students . Participants will review professional literature and other resources related to high effect size strategies and content standards. Modeling may occur and participants will have opportunities to practice using the strategy(ies) individually and/or collaboratively. Constructive feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

#### **HOW**

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or as an individual study with collegial support.

### **KEY ISSUES to be Included in Participant Implementation Agreements**

Participants will agree to:

1. Participate and engage in structured and/or independent learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:
  - a. Complete required professional learning design survey.
  - b. Plan and/or discuss implementation with support colleagues.
  - c. Complete appropriate assignments, such as lesson plans.
  - d. Collect and analyze student impact data.
  - e. Report and discuss results of student impact data with support colleagues and other appropriate individuals.
  - f. Reflect on results and use results to inform decisions about instructional practices.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

### **Implementation/Monitoring Data Base Code: P**

#### **Implementation Support:**

Ongoing support and constructive feedback regarding implementation will be provided through interactions among the educator and pre-determined peer and/or mentor educators or in a formalized coaching process. The process will be contingent on the needs of the participant and may include modeling, practicing, observing a peer directly, reflecting orally, conferencing with actionable feedback, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for support.

## **9. IMPACT EVALUATION PROCEDURES:**

**Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job.**

#### **Evaluation Methods for Staff Database Code: A**

Changes in classroom practices will be observed through the district's instructional evaluation system indicators and/or domains and/or deliberate practice or IPDP growth targets. Student progress

measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, peer or mentor educator communication, professional learning community documentation, and/or teacher-provided artifacts such as lesson plans, samples of student work, and assessments.

**Impact Area: Tracking improvements in student learning growth supported by the professional learning.**

**Evaluation Methods for Students Database Code B:**

Results of school/teacher-constructed student growth measure(s) that track student progress.

**Who will use the evaluation impact data gathered?**

Teachers, support colleagues, instructional coaches, site-based administrators, and district instructional staff

Individual teachers will use impact data to determine the impact of strategy implementation on students' mastery of targeted *LAFS* and to inform decisions regarding instructional practice.

Site-based administrators, instructional coaches and district instructional staff will use impact data to determine how strategy implementation affects students' mastery of targeted *LAFS* and to inform decisions regarding teacher professional learning needs.

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, document results, and review results with support colleagues, instructional coach, and/or site-based administrator or other designated individual. The focus will be on the impact of implementation of the high effect size strategies for standards-based instruction to assigned students based on the *LAFS* for the course(s) taught.

**What other forms of evaluation data will be gathered?**

- a. Online "Professional Learning Design" Survey
- b. Results of state or district-developed/standardized student growth measure(s), portfolios of student work, observation of student performance, or other performance assessment(s) that reveal impact on students' mastery of standards-based learning goals and objectives.
- c. Data may be used by teachers, peer groups, site-based administrators, district instructional staff and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the electronic Professional Development Connections (ePDC) at the Panhandle Area Educational Consortium.

Date approved: [Click here to enter text.](#)

Department: Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Professional Development Council

## **SUBJECT CONTENT: FINE ARTS**

**Component Identifier Number:** 1-000-001 or 1-105-008 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively teach the appropriate fine arts content standards.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A3
<b>FPLS:</b>	S4, S5

## **SUBJECT CONTENT: HEALTH AND SAFETY**

**Component Identifier Number:** 1-005-001 or 1-105-003 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

To provide teachers and staff with the content knowledge necessary to effectively teach health education content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities in this component, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on the curriculum frameworks, student performance standards, and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5, S8

## **SUBJECT CONTENT: MATHEMATICS**

**Component Identifier Number:** 1-009-001 or 1-105-002 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards and/or Common Core Math Standards into mathematics content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students' to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S3, S4

## SUBJECT CONTENT: MEDIA CONTENT

**Component Identifier Number:** 1-407-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively access rich media materials in a variety of formats.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate assistance to students in developing habits of independent reference work and accessing references through technology.
2. Demonstrate ability to organize library material, equipment and facilities.
3. Maintain a process for sorting, weeding and purchasing up to date collections.
4. Communicate accurate knowledge of books and authors in the collection and assist students with reading selections.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	B1
<b>FPLS:</b>	S4, S5



## SUBJECT CONTENT: OTHER CONTENT AREAS

**Component Identifier Number:** 1-007-001 or 1-105-009 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively integrate curriculum into the Next Generation Sunshine State Standards.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject filed in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. Each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4

## **SUBJECT CONTENT: PHYSICAL EDUCATION**

**Component Identifier Number:** 1-011-001 or 1-105-010 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into physical education content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Understand and communicate the knowledge that physical activity promotes health and that students must be given opportunities to gain the knowledge and skills needed to adopt active lifestyles.
2. Demonstrate knowledge of the National Standards for Physical Education.
3. Understand and demonstrate understanding and respect for differences among people in physical activity settings.
4. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5

## **SUBJECT CONTENT: READING**

**Component Identifier Number:** 1-013-001 or 1-105-011 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards and Common Core Standards into reading content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field to a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5

## **SUBJECT CONTENT: SCIENCE**

**Component Identifier Number:** 1-015-001 or 1-105-004 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into Science Content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5

## **SUBJECT CONTENT: SOCIAL STUDIES**

**Component Identifier Number:** 1-016-001 or 1-105-013 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into Social Studies content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5

## **SUBJECT CONTENT: FOREIGN (WORLD) LANGUAGE**

**Component Identifier Number:** 1-004-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

To provide Foreign Language teachers with the content knowledge necessary to effectively teach foreign language content

### **Specific Objective(s):**

Upon completion of one or more professional learning activities in this component, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on the curriculum frameworks, student performance standards, and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5

## **SUBSTANCE ABUSE PREVENTION**

**Component Identifier Number:** 6-403-001

**Maximum Inservice Points:** 120

**General Objective(s):**

Participants will become familiar with signs and symptoms of substance abuse and the strategies and approach that can be used for prevention.

**Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the signs and symptoms associated with the identification of suspected substance abuse in school age children.
2. Acquire knowledge of the skills and strategies for educating students about the dangers of substance abuse.
3. Demonstrate skills and strategies for educating students about the dangers of substance abuse in school age children.

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1
<b>FPLS:</b>	S8

## **SUBSTITUTE TEACHER**

**Component Identifier Number:** 8-506-002

**Maximum Inservice Points:** 120

**General Objective(s):**

Substitute teachers will acquire the knowledge, skills, and attitudes necessary for effectively carrying out their job responsibilities.

**Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of school system's philosophy and goals, and the regulations concerning substitute teachers.
2. Demonstrate effective classroom management techniques.
3. Prepare and/or carry out lesson plans.
4. Perform appropriate school procedures, i.e., attendance, schedules, and emergencies.
5. Demonstrate effective teaching/learning and instructional management practices.
6. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.
7. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools and district.

**Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAPS:</b>	B1
<b>FPLS:</b>	S8



## TEACHER EVALUATION TRAINING

**Component Identifier Number:** 7-507-003

**Maximum Inservice Points:** 60

### **General Objective(s):**

The purpose of this component is to provide teachers an overview of the LEA's evaluation model and an in-depth description of how the model and procedures are implemented. Upon completion, participants will be able to describe all components of the LEA's evaluation model and how the system and procedures will impact teacher evaluation.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify and describe the LEA's Evaluation Model, its components and procedures.
2. Discuss the cause and effect relationship between instruction and student academic growth as it relates to affecting the results of the LEA's evaluation model.
3. List and describe the evaluation model components and how the results, including teacher observations and student learning, are analyzed.
4. Describe, in detail, available supports to enhance individual's inquiry process to support teacher growth during the evaluation period.
5. Using the evaluation model's framework, identify long and short-term instructional goals to enhance student-learning concurrent with professional growth.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, I

**Follow-up Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** B1

**FPLS:** S4, S7

## TECHNOLOGY APPLICATIONS STRATEGIES

**Component Identifier Number:** 3-003-001

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the knowledge and skills needed to increase productivity, maintain appropriate records and stay abreast of emerging technologies.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
2. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
3. Use technology resources to engage in ongoing professional learning and lifelong learning.
4. Apply technology to increase productivity.
5. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
6. Use a wide variety of instructional technologies including hardware and software such as CD-ROM, interactive video, digital cameras, scanners, electronic libraries and web-based resources.
7. Continually review and evaluate educational software to determine its appropriateness for instruction and management and share findings with others.
8. Teach students to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest.
9. Use appropriate technology to construct teacher materials, e.g. construct assessment exercises, prepares programmed instruction, uses work processing, produces graphic materials, etc.
10. Recognize the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A3, B1  
**FPLS:** S8

**1. IDENTIFICATION:**

**TITLE:** Technology for Educational Leaders

**COMPONENT NUMBER:** 7-507-005 –005

**Function:** 7

**Focus Area:** 507

**Local Sequence Number(s):** 001 or 002, respectively

**POINTS TO BE EARNED: 120 Maximum**

**2. DESCRIPTION:** Educational leaders will gain skills required to model and implement *International Society for Technology in Education Standards- Administrators* as they enrich their professional practice, lead the vision for technology integration throughout the school or district, identify quality digital learning processes in classrooms, use technology to access and analyze student and faculty data for the purpose of instructional planning and improvement at the school or district level, and serve as positive models for students, colleagues, and the community.

**3. LINK(s) TO PRIORITY INITIATIVES:** identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice:
- Mastery of a specific leadership practice: Engages in data analysis for instructional planning and improvement.
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other: Parent communication to increase involvement

**4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:** Florida Protocol Standards supported by this component:

	<u>Educator</u>	<u>District</u>	<u>School</u>
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	<input checked="" type="checkbox"/> 3.2.1, 3.2.4, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 2.3.3, 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.3, 3.4.4, 3.4.5

## 5. IMPACT AREA(S):

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES: Educational leaders will:

1. Use appropriate survey(s) or other tools, such as those in the TIM system (TIM, TUPS, TIM-O, ARTI, TIM Administrative Center) to determine the level of technology use in teaching and/or among leaders, levels of experience in using a variety of digital tools and resources, and to identify professional development needs of educators and or leaders, regarding use of technology.
2. Learn to recognize quality digital learning processes in classrooms that support research-evidenced high impact strategies, are based on Florida's content and technology standards and provide learning experiences that meet the needs of all students.
3. Learn how digital tools may be used to implement the principles of Universal Design for Learning (UDL) throughout the design of MTSS, so that all students may have equal opportunities to learn, and to identify quality implementation of these principles in classrooms.
  - a. Learn to use digital tools and resources for curriculum planning: to access information about course benchmarks; create instructional materials; provide individualized instruction; support the assessment cycle; and/or map curricula by grade level and content.
4. Become familiar with state guidelines as they apply to technology integration at the school and/or district level and learn how to access the most current information.
5. Learn and practice using digital tools and resources for individual or collaborative professional learning.
6. Use digital tools and resources to gather feedback and/or access and analyze student and educator data for the purpose of instructional planning and planning for improvement/growth at all levels (SIP, IPDP, and DP).
7. Use a variety of digital tools and formats to communicate information and ideas or to collaborate with other leaders, faculty and staff, parents, students, community partners and other stakeholders to enhance involvement and support educator and student success.
8. Learn, practice, demonstrate and promote exemplary digital citizenship and responsibility.

## 7. LEARNING PROCEDURES (Methods):

### Learning Methods Database Code: I

Participants will be engaged in one or more of the following types of professional learning activities:

### WHAT

Participants will learn and become proficient in applying technology solutions, skills, and/or strategies to: a) support leadership functions; b) for instruction, assessment, and communication; c) and to recognize high-quality digital integration into instruction. Modeling will occur and participants will have opportunities to discuss and practice using the tools, applications, and/or technology-infused strategies

individually and/or collaboratively. Feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

**HOW:**

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community, or individually.

**KEY ISSUES to be included in Participant Implementation Agreements**

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require leaders to:
  - a. Complete appropriate assignments that may include surveys and/or plans.
  - b. Complete required professional learning design survey.
  - c. Collect and analyze impact data.
  - d. Report and discuss results of impact data with appropriate individuals.
  - e. Reflect on results and use results to inform decisions about professional leadership practices and to guide development of plans for educator, student, school, or district-level progress.

**8. IMPLEMENTATION/MONITORING PROCEDURES:**

**Implementation/Monitoring Data Base Code: P**

**Implementation Support:**

Ongoing support will be provided through mentoring that may include school or district technology support personnel, knowledgeable peers, or via collegial learning structure, such as professional learning community. This process will be contingent on the needs of the participant and may include modeling, practicing, observing skill demonstration, conferencing, reflecting orally, reviewing and revising, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for use.

**Monitoring Procedures:**

Leaders will be required to development and submit a product such as a school or district level action/technology plan, video exemplar, examples of digital-based communication, report, data summary, case study, classroom walkthrough data and/or feedback, or written reflections on the implementation process.

**9. IMPACT EVALUATION PROCEDURES:**

**Impact Area: Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students).**

**Evaluation Methods for Staff Database Code: B**

Changes in the leader's practices will be observed through the district's evaluation system indicators and/or domains and/or deliberate practice of learning plan growth targets. Faculty and student measures may also be examined. Evidence used to document implementation of professional learning may be observation checklists that are aligned with the school or district leader evaluation system, anecdotal records, self-reflection, professional learning community documentation, artifacts, reports, planning documents, communication records, and/or climate surveys. Each will be used, as appropriate,

to evaluate changes in proficiency of the leader.

**Impact Area: Tracking improvements in student learning growth supported by the professional learning.**

**Evaluation Methods for Students Database Code: F**

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth.

**Who will use the evaluation impact data gathered?**

Site-Based Administrators, District Technology Coordinators, School Improvement Teams, and District Leadership Development Director

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

**Describe what will be done with the data obtained through the evaluation processes.**

Leaders will analyze faculty, staff, and/or impact data, document results, and review results, with the appropriate individual. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed are:

1. Extent to which use of technology solutions impacted faculty development, teacher instructional practices, student learning, engagement, and school and/or classroom environment.
2. The leader's proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional mentoring, or other forms of support may be needed.

**What other forms of evaluation data will be gathered?**

- a. Online "Professional Learning Design" Survey
- b. Data demonstrating improved/increased communication among leaders, school faculty and staff, district leaders. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
- c. Data demonstrating effective planning and/or use of digital tools and/or resources.
- d. Data may be used by site-based administrators, district technology coordinators, other district leaders and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the *electronic Professional Development Connections* (ePDC) at the Panhandle Area Educational Consortium.

Date approved: Pending PDC Approval

Department: Panhandle Area Educational Consortium Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Center

**1. IDENTIFICATION:**

**TITLE:** Technology in the Classroom/Digital Curriculum

**COMPONENT NUMBER:** 3-408-001 or 3-100-002 (ESE)

**Function:** 3

**Focus Area:** 408 or 100

**Local Sequence Number(s):** 001 or 002, respectively

**POINTS TO BE EARNED: 120 Maximum**

**2. DESCRIPTION:** Participants will gain skills required to model and implement *International Society for Technology in Education Standards- Students* as they design, implement, and assess learning experiences which will engage students, support Florida Standards-based instruction, and improve students' learning outcomes. Participants will also refer to and apply *International Society for Technology in Education Standards - Educators* as they enrich their professional practice and serve as positive models for students, colleagues, and the community.

**3. LINK(s) TO PRIORITY INITIATIVES:** identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice: Use digital tools to provide students' opportunities to synthesize, analyze, and summarize information.
- Mastery of a specific leadership practice:
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other: Parent communication to increase involvement

**4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:** Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1	
Learning	<input checked="" type="checkbox"/> 1.2.1,1.2.2,1.2.3,1.2.4,1.2.5,1.2.6		



Implementing           ☒1.3.1, 1.3.2, 1.3.3  
Evaluating            ☒1.4.1, 1.4.2, 1.4.3, 1.4.4,

**5. IMPACT AREA(S):**

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- ☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
- ☒ Tracking improvements in student learning growth supported by the professional learning

**6. SPECIFIC LEARNER OUTCOMES:** Professional educators will:

1. Use an appropriate survey(s), to determine how technology is used in teaching, levels of experience in using a variety of digital tools and resources, and to identify professional development needs of educators, regarding use of technology.
2. Integrate academic and pedagogical content knowledge with use of technology to provide learning experiences based on Florida’s content and technology standards.
3. Learn about and practice using a wide variety of digital tools and resources and from them, select the most appropriate resources to enhance specific, Florida Standards-based lessons and to provide customized, individualized learning experiences based on students’ interests and/or learning needs.
4. Use digital tools and resources to engage students in real-world learning experiences associated with specific subject matter/content standards.
5. Create opportunities for students to use digital tools to access, analyze, synthesize, and summarize information aligned to subject content standards.
6. Use technology to develop and deliver Florida Standards-aligned formative and summative assessments and use results to inform teaching and learning.
7. Learn about and use digital tools to implement the principles of Universal Design for Learning (UDL) in order to remove barriers so that all students may have equal opportunities to learn.
8. Use digital resources to produce products to demonstrate Florida Standards-aligned content learning in multiple fashions.
9. Learn and practice using digital tools and resources for individual or collaborative professional learning.
10. Use a variety of digital tools and formats to communicate information and ideas or to collaborate with school leaders, peers, parents, students and other stakeholders to enhance involvement and support student success.
11. Learn, practice and promote exemplary digital citizenship and responsibility.

**7. LEARNING PROCEDURES (Methods):**

**Learning Methods Database Code: I**

Participants will be engaged in one or more of the following types of professional learning activities:

**WHAT**

Participants will learn and become proficient in applying technology solutions, skills, and/or strategies to support classroom instruction, assessment, and communication. Modeling will occur and participants will have opportunities to discuss and practice using the tools, applications, and/or technology-infused strategies individually and/or collaboratively. Feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

**HOW:**

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or individually.

**KEY ISSUES to be included in Participant Implementation Agreements**

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:
  - a. Complete appropriate assignments.
  - b. Complete required professional learning design survey.
  - c. Collect and analyze impact data (teacher and/or student).
  - d. Report and discuss results of impact data (teacher or student) with appropriate individuals.
  - e. Reflect on results and use results to inform decisions about professional practice.

**8. IMPLEMENTATION/MONITORING PROCEDURES:****Implementation/Monitoring Data Base Code: P****Implementation Support:**

Ongoing support will be provided through structured coaching/mentoring or less formal mentoring, involving school or district technology support personnel, knowledgeable peers, or collegial learning structure such as professional learning community or lesson study group. This process will be contingent on the needs of the participant and may include modeling, practicing, directly observing skill demonstration, conferencing, reflecting orally, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for use.

**Monitoring Procedures:**

Educators will be required to development and submit a product such as a lesson plan, student assessment, rubric, video exemplar, case study, or written reflections on lessons learned. Educators may also be observed demonstrating classroom implementation of the product and supporting materials, such as student artifacts, may be requested.

**9. IMPACT EVALUATION PROCEDURES:**

**Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job.**

**Evaluation Methods for Staff Database Code: A**

Changes in classroom practices will be observed through the district's instructional evaluation system indicators and/or domains and/or deliberate practice of professional learning plan growth targets. Student progress measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, professional learning community documentation, teacher-produced artifacts, communication records, and/or climate surveys. Each will be used as appropriate to evaluate changes in proficiency of the educator.

**Impact Area: Tracking improvements in student learning growth supported by the professional learning.**

**Evaluation Methods for Students Database Code: F**

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth

**Who will use the evaluation impact data gathered?**

Teachers, Site-Based Administrators, School and District Technology Coordinators, School Improvement Teams, and District Instructional Staff

**10. PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS:**

**Describe what will be done with the data obtained through the evaluation processes.**

Teachers will analyze student impact data, document results, and review results, with the site-based administrator or other designated individual. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed are:

1. Extent to which use of technology solutions impacted student learning, engagement, and/or classroom environment.
2. The educator’s proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional coaching, mentoring, or other forms of support may be needed.

**What other forms of evaluation data will be gathered?**

- a. Online “Professional Learning Design” Survey
- b. Data demonstrating improved/increased communication among educators, educators and parents, educators and students, and/or among students. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
- c. Data may be used by teachers, site-based administrators, school and district technology coordinators, district instructional staff and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the *electronic Professional Development Connections* (ePDC) at the Panhandle Area Educational Consortium.

Date approved: [Click here to enter text.](#)

Department: Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Council

## VISUALLY IMPAIRED

**Component Identifier Number:** 1-105-012 (ESE)

**Maximum Inservice Points:** 120

### **General Objective(s):**

The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct blind/low vision students.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. List and describe common etiologies/syndromes associated with visual impairments.
2. Demonstrate increased knowledge of Braille contractions, rules, formats, and tactile graphics in reading and writing Braille.
3. Interpret the results of a functional vision evaluation and list instructional implications based on these results.
4. Demonstrate skill in the appropriate use and care of low vision aids and equipment.
5. Demonstrate skills in the appropriate use of assistive and adaptive technology for impaired students.
6. Identify and demonstrate basic orientation and mobility skills for visually impaired students.
7. Identify and demonstrate research-based techniques/strategies for teaching visually impaired students.
8. Identify and demonstrate research-based materials/programs for teaching visually impaired students.
9. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADC), and Section 504 as they relate to visually impaired students.
10. Describe aspects of blind culture and etiquette to utilize when working or socializing with the visually impaired.
11. Foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.

### **Professional Development Delivery, Follow-Up and Evaluation:**

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

**Delivery Methods:** A, B, C, D, F, G  
**Implementation Methods:** M, N, O, P, Q, R, S  
**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)  
**FEAP:** A1, A2, A3  
**FPLS:** S5

**APPENDIX**

**FDOE  
DATABASE REQUIREMENTS – DATA ELEMENTS  
&  
REPORTING CODES**

**FLORIDA DEPARTMENT OF EDUCATION INFORMATION DATABASE  
REQUIREMENTS  
AUTOMATED STAFF INFORMATION SYSTEM**

**REPORTING FORMATS: STAFF PROFESSIONAL DEVELOPMENT**

**PRIMARY PURPOSE:**

<b>Code</b>	<b>Definition/Example</b>
A*	Add-on Endorsement
B	Alternative Certification
C	Florida Educators Certificate Renewal
D	Other Professional Certificate/License Renewal
E**	Professional Skill Building
F***	W. Cecil Golden Professional Development Program for School Leaders
G****	Approved District Leadership Development Program
H*****	No certification, job acquisition or retention purposes

\*An out-of-field teacher for whom the most critical and primary purpose of the inservice is “add-on” endorsement.

\*\*All Non-Certified personnel should be included in this category. Certified personnel may be included only if none of the categories above is appropriate.

\*\*\*As part of an approved district leadership development program, professional development offerings provided through the W. Cecil Golden Professional Development Program for School Leaders. S.B.E. 6A-5.081(2)(d)1

\*\*\*\*As part of an approved district leadership development program, professional development offerings NOT provided through the W. Cecil Golden Professional Development Program for School Leaders. S.B.E. 6A-5.081(2)(d)1

**LEARNING METHOD:**

<b>Code</b>	<b>Definition/Example</b>
A	Knowledge Acquisition: Workshop
B	Electronic, Interactive
C	Electronic, Non-Interactive
D	Learning Community/ Lesson Study Group
F	Independent Inquiry (Includes, for example, Action Research)
G	Structured Coaching/Mentoring ( <i>May include one-on-one or small group instruction by a coach/mentor with a teacher with specific learning objectives</i> )
H	Implementation of “high effect” practice(s)
I	Job Embedded: Workshop
J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets

K Problem-solving Process (Implementation of Florida’s 8-Step Problem-solving Process)

**IMPLEMENTATION METHOD:**

**Code Definition/Example**

- M Structured Coaching/Mentoring (*May include direct observation, conferencing, oral reflection and/or lesson demonstration*)
- N Independent Learning/Action Research related to training (should include evidence of implementation)
- O Collaborative Planning related to training, includes Learning Communities
- P Participant Product related to training (may include lesson plans, written reflection, and audio/videotape, case study, samples of student work)
- Q Lesson Study group participation
- R Electronic, Interactive
- S Electronic, Non-Interactive
- T Evaluation of Practice Indicators

**EVALUATION METHOD:**

**Staff:**

**Code Definition/Example**

- A Changes in classroom practices
- B Changes in instructional leadership practices
- C Changes in student services practices
- D Other changes in practices
- E Fidelity of Implementation of the learning process
- F Changes in observed educator proficiency in implementation targeted state standards
- G Changes in observed educator proficiency in practices that occur generally without students

**Students:**

**Code Definition/Example**

- A Results of district-developed/standardized student test
- B Results of school/teacher-constructed student test
- C Portfolios of student work
- D Observation of student performance
- F Other performance assessment
- G Did not evaluate student outcomes as “evaluation method. Staff” is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component.
- Z Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students.



## Implementation Agreement

Component Title/Number:	
Participant's Name:	
Standard(s) to be studied:	
High Effect Size Strategy(ies) to be studied and implemented:	

The participant agrees to the following and understands the inservice points are based on actual implementation of the professional learning.

1. I understand that the purpose of this component is to deepen my capacity for highly effective classroom instruction.
2. In support of this I will complete all of the objectives and activities of this component.
3. To further develop my capacity to work collegially with other educators on improving instruction and student success I will select at least one peer/mentor educator with whom I will engage in constructive conversations about my professional learning.
4. I will identify a minimum of 3 standards to be the focus of my conversations with my peer/mentor prior to selecting a standard for deeper study and selection of an appropriate high effect size instructional strategy that corresponds to the district evaluation plan.
5. I will select a high effect size instructional strategy to study and implement that is not at present a strength in my repertoire of strategies,
6. I will share my selections of standard and strategy with a supervisor and a colleague knowledgeable about the subject I teach. I will explain why I consider the standard to be important for students to master and why the strategy selected should be in my teaching repertoire. In those conversations I will solicit suggestions on other areas of importance.
7. When implementing the targeted instructional strategy I will pay attention to the following:
  - I will begin each lesson by explaining why upcoming content is important.
  - I will have planned specific points in the lesson when I will tell students to get ready for some important information.
  - I will devise and use a set of cues to indicate to student the importance of upcoming information in some indirect fashion.
  - During the lessons I will I check for student recognition of importance by:
    - When asked, students can describe the level of importance of the information addressed in class
    - When asked, students can explain why the content is important to pay attention to
    - Students visibly adjust their level of engagement
8. After completion of this component I will share with colleagues at my work site what I have learned about the content and strategy studied and how my practice may have changed as a result of this professional learning process.

# Florida Department of Education Reporting Codes

## Implementation Agreement

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