

AGENDA

REGULAR SCHOOL BOARD MEETING

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

August 25, 2015

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

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

ITEMS FOR CONSENT

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

- a. July 21, 2015, 6:00 p.m. – Special School Board Meeting
- b. July 28, 2015, 4:30 p.m. – School Board Workshop
- c. July 28, 2015, 6:00 p.m. – Tentative Budget Hearing
- d. July 28, 2015, Immediately Following Tentative Budget Hearing at 6:00 p.m.
- Regular School Board Meeting
- e. August 6, 2015, 10:00 a.m. – School Board Workshop
- f. August 11, 2015, 4:00 p.m. – Special School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

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

- a. Personnel 2015 – 2016

ACTION REQUESTED: The Superintendent recommends approval.

7. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Federal Programs Purchase Orders - **SEE PAGE #8**

Fund Source: Federal
Amount: \$40,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Agreement Between The School Board of Gadsden County Public Schools and INVO HealthCare Associates, Inc. – **SEE PAGE #10**

Fund Source: FEFP Dollars
Amount: \$58.00 (per hour for actual hours worked)

ACTION REQUESTED: The Superintendent recommends approval.

- c. Agreement Between The School Board of Gadsden County Public Schools and ProCare Therapy, Inc. – **SEE PAGE #16**

Fund Source: FEFP Dollars
Amount: \$58.00 - \$62.00 (per hour for actual hours worked)

ACTION REQUESTED: The Superintendent recommends approval.

- d. Agreement Between Cumberland Therapy Services, LLC. And Gadsden County School Board – **SEE PAGE #20**

Fund Source: IDEA
Amount: \$61.00 per hour

ACTION REQUESTED: The Superintendent recommends approval.

- e. Agreement Between The School Board of Gadsden County Public Schools and More Ability Therapy Services, LLC – **SEE PAGE #24**

Fund Source: FEFP Dollars
Amount: \$58.00 (per hour for actual hours worked)

ACTION REQUESTED: The Superintendent recommends approval.

- f. Contacted Music Therapy with Hakeem Leonard, MT-BC of Healing Hearts **SEE PAGE #29**

Fund Source: IDEA
Amounts: \$22,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- g. 2015 – 16 Workforce Education Tuition and Fees – **SEE PAGE #32**

Fund Source: General Fund
Amount: Revenue dependent on number of enrollees

ACTION REQUESTED: The Superintendent recommends approval.

8. STUDENT MATTERS – **SEE ATTACHMENT**

- a. Student Transfers – See back-up material

ACTION REQUESTED: The Superintendent recommends approval.

9. SCHOOL FACILITY/PROPERTY

- a. Grounds Maintenance (District-Wide) Bid No. 1516-05 - **SEE PAGE #40**

Fund Source: 110

Amount: \$88,950.00 annually

ACTION REQUESTED: The Superintendent recommends approval.

- b. HVAC Units for Havana Magnet School – **SEE PAGE #65**

Fund Source: 340

Amount: \$34,530.79

ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ISSUES

- a. 2015 – 2016 District Assessment Calendar - **SEE PAGE #71**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Educational Partnership: Panhandle Area Educational Professional Development Center and The Gadsden County School Board - Master In-Service Plan – **SEE PAGE #85**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

11. FACILITIES UPDATE

12. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

13. SCHOOL BOARD REQUESTS AND CONCERNS

14. ADJOURNMENT

The School Board of Gadsden County 6a

Reginald C. James

SUPERINTENDENT
OF SCHOOLS



"Building A Brighter Future"

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

August 25, 2015

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 6B Instructional and Non-Instructional Personnel 2015-2016

The following reflects the total number of full-time employees in this school district for the 2015-2016 school term, as of August 25, 2015.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees August 2015</u>
Classroom Teachers and Other Certified	120 & 130	407.00
Administrators	110	55.00
Non-Instructional	150, 160, & 170	<u>389.00</u>
		851.00

Sincerely,

Reginald C. James
Superintendent of Schools

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

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

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

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

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

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2015/2016**INSTRUCTIONAL**

<u>Annual</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Anglin, Kelly	EGHS	Teacher	08/10/2015
Appelo, Hannah	CES	Teacher	08/10/2015
Aucther, Lauren	WGHS	Teacher	08/10/2015
Baker, Chloe	HMS	Teacher	08/10/2015
Baker, Sherita	SJES	Teacher	08/10/2015
Burden, Earnest	SSES	Teacher	08/10/2015
Burns, Richard	GTI	Teacher	08/10/2015
Castillo, Ixtah	WGHS	Teacher	08/10/2015
Chandler, Tamaria	CPA	Teacher	08/10/2015
Clary, Dritches	CES	Teacher	08/13/2015
Coley, Demetrius	HMS	Teacher	08/10/2015
Crimbley, Jocelyn	GEMS	Teacher	08/10/2015
Criteloi, Susan	GEMS	Teacher	08/10/2015
Davis, Latheria	CPA	Teacher	08/10/2015
Davis, Vincent	JASMS	Teacher	08/10/2015
Dean, Thomas	GEMS	Teacher	08/10/2015
Domen, Kevin	WGHS	Teacher	08/10/2015
Dudley, Carla	CES	Teacher	08/10/2015
Farmer, Claudette	EGHS	Teacher	08/10/2015
Goodie, Gloria	HMS	Teacher	08/10/2015
Goodson, Sandra	CES	Teacher	08/10/2015
Hawkins, Tangela	GWM	Teacher	08/10/2015
Honablew, Tulani	CES	Teacher	08/10/2015
Henderson, Sylvia	JASMS	Library/Media Specialist	08/10/2015
Hewitt, Traci	EGHS	Teacher	08/10/2015
Hudec, Evelyn	JASMS	Teacher	08/10/2015
Jackson, Felicia	SJES	Teacher	08/10/2015
Jackson, Hilda	SJES	Teacher	08/10/2015
James, Alexander	EGHS	Teacher	08/10/2015
Jefferson, Arthur	WGHS	Teacher	08/10/2015
Johnson, Brittney	HMS	Teacher	08/10/2015
Jones, Mariah	HMS	Teacher	08/10/2015
Kraut, Lisa	GWM	Teacher	08/10/2015
Lay, Paula	EGHS	Teacher	08/10/2015
Luckey, Anthony	JASMS	Teacher	08/10/2015
Martin, Charlene	JASMS	Teacher	08/10/2015
Marquis, Sheribeth	EGHS	Teacher	08/10/2015
Muhammad, Aisha	GWM	Teacher	08/10/2015
Nash, Beverly	CPA	Teacher	08/10/2015
Nunn, Aina	CES	Teacher	08/10/2015
O'Bryan, Katie	CES	Teacher	08/10/2015
Oluwatosin, Adeyemi	SSES	Teacher	08/10/2015
Ormsby, Rashid	GEMS	Teacher	08/10/2015
Perry, Emily	HMS	Teacher	08/10/2015
Powell, Mariana	HMS	Teacher	08/10/2015
Ray, Melvin	JASMS	Teacher	08/10/2015
Rayam, Candice	EGHS	Teacher	08/10/2015
Rhodes, Stephenie	CES	Teacher	08/10/2015
Royster, Emmett	HMS	Teacher	08/10/2015
Scanlon, Michaelle	WGHS	Library/Media Specialist	08/10/2015
Sink, Alexander	WGHS	Teacher	08/10/2015
Stephens, Douglas	EGHS	Teacher	08/10/2015
Thomas, Sheena	SJES	Teacher	08/10/2015
Trptter, Trinika	EGHS	Teacher	08/10/2015
Valentine, Lilliam	WGHS	Teacher	08/10/2015
Washington, Leslie	SSES	Teacher	08/10/2015

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2015/2016

INSTRUCTIONAL

<u>Annual</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Wattley, Nekeshier	SSES	Teacher	08/10/2015
Williams, Jayme	EGHS	Teacher	08/10/2015
Wilson, Sandra Goodson	CES	Teacher	08/10/2015
Wims, Marlena	GRES	Teacher	08/10/2015
Woods, Zachery	JASMS	Teacher	08/10/2015

NON-INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Copeland, Bridget	WGHS	Custodian	07/28/2015
Frison, Lauren	GEMS	Office Manager	07/20/2015
Herring, Regina	ESE	Computer Operator II	07/20/2015
Hobbs, James	GRES	Custodial Assistant	08/03/2015
Hurchins, Felix	GEMS	SFS Manager	08/12/2015
Kenon, Jennie	SJES	SFS Worker	08/13/2015
Lanier, Kathleen	JASMS	Office Manager	08/10/2015
Salais, Lorainne	WGHS	Office Manager	07/27/2015
Stokes, Demetrius	HMS	Education Paraprofessional	08/10/2015
Walker, Kyshada	GWM	Ed. Paraprofessional	08/10/2015

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

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Buggs, Patricia	SSES	Teacher	07/23/2015
Burns-Martin, Kendalin	WGHS	Teacher	07/20/2015
Clauson, Tracy	EGHS	Teacher	08/11/2015
Critelli, Steven	JASMS	Teacher	07/21/2015
Fischer-Lindsey, Kacie	GEMS	Teacher	08/04/2015
Frison, Lauren*	JASMS	Secretary	07/20/2015
Loyd, Maria	EGHS	Teacher	08/03/2015
Salais, Lorianne*	GWM	Secretary	07/24/2015
Sailor, Dailyn	GRES	Teacher	07/29/2015
Sanger, Corelia	CES	Teacher	07/22/2015
Shaffer, Deborah	GWM	Teacher	07/31/2015
Shaw-Hall, Laticia	GWM	Ed. Paraprofessional	08/03/2015
Tolbert, Stephanie	WGHS	Teacher	08/04/2015
Vernon, Sandra	GWM	Teacher	07/21/2015
Walker, Chad	SSES	Teacher	08/11/2015
Walker, Cherdwontreze	SSES	Teacher	08/05/2015
Walker, Dorothy	Transportation	Bus Aide	08/21/2015
Woods-Jackson, Talencia	GWM	SFS Worker	08/05/2015

*Resigned to accept another position within the district

TRANSFERS

<u>Name</u>	<u>Location/Position</u> <u>Transferring From</u>	<u>Location/Position</u> <u>Transferring To</u>	<u>Effective Date</u>
Baker, Patricia	GRES/SFS Worker	JASMS/SFS Worker	08/13/2015
Denington, William	JASMS/Teacher	WGHS/Teacher	08/10/2015
Henderson, Sylvia	JASMS/Library Media Spec.	GWM/Teacher	08/13/2015
Hunter, Cassandra	HES/Teacher	GBES/Teacher	08/10/2015
Howard, Abdual	WGHS/Teacher	EGHS/Teacher	08/10/2015
Jones, Marshall	WGHS/Custodian	Transportation/Custodian	06/30/2015
McMillan, Patricia	CES/Teacher	GBES/Teacher	08/10/2015
Woods, Zachery	JASMS/Teacher	SSES/Teacher	08/13/2015
Simmons, Michael	WGHS/Custodial Assistant	EGHS/Custodial Assistant	08/03/2015

RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Malone, Frankie	WGHS	Office Manager	09/14/2015
Mills, Cynthia	ESE	Visiting Teacher	07/01/2015

D.R.O.P. RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
McCoy, Lelia	Teacher	ESE	08/31/2015

OUT-OF-FIELD

<u>Name</u>	<u>Location</u>	<u>Out-of-Field Area</u>	<u>No. of Periods</u>
Clary, Dritches	CES	Elementary Education	All Day
Dudley, Carla	CES	Elementary Education	All Day
Royster, Emmett	HMS	Elementary Education	All Day
Trotter, Trinika	EGHS	Guidance and Counseling	All Day
Wattley, Nekeshier	SSES	PreK	All day
Woods, Zachery	SSES	Elementary Ed./First	All day

<u>Deceased</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Harley, Donzellar	JASMS	Office Manager	07/07/2015
Jones, Renita	GWM	SFS Worker	07/27/2015

Instructional

<u>Annual</u>
Frost, Diane

Non-Instructional

<u>Permanent</u>
Lanier, Tron

Substitutes

<u>Teacher</u>
Canidate, Anessa
McCray, Argenia

Rubrite

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: August 25, 2015

TITLE OF AGENDA ITEM: Federal Programs Purchase Orders

DIVISION: Federal

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

PURPOSE AND SUMMARY OF ITEM:

<u>Vendor</u>	<u>PO#</u>	<u>Fund</u>	<u>Amount</u>
PSTB Consulting	187990	420	\$ 40,000.00

FUND SOURCE: Federal

AMOUNT: \$ 40,000.00

PREPARED BY: Rose Raynak *RR*

POSITION: Director of Federal Programs

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2015 AUG 10 PM 1:27
 GAOSUPE SCHOOL BOARD
 OFFICE OF ASSISTANT
 SUPERINTENDENT

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE _____

PURCHASE ORDER NO.

07/01/15

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351
 PHONE (850) 627-9651 FAX (850) 627-2760
www.gcps.k12.fl.us

187990

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VP15280000	SHIP TO THIS ADDRESS
PSTB CONSULTING, LLC. 3001 BYINGTON CIRCLE TALLAHASSEE FL 32303	FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL/SUPERVISOR <i>Raynah</i>	Budget Director COMPTROLLER 8/5/15 <i>Alamun</i>	SUPERINTENDENT <i>[Signature]</i>		
QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL

ATTN: ROSE RAYNAK/DM

1	SM.CHKD	***VENDOR NOT SUBRECIPIENT*** PROVIDE EDUCATIONAL SERVICES JULY 1, 2015 - JUNE 30, 2015 (SEE ATTACHED CONTRACT)	40000.00	40000.00
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PAY TERMS: NET 30

TOTAL 40,000.00

- All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
- If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
- Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

7/1
8/5/15

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	40,000.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
420	6400	311	9001	4221265		25000.00	
420	6400	312	0231	4221265		1363.63	
420	6400	312	0151	4221265		1363.63	
420	6400	312	0071	4221265		1363.63	
420	6400	312	0041	4221265		1363.63	
420	6400	312	0141	4221265		1363.64	
420	6400	312	0171	4221265		1363.64	
420	6400	312	0091	4221265		1363.64	
420	6400	312	0211	4221265		1363.64	
420	6400	312	0191	4221265		1363.64	
420	6400	312	0201	4221265		1363.64	
420	6400	312	0051	4221265		1363.64	

VENDOR

R. Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

Date of School Board Meeting: AUGUST 25, 2015

TITLE OF AGENDA ITEM: Agreement between The School Board of Gadsden County Public Schools and INVO HealthCare Associates, Inc.

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

This contract will provide Occupational Therapy, Physical Therapy and Speech/Language Services to Exceptional Students in Gadsden Schools. These therapists will provide needed services in positions not filled by the Gadsden County School Board.

FUND SOURCE: FEFP Dollars

AMOUNT: \$58.00 (per hour for actual hours worked)

PREPARED BY: Sharon B. Thomas *SBS*

POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 5

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

summary.for revised 0591

Proof read by: _____

GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT
2015 AUG 17 PM 5:32

Agreement

THIS AGREEMENT is made on this 15th day of July, 2015 (the "***Effective Date***") by and between ***Invo HealthCare Associates***, 1780 Kendarbren Drive, Jamison, PA 18929 (hereinafter referred to as "***IHC***") and **Gadsden County Public Schools, 35 Martin Luther King Jr. Blvd., Quincy, FL 32351** (hereinafter referred to as "**Agency**").

THIS AGREEMENT is intended to describe the conditions of the Agreement under which *IHC* will engage its Service Providers, who in turn provide specialized therapeutic services to individuals designated by the Agency.

THE PARTIES wish to enter into an AGREEMENT and agree to the following:

1. Relationship of Parties:

The Agency understands and agrees that IHC and the service provider(s) are acting and performing as independent contractors at all times. Accordingly, nothing in this Agreement shall permit the Agency to exercise control or direction over the means or methods by which service providers perform the services for which they have been engaged. However, the Agency and the service provider(s) shall fully comply with all performance standards set forth in this Agreement, all currently approved and generally accepted professional standards governing the particular professional specialty for which service provider(s) has been engaged, and all other applicable local, state or federal rules and regulations pertaining to licensure and the provision of professional services.

2. Services:

Both parties agree that the scope of *IHC's* responsibility, as set forth in the AGREEMENT, is limited to contracting with service provider(s) who will provide the following services for the clients of the Agency located in the state of Florida:

- (a) Occupational Therapy: approximately thirty-seven and a half (37.5) hours per week
- (b) Physical Therapy: approximately thirty-seven and a half (37.5) hours per week
- (c) Speech and Language Pathology: approximately thirty-seven and a half (37.5) hours per week

3. Duties of Service Provider(s):

(a) The services provided by the service provider(s) under this AGREEMENT will be consistent with the available facilities, the service provider(s)'s professional judgment and the standards established in the Agency's community.

(b) The service provider(s) shall maintain adequate and current records, in the manner required by the Agency, for individuals who are provided with service.

(c) The service provider(s) will furnish a professional liability insurance policy to cover herself/himself. This policy must be effective on or before the service provider(s)'s first day of work.

(d) The service provider(s), under their contract, must comply with policies, rules, and regulations of the Agency.

4. Term:

This AGREEMENT shall be for a ten (10) month term beginning on or about August 1, 2015 and extending until May 31, 2016. The AGREEMENT will continue for an additional one (1) year term unless either party gives written notice of cancellation sixty (60) days prior to the next one year term. However, if **IHC** does not present a qualified candidate for interview within thirty (30) days from the date on which this AGREEMENT is signed, then the Agency will have the option to terminate the AGREEMENT. Notice of termination will be delivered to **IHC** by Certified Mail with a return receipt.

5. Fees:

(a) **IHC** shall be compensated for services rendered.

(b) Since **IHC** incurs daily expenses, **IHC** will receive from the Agency a guaranteed income approved by the Agency of:

(b.1) fifty-eight (\$58.00) dollars per hour for every hour of contracted occupational therapist services.

(b.2) fifty-eight (\$58.00) dollars per hour for every hour of contracted physical therapist services.

(b.3) fifty-eight (\$58.00) dollars per hour for every hour of contracted speech and language pathologist services.

In the event that service provider(s) must travel between locations after arriving for work on a given date, billable hours will include transportation time from one location to another.

The Agency shall make payment within thirty (30) days of receipt of a properly prepared and submitted invoice. If the payment is not postmarked from the Agency within thirty (30) days of the receipt of the invoice, the Agency agrees to pay an additional 1.5% interest per month on amounts not paid, such interest being calculated beginning day thirty-one (31) from receipt of invoice. Interest should be calculated in accordance with standard accounting procedures. **IHC** shall bill the Agency for the interest.

Failure by the Agency to pay an appropriately submitted invoice within sixty (60) days of receipt may be considered a material breach of contract.

For each subsequent contract renewal, the compensation for service provider(s)'s services will be negotiated approximately one month prior to the initiation of the next contract period.

6. Duties of Agency:

(a) The Agency will provide the service provider(s) with adequate work areas and equipment, as deemed necessary by the Agency, for the service provider(s) to perform her/his job.

(b) Agency will provide support services as needed.

7. Service of Notices:

Notices served on the Agency will be served by Certified Mail with a return receipt, to the **Gadsden County Public Schools, 35 Martin Luther King Jr. Blvd., Quincy, FL 32351**. Notices served on *IHC* will be served by Certified Mail with a return receipt, to *Invo HealthCare Associates*, 1780 Kendarbren Drive, Jamison, PA 18929.

8. Law of State to Govern:

The validity, enforceability and interpretation of any of the clauses of this AGREEMENT will be determined and governed by the substantive and procedural laws of the commonwealth of Pennsylvania.

9. Scope of AGREEMENT:

This AGREEMENT constitutes the final, complete and entire contract between the parties and supersedes all prior and contemporaneous agreements, understandings, negotiations and discussions of the parties, whether written or oral. There are no representations or other agreements included. No supplemental modification or waiver of this AGREEMENT will be binding unless executed in writing by the parties to be bound thereby.

10. Amendments:

This AGREEMENT may be amended at any time by mutual agreement of the parties. However, before any amendment will be operative or valid, it must be reduced to writing and signed by both the Agency and *IHC*.

11. Non-Interference, Non-Solicitation, and Restrictive Covenant:

Agency agrees that it may not during the term of this Agreement and for two (2) years after the expiration or termination of this agreement, directly or indirectly, either as agent, partner, owner, investor, adviser or consultant or in any other capacity, employ or otherwise contract for services with the following:

(a) any service provider(s) that any **IHC's** staff introduces to Agency, arranges for interview with Agency, or who has provided Services to Agency by or through **IHC**;

(b) any business entity (*i.e.* corporation, company partnership, association) that wishes to use any of **IHC** staff that has been introduced to Agency, had an arranged interview with Agency, or who has provided Services to Agency by or through **IHC**; and/or

(c) any current or former service provider(s) of **IHC** who has provided Services to Agency under the terms of this Agreement and who is associated with an independent business entity as an employee, officer, agent, partner, owner, investor, lender, director, adviser or consultant or in any other capacity.

12. Default:

The Agency will be in default if any of the following happens:

(a) The Agency fails to make any payment when due.

(b) The Agency breaks a promise it has made to **IHC**, or the Agency fails to perform promptly at the time and in the specified manner provided in this contract.

(c) The Agency makes any representation or statement to **IHC** that is false or misleading in any material respect.

13. Confidential Information:

Both parties agree they will not at any time during or after termination of this AGREEMENT use or disclose any confidential information or methods to any person or entity for any purpose whatsoever without the prior written consent of the Agency and **IHC**.

14. Termination:

This AGREEMENT may be terminated (i) immediately upon written notice of breach of any party by the other party, or (ii) by either party upon sixty (60) days prior written notice. Notice will be delivered to the other party by Certified Mail with a return receipt.

The validity or unenforceability of any particular provision or part of this AGREEMENT will not affect any other provisions. If any provision of this contract is held to any extent invalid by any competent tribunal, that provision will be modified to make it enforceable.

THE PARTIES execute this AGREEMENT on the _____ day of _____, 2015.

Gadsden County Public Schools

By: _____

Title: _____

Invo HealthCare Associates

By: _____

Jason T. Ralph, Chief Operating Officer

RW Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

Date of School Board Meeting: August 25, 2015

TITLE OF AGENDA ITEM: Agreement between The School Board of Gadsden County Public Schools and ProCare Therapy, Inc.

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

This contract will provide Physical Therapy, Physical Therapy Assistant and Speech /Language Services to Exceptional Students in Gadsden County Schools. These therapists will provide needed services in positions not filled by the Gadsden County School Board.

FUND SOURCE: FEFP Dollars

AMOUNT: \$58.00 – \$62.00 (per hour for actual hours worked)

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

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3

CHAIRMAN'S SIGNATURE: page(s) numbered 3

Be sure that the COMPTROLLER has signed the budget page.
This form is to be duplicated on light blue paper.

summary for
revised 0591

Proof read by: *Kealan R. Francis*

2015 AUG 17 PM 5:32
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

CLIENT SERVICES AGREEMENT



ProCare Therapy (hereafter referred to as "ProCare"), and

Gadsden County Schools

(Client Name)

35 Martin Luther King Jr. Blvd

(Street Address)

Quincy, FL 32351

(City, State, Zip)

(hereafter referred to as "Client")

enter into this non-exclusive Client Services Agreement for the purpose of referring and placing Healthcare Professionals ("HCPs") with Client. This Agreement shall govern the overall terms of the relationship, while a separate Assignment Confirmation (Addendum A) for each placement will outline specifics as to bill rates, personnel, and assignment lengths.

- 1. Scope of Services.** ProCare will use its commercially reasonable efforts to provide HCPs for assignment with Client. ProCare will be responsible for payment of each HCP's wages and applicable payroll taxes, deductions, and insurance, including workers compensation, general liability and professional liability coverage for the benefit of the HCPs. If a HCP is unable to complete the specified assignment, ProCare will use its commercially reasonable efforts to find a replacement in a timely manner.
- 2. Independent Contractor.** The parties hereto specify and intend that the relationship of each to the other is that of an independent contractor, that each HCP shall be an employee of ProCare and that no qualified HCP shall at any time be an employee of Client, unless the parties shall otherwise agree in writing. ProCare agrees to provide and maintain all payroll services for any qualified HCP placed with Client, to maintain payroll records and to withhold and remit all payroll taxes and social security payments. ProCare does not ordinarily use subcontractors in providing services. Should the need to use a separate staffing firm or independent contractor arise, ProCare will notify Client in advance of the assignment in order to receive approval of this arrangement.
- 3. Insurance.** ProCare will maintain Worker's Compensation and Employer Liability insurance in accordance with state regulations. General Liability insurance will be maintained at a minimum level of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate. Excess liability insurance will be maintained at a minimum level of five million dollars (\$5,000,000) per occurrence/aggregate. Professional Liability insurance will be maintained at a minimum level of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate.
- 4. Competency.** ProCare will conduct comprehensive pre-employment screening to provide licensed HCPs who meet applicable professional standards. ProCare will endeavor to present only HCPs who are qualified for Client's open position(s) on job requirements established by Client either verbally or in writing. While ProCare will make every effort to pre-screen job candidates based on these requirements, Client acknowledges the candidate assignment decision is ultimately the responsibility of the Client. To this end, ProCare will make available to Client all appropriate HCP records that ProCare may permissibly disclose (e.g. skills checklist(s), work history, etc.) and will facilitate an interview between Client and HCP in order to assist Client in the hiring decision.
- 5. On-Site Responsibility.** Client is responsible for providing all support, facilities, training, direction, materials, supplies, and means for the HCP to complete the assignment. Client acknowledges that ProCare is not providing nursing or healthcare services, but rather is providing candidate identification and placement services. As such, Client is responsible for the HCP's adherence to the applicable standard of care and acknowledges that ProCare is not responsible for the HCP's on-site performance. Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards, including OSHA standards, and that Client will be responsible for providing all safety training and equipment, and for each HCP's compliance with health and safety requirements, including those instituted by Client.
- 6. Employment of HCPs.** Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any HCP introduced or referred by ProCare for a period of (24) months after the latest date of introduction, referral, or placement. If Client or its affiliate enters into such a relationship or refers HCP to a third party for employment, Client agrees to pay an amount equal to \$18,500 or thirty-five (35) percent (whichever is greater) of the HCP's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to ProCare upon start date.
- 7. Equal Opportunity.** It is the policy of ProCare to provide equal opportunity to all HCPs for employment. ProCare and Client will screen based on merit only. All HCPs will be free from discrimination due to race, religion, color, sex, national origin, age, or disability.
- 8. Payment Terms.** Client will be billed bi-weekly for all services provided during the previous two weeks. Payment is due upon receipt of invoice and shall be considered in default thirty (30) days from issuance of ProCare invoice, after which time a default charge will be imposed at one and one-half percent (1½%) per month on unpaid balances (annual percentage rate of eighteen percent (18%)) or the maximum legal interest rate, whichever is lower. Client agrees to pay all necessary collection costs of amounts past due, including reasonable attorney's fees and costs. ProCare reserves the right, at its option, to discontinue any extension of credit. Please provide billing address below:

CLIENT SERVICES AGREEMENT



Client to complete billing information

Client Name:	<u>Gadsden County Schools</u>
Billing Address:	<u>35 Martin Luther King Jr. Blvd</u>
City, State, Zip:	<u>Quincy, FL 32351</u>
Attention:	<u>Sharon Thomas</u>
Telephone:	<u>850.627.9651 ext1239/1240</u>

9. **Limitation of Liability.** NEITHER PARTY SHALL BE LIABLE TO THE OTHER WHATSOEVER FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, EXEMPLARY OR PUNITIVE DAMAGES, INCLUDING ANY DAMAGES ON ACCOUNT OF LOST PROFITS, LOST DATA, LOSS OF USE OF DATA, OR LOST OPPORTUNITY, WHETHER OR NOT PLACED ON NOTICE OF ANY SUCH ALLEGED DAMAGES AND REGARDLESS OF THE FORM OF ACTION IN WHICH SUCH DAMAGES MAY BE SOUGHT. THE FEES AND BILLINGS DUE UNDER THIS AGREEMENT ARE NOT CONSIDERED SPECIAL DAMAGES OR LOST PROFITS AND SHALL NOT BE LIMITED BY THESE PROVISIONS.
10. **Incident and Error Tracking.** Client will report to ProCare any performance issues, incidents, errors and other events related to the care and services provided by ProCare employees. ProCare will document reported incidents in employee's personnel file and track all such events for quality assurance purposes. Client will report to ProCare any performance issues, incidents, errors and other events related to the care and services provided by ProCare employees. ProCare will document reported incidents in employee's personnel file and track all such events for quality assurance purposes. All supporting documentation is required within seventy-two (72) hours of the occurrence.
11. **Reporting of Work-Related Injuries.** Client will maintain a safe working environment and provide all appropriate personal protective equipment as deemed appropriate for unit to which ProCare's HCP has been assigned. Client ensures compliance with all applicable OSHA or state Department of Labor obligations to include general training on the reporting of work-place injuries, incidents, and occupational exposure to bloodborne pathogens occurring at Client facility. Records of such occurrences must be maintained by the Client and accessible to ProCare within guidelines set forth by governing entities. In the event of work-place injury, incident or exposure, each affected HCP will contact their immediate Client-appointed supervisor and report to the applicable treating department as per Client protocol. HCP shall also report work-place injury, incident or exposure to ProCare concurrently with Client. If ProCare's HCPs are not eligible for treatment of work-place injury, incident or exposure by Client or if reporting requirements change during the term of this Agreement, Client is responsible for written notification of such information to both ProCare and ProCare's HCP.
12. **Termination with Cause.** If Client requests removal of HCP due to performance issues, misconduct or failure to pass any physical, drug screen or other assessment, immediate written and verbal notice is required within forty-eight (48) hours including all supporting documentation specifying the reasons and facts of the termination. If the Client does not provide such documentation within the required timeframe, Client will be assessed as liquidated damages and not as a penalty, an amount equal to one (1) week of billing. The parties agree that ProCare's HCPs are an integral part of its operation and a resource that may have been developed over a number of years. Any delay or absence of a written and verbal notice could result in lost revenue or other consequences not foreseen at this time and therefore the liquidated damages are not unreasonable to the probable loss to be suffered by ProCare in the event of your breach of this provision. Client will be responsible for all professional fees (and expenses if applicable) up to the point of termination. Termination with cause must be documented prior to termination in accordance with the Incident and Error Tracking procedures set forth in paragraph 11 of this agreement. ProCare shall have seventy-two (72) hours to refill the position in the event of termination with cause.
13. **Termination without Cause.** Client may cancel an assignment with thirty (30) days written notice. Client is responsible for all charges and fees prior to cancellation date and through the 30-day period of notice. In the event Client is unable to provide thirty (30) days notice of termination, Client will be billed for thirty (30) days at the agreed upon regular bill rate and minimum hours. In the event of termination without cause, Client will be responsible for any housing and travel costs actually incurred by ProCare as a result of such cancellation.
14. **Guaranteed Minimum Hours.** Client agrees to provide HCP the guaranteed number of work hours per week specified in the attached Assignment Confirmation Addendum A. Cancellation of prescheduled shift(s) or reduction in work hours by Client will be billed reflecting the guaranteed minimum work hours.
15. **Issue Resolution.** In the event Client encounters an issue that is not satisfactorily resolved by its ProCare representative, Client should escalate the issue to the appropriate ProCare manager by calling: 888-899-1331. Please ask for your account representative's manager.
16. **Indemnification.** Each party will indemnify, defend and hold harmless the other against third party claims arising from breaches of the parties' respective obligations under this Agreement.
17. **Confidentiality.** Each party acknowledges that as a result of this Agreement, they will learn confidential information of the other party. Confidential information is defined as that information which is private to each party but is shared by one to the other party as required to accomplish this Agreement. It is agreed that neither party will disclose any confidential information of the other party to any person

CLIENT SERVICES AGREEMENT



or entity. Neither will it permit any person nor entity to use said confidential information. The only exceptions will be: (a) Information shared to the appropriate individuals within the respective organizations as necessary to execute this Agreement, (b) disclosures as required by law. Confidential Information of ProCare shall include, but is not limited to, any and all unpublished information owned or controlled by ProCare and/or its employees, that relates to the clinical, technical, marketing, business or financial operations of ProCare and which is not generally disclosed to the public including but not limited to employee information, technical data, policies, financial data and information to include contract terms and provisions, billing rates, permanent placement fees whether disclosed orally, in writing or by inspection. If the receiving party shall attempt to use or dispose of any of the Confidential Information, or any duplication or modification thereof, in any manner contrary to the terms of the foregoing, the disclosing party shall have the right, in addition to such other remedies which may be available to it, to obtain an injunctive relief enjoining such acts or attempts as a court of competent jurisdiction may grant, it being acknowledged that legal remedies are inadequate.

- 18. **Governing Law.** This Agreement shall be governed by the laws of the state of Florida.
- 19. **Entire Agreement.** This Agreement represents the entire agreement between the parties and supersedes any prior understandings or agreements whether written or oral between the parties respecting the subject matter herein. This Agreement may only be amended in a writing specifically referencing this provision and executed by both parties. This Agreement shall inure to the benefit of and shall be binding upon the parties hereto and their respective heirs, personal representatives, successors and assigns, subject to the limitations contained herein. The unenforceability, invalidity or illegality of any provision of this Agreement shall not render any other provision unenforceable, invalid or illegal and shall be subject to reformation to the extent possible to best express the original intent of the parties. This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.

This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties. *(Please return all pages of this Client Services Agreement)*

PROCARE THERAPY, INC

_____ Client Name	_____ ProCare Representative Signature
_____ Client Representative Signature	_____ Print Name
_____ Print Name	_____ Title
_____ Title	_____ Date
_____ Date	

SUMMARY SHEET

RW Smith

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

DATE OF SCHOOL BOARD MEETING: August 25, 2015

TITLE OF AGENDA ITEM: Agreement between Cumberland Therapy Services, LLC, and Gadsden County School Board

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

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

SOURCE: **IDEA**

AMOUNT: \$61.00 per hour

PREPARED BY: *SBS* **Sharon B. Thomas**

POSITION: **Director of Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper.

PROOF READ BY: *Kealan R. Francis*

2015 AUG 17 PM 5:32
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT



AGREEMENT

This Agreement is made and entered by and between Cumberland Therapy Services, LLC, 3701 North Ravenswood, Suite 248, Chicago, IL 60613, hereinafter referred to as "Contractor" Gadsden County School District, 35 Martin Luther King Jr. Blvd, Quincy, FL 32351 hereinafter referred to as "School District." It is hereby agreed as follows:

FEES: Contractor agrees to provide the following services to School District and School District agrees to pay the following hourly rates for those Services:

School Psychologist **\$61.00 per hour**

School District agrees to be billed (except during holidays or school closures) by Contractor for 8 hours per day during 2015/2016 school year; provided, however, that if any employee of Contractor is absent during any week due to illness or other personal time off and Contractor does not replace such employee during such week, the foregoing minimum amount will be reduced by the number of hours of such absence. No employee of Contractor will work above 40 hours per week without advanced authorization from both Contractor and the designated supervisor assigned by School District. Any hours worked above 40 hours per week will be billed at 150% of bill rate. School District will not be billed during school closures and school holidays.

When Statutory Costs and other employee costs of living increase, Contractor will pass those increases along to School District with no mark-up. School District agrees to pay such increases at the same time as any billed fees pursuant to this Agreement. Statutory Costs include any costs and expenses of Contractor that are associated with Workers Comp, FICA, FUTA, SUTA, and incremental costs associated with the Affordable Care Act (ACA), among others.

School District will not be billed during school closures and school holidays.

MILEAGE: Mileage between schools will NOT be considered billable.

PAYMENT TERMS: School District will be billed every two weeks and agrees to pay all outstanding invoices within 30 days of receipt. School District agrees and understands that School District is billed on actual hours of service provided by the Contractor's employee, based on the total hours listed on a biweekly timesheet and verified and authorized for invoicing by the signature of the specific individual authorized by School District to verify and sign Contractor's timesheets.

EMPLOYEE BENEFITS AND INSURANCE: Contractor will be responsible for providing all employee benefits and insurance including Workers' Compensation coverage.

CONFIDENTIALITY: School District agrees not to provide the content information of this Agreement to any individual or an entity that may be considered a competitor of the Contractor. School District further agrees not to discuss or disclose any information pertaining to the contents of this Agreement including but not limited to fees/costs, duration and terms, etc. to the Contractor's employee assigned to provide services

to the School District. Disclosure of such information to the Contractor's employee will be considered a breach of this Agreement.

Both parties may receive information that is proprietary to or confidential to the other party or its affiliated companies and their clients. Both parties agree to hold such information in strict confidence and not to disclose such information to third parties or to use such information for any purpose whatsoever other than performing under this Agreement or as required by law. No knowledge, possession, or use of School District's confidential information will be imputed to Contractor as a result of any of Contractor's employees having access to such information. The provisions set forth in the foregoing paragraph and this paragraph shall survive expiration or other termination of this Agreement, regardless of the cause of such termination.

COOPERATION: School District agrees to cooperate fully and to provide assistance to Contractor in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by or that may involve any employees of Contractor.

TERMINATION: This Agreement will end on June 30, 2016 and may continue beyond this period by mutual consent. School District agrees not to terminate the Agreement until the end of the term unless (a) Contractor's employee assigned to School District as a whole is deficient in its performance of the services hereunder or (b) any member of Contractor's employee assigned to School District commits an act of professional or ethical misconduct. School District agrees to notify Contractor of any deficiencies in services or possible ethical or professional conduct as soon as School District becomes aware of such deficiencies or misconduct and further agrees to permit Contractor the opportunity to cure any deficiency or misconduct within thirty (30) days of such notice in lieu of termination of this Agreement. Contractor may terminate this Agreement (i) if School District discontinues operations or (ii) if School District fails to make any payments as required by this Agreement.

INDEMNIFICATION AND LIMITATION OF LIABILITY: To the extent permitted by law, Contractor will defend, indemnify, and hold School District and its parents, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from Contractor's breach of this Agreement; its failure to discharge its duties and responsibilities; or the gross negligence or willful misconduct of Contractor or Contractor's officers, employees, or authorized agents in the discharge of those duties and responsibilities.

To the extent permitted by law, School District will defend, indemnify, and hold Contractor and its parents, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from School District's breach of this Agreement; its failure to discharge its duties and responsibilities; or the gross negligence or willful misconduct of School District or School District's officers, employees, or authorized agents in the discharge of those duties and responsibilities.

Neither party shall be liable for or be required to indemnify the other party for any incidental, consequential, exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardless of the form of action (whether in contract, tort, negligence, strict liability, or otherwise) and regardless of how characterized, even if such party has been advised of the possibility of such damages.

As a condition precedent to indemnification, the party seeking indemnification will inform the other party within ten (10) business days after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other party; and the party seeking indemnification will cooperate in the investigation and defense of any such matter.

The provisions in this section of the Agreement constitute the complete agreement between the parties with respect to indemnification, and each party waives its right to assert any common-law indemnification or contribution claim against the other party.

JURISDICTION: This agreement shall be governed by, construed, and is enforceable in accordance with the laws of the State of Illinois. Any action or proceeding relating to or arising out of this Agreement shall be commenced and heard in the State or Federal Court sitting in Chicago, Illinois. Both parties hereby consent to the jurisdiction and venue of such courts.

GENERAL: No provision of this Agreement may be amended or waived unless agreed to in a writing signed by the parties.

The provisions of this Agreement will inure to the benefit of and be binding on the parties and their respective representatives, successors, and assigns.

Signed for Contractor:

Signed for School District:

Signature

Signature

Name

Name

Title

Title

Date

Date

Signed for School District:

Signature

Name

Title

Date

Cumberland Therapy Services, LLC
3701 North Ravenswood, Suite 248
Chicago, IL 60613
Phone: (800) 337-5965

Gadsden County School District
35 Martin Luther Jr. Blvd
Quincy, FL 32351
Phone: (212) 645-5005

R. Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7e

Date of School Board Meeting: AUGUST 25, 2015

TITLE OF AGENDA ITEM: Agreement between The School Board of Gadsden County Public Schools and More Ability Therapy Services, LLC

DIVISION: EXCEPTIONAL STUDENT EDUCATION

NO This is a CONTINUATION of a current project, grant, etc.

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

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

FUND SOURCE: FEFP Dollars

AMOUNT: \$58.00 (per hour for actual hours worked)

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

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.
This form is to be duplicated on light blue paper .

summary.for
revised 0591

Proof read by: *Reale R. Jones*

GADSDEN SCHOOL BOARD
OFFICE ASSISTANT
SUPERINTENDENT
2015 AUG 17 PM 5:34

MORE ABILITY THERAPY SERVICES, LLC

**Agreement to Provide Occupational Therapy Services for
Gadsden County School Board**

This contract is effective August 14, 2015, by and between, More Ability Therapy Services, LLC hereinafter referred to as "the CONTRACTOR" and Gadsden County School Board hereinafter referred to as "the AGENCY".

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

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

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

1. The CONTRACTOR shall provide Services to eligible students enrolled with The Gadsden County School Board. The Administrator of the CONTRACTOR and the Director or their designee for the AGENCY shall determine the schedule of days, hours, and locations for services performed under this Agreement.
2. The CONTRACTOR shall be licensed by the State of Florida to perform Occupational Therapy services.
3. The CONTRACTOR will be fingerprinted and have their background checked upon request by the AGENCY consistent with the requirements of Florida Statutes, as a prerequisite for the CONTRACTOR to be on school property and/or have access to students.
4. During the term of this Agreement, the CONTRACTOR shall maintain professional liability Insurance.
5. The CONTRACTOR shall provide the Agency with copies of the professional licenses and liability insurance of Occupational Therapists and assistants who provide Services under this Agreement.
6. Services provided by the CONTRACTOR and authorized by the AGENCY shall be compensated at the following rate: **\$58.00 per hour**. This rate shall be applied to all treatment sessions and/or meetings associated with each student.
7. The CONTRACTOR shall maintain a student schedule including the hours of service for each student served. A monthly statement of services rendered by the CONTRACTOR shall be submitted to the AGENCY. Upon verification of the Services, the AGENCY will make payments to the CONTRACTOR within thirty (30) days from the date of receipt of the CONTRACTOR'S statement.

Payments shall be made payable to:

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

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

9. The CONTRACTOR shall hold harmless, indemnify, and defend the AGENCY, its agents, servants, or employees in their official and individual capacity from any demand, claim, suit, loss, cause, expenses, or damages, which may be asserted, claimed or recovered against or from the AGENCY, its agents, or employees, in their official or individual capacity by any reason of any damage to property or injury or death of any persons which arises out of, is incident to, or in any manner connected with this agreement. Nothing in this agreement shall be deemed to constitute a waiver of sovereign immunity on the part of the AGENCY or to affect, limit, or reduce the protection from suit afforded to the Agency under Florida Law. This provision shall survive termination of that Agreement and shall be binding on the parties, successors, representatives, and assigns and cannot be waived or varied.

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

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

12. The term of this Agreement shall commence on August 14, 2015 and expire August 15, 2016.

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

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

Gadsden County School Board

BY: _____ Date: _____

Print Name, Title: _____

More Ability Therapy Services, LLC.

BY: Deandrea Lee OTR/L Date: 8/14/15

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

MORE ABILITY THERAPY SERVICES, LLC

**Agreement to Provide Occupational Therapy Services for
Gadsden County School Board**

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

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2. The CONTRACTOR shall be licensed by the State of Florida to perform Occupational Therapy services.
3. The CONTRACTOR will be fingerprinted and have their background checked upon request by the AGENCY consistent with the requirements of Florida Statutes, as a prerequisite for the CONTRACTOR to be on school property and/or have access to students.
4. During the term of this Agreement, the CONTRACTOR shall maintain professional liability Insurance.
5. The CONTRACTOR shall provide the Agency with copies of the professional licenses and liability insurance of Occupational Therapists and assistants who provide Services under this Agreement.
6. Services provided by the CONTRACTOR and authorized by the AGENCY shall be compensated at the following rate: **\$58.00 per hour**. This rate shall be applied to all treatment sessions and/or meetings associated with each student.
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1845 Acorn Ridge Trail
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F.E.I.N. 46-4476931**

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

9. The CONTRACTOR shall hold harmless, indemnify, and defend the AGENCY, its agents, servants, or employees in their official and individual capacity from any demand, claim, suit, loss, cause, expenses, or damages, which may be asserted, claimed or recovered against or from the AGENCY, its agents, or employees, in their official or individual capacity by any reason of any damage to property or injury or death of any persons which arises out of, is incident to, or in any manner connected with this agreement. Nothing in this agreement shall be deemed to constitute a waiver of sovereign immunity on the part of the AGENCY or to affect, limit, or reduce the protection from suit afforded to the Agency under Florida Law. This provision shall survive termination of that Agreement and shall be binding on the parties, successors, representatives, and assigns and cannot be waived or varied.

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

Gadsden County School Board

BY: _____ Date: _____

Print Name, Title: _____

More Ability Therapy Services, LLC.

BY: Deandrea Lee OTR/L Date: 8/14/15

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

Rob Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7f

DATE OF SCHOOL BOARD MEETING: **August 25, 2015**

TITLE OF AGENDA ITEM: **Contracted Music Therapy with Hakeem Leonard, MT-BC of Healing Hearts**

DIVISION: **Exceptional Student Education**

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

PURPOSE AND SUMMARY OF ITEM:

This contract provides music therapy for students with moderate to severe disabilities at Stewart Street Elementary, East Gadsden High School, Shanks Middle School, and other schools as necessary.

FUND SOURCE: **IDEA**

AMOUNT: **\$22,000.00**

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

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

2015 AUG 17 PM 5:32
GADSDEN SCHOOL BOARD
OFFICE ASSISTANT
SUN HILL ELEMENT

Summary for
Revised 0591

Proof read by: *Heather L. Francis*

CONTRACT

Contract for Music Therapy Services

Dates of Services: August 10, 2015 through May 24, 2016

Services Provided for Gadsden County Schools:

Each Music Therapy session will be designed by Music Therapist-Board Certified (MT-BC), according to student or group's referred and assessed needs, taking into account consultation and recommendations of teachers and staff. MT-BC will create a music therapy treatment plan both by group (for group sessions) and by individual (for individual sessions). Documentation will be taken for each music therapy session on music therapy documentation forms. Feedback, in the form of documentation and/or verbally, will be provided to teachers and staff at the school and district level at end of the year and the end of the semester (by request) to show progress in reaching goals/objectives.

One day of music therapy services will consist of 5 hours of work, including direct student contact, preparation, and documentation. The first month of school, MT-BCs will conduct music therapy assessments, observations, and teacher meetings for consultative music therapy groups. MT periodic reassessment, such as seeking out IEP plans to identify goals and observation of students in the natural school setting, will also be included within work time, when necessary to perform such tasks. When implementing services, each day of music therapy will be broken down into an average of 4 hours of direct student contact and 1 hour of preparation and documentation time. Healing Hearts must turn in sign-in sheets (with signatures of a school representative and the music therapist facilitating services) and invoice in order to receive payment, with the exception of the following provisions.

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

Up to two (2) full days at the beginning of the school year and two (2) full days at the end of school year will be allotted Healing Hearts to bill while doing work from home. The purpose of these days is to produce initial/beginning of the year treatment plans and to produce final/end of the year documentation, respectively. Any request for formal mid-year documentation will also be billed for an additional two (2) half-days. Proof of this provision will be the document. This work will also be reflect on the invoice.

Healing Hearts Music Therapy requests a 24-hour notice for cancellations of sessions (due to field trips, etc.) or school will be billed. A minimum of 2.5 hours will be billed to East Gadsden County High or Stewart Street or 1 hour at Shanks if the MT-BC arrives on campus to provide services and groups/classes/individual is not able to be seen or cancels without notification. If the MT-BC needs to cancel the school will not be billed. Provision of access to records which are directly pertinent to this contract will be given to the Gadsden County School District, the Comptroller General of the United States, and the Federal Grantor agency, or any of their duly authorized representatives for the purpose of making audit transcriptions.

All student records will be retained for three years after final payment and all other pending matters are completed.

Liability:

Healing Hearts shall hold harmless, indemnify and defend the indemnities against any claim, action, loss, damage, injury, liability, cost or expense of whatsoever kind or nature including, but not limited to attorneys fees and costs arising out of bodily injury to persons including death or damage to tangible property arising out of or incidental to the performance of the Contract (including goods and services provided thereto) by or on behalf of Healing Hearts, whether or not due to or caused in part by the negligence or culpability of the indemnity. The following shall be deemed to be indemnities: The School Board of Gadsden County, Florida, and its members, officers and employees.

Within five (5) days of the School Board approving this agreement, Healing Hearts representatives shall provide proof of the following insurance coverage indicated:

Professional Liability Insurance

Fee Schedule:

The music therapist will deliver *up to two (2) days per week at a rate of \$280.00 per day or \$56 per hour.* Assignment of students/sessions will result from collaborative effort by the school site and the district office.

Contract valid for dates of services specified above but may be discontinued by either party with 30 days prior written notice.

Signature of Owner

Hakeem Leonard, PhD, MT-BC

Date

Official Address:

Healing Hearts Music Therapy, LLC
1503 Forest Lane
Bainbridge, GA 39817

Phone:
(706) 593-4524

Signature of Approval:

Gadsden County Superintendent of Schools

Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7g

DATE OF SCHOOL BOARD MEETING: August 25, 2015

TITLE OF AGENDA ITEMS: 2015-16 Workforce Education Tuition and Fees

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: To adopt and approve the standard 2015-16 Workforce Education Tuition and Fees schedule.

These funds are district general revenue funds (not school internal account funds) that should have their payment from students remitted along with the class/course roster, and any applicable waivers as allowed by Statute to the district's finance office with 5 days from the first day of classes.

FUND SOURCE: General Fund

AMOUNT: Revenue dependent on number of enrollees

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMANS'S SIGNATURE: page(s) numbered _____
Be sure that the Comptroller has signed the budget page.



State Board of Education

Marva Johnson, *Chair*
John R. Padget, *Vice Chair*
Members
Gary Chartrand
John A. Colón
Rebecca Fishman Lipsey
Michael Olenick
Andy Tuck

Pam Stewart
Commissioner of Education

Rod Duckworth, Chancellor
Division of Career and Adult Education

MEMORANDUM

TO: School District Superintendents

FROM: Rod Duckworth
Hershel Lyons

DATE: July 24, 2015

SUBJECT: 2015-16 Workforce Education Tuition and Fees

Contact Information:

Tara McLarnon
850-245-9005
Tara.McLarnon@fldoe.org
DPS: 2015 - 103

The purpose of this memorandum is to provide school districts with the information necessary to establish tuition and fees for adult and postsecondary workforce education programs for 2015-16. Please see the attachment for a summary of the tuition and fees policies as of July 1, 2015.

RD/tg

Attachment

cc: School District Finance Officers
School District Career and Technical Education Directors
District Technical Center Directors
School District Adult Education Directors

Attachment
Workforce Education Tuition and Fees
2015-16

The 2015 General Appropriations Act did not include any tuition and fees changes for 2015-16. **Effective July 1, 2015, the following standard rates of tuition are in effect.**

- **For Career Certificates/Applied Technology Diplomas, \$2.33 per contact hour.**
- **For adult general education, a block tuition rate of \$45.00 per half year, or \$30.00 per term.**

According to the workforce development fees statute, s. 1009.22(3), Florida Statutes (F.S.), a district's tuition must be within five percent (above or below) of the standard tuition and out-of-state fee, if applicable. For career certificate and applied technology diploma programs, students who are classified as non-residents for tuition purposes under s. 1009.21, F.S., have a required out-of-state fee in addition to the tuition.

The tables found on the next pages provide a summary of the charges allowed for the program areas of Career Certificates, (also known as PSAV) Applied Technology Diplomas (ATD), and Adult General Education (AGE). The summary includes ranges for tuition; out-of-state fees; and the optional fees for student financial aid, capital improvement, and technology. See the table on page 2 for the minimum and maximum tuition ranges for career certificate programs and page 3 for the minimum and maximum block tuition for adult general education.

For Career Certificate/Applied Technology Diplomas, student financial aid, capital improvement, and technology fees are discretionary and are, therefore, not required. However, it is important to note that if these fees are charged, the amount allowed to be charged varies. If student financial aid fees are charged, the highest amount allowed is ten percent of tuition (for residents) or ten percent of the sum of tuition and out-of-state fee (for nonresidents). Thus, the amount charged for student financial aid can be any percent **up to 10 percent**. If capital improvement or technology fees are charged, the highest amount allowed is five percent of tuition (for residents) or five percent of the sum of tuition and out-of-state fee (for nonresidents). Thus, the amount allowed to be charged for a capital improvement or technology fee is any percent **up to five percent**.

Career Certificates/Applied Technology Diplomas

Career Certificates/Applied Technology Diplomas			
RESIDENT	Standard Fee Rate	Minimum Fee Rate ⁽¹⁾	Maximum Fee Rate ⁽¹⁾
Tuition	2.33	2.22	2.44
Student Financial Aid ⁽²⁾ (10% of Tuition)	0.23	0.22	0.24
Capital Improvement Fee ⁽²⁾ (5% of Tuition)	0.11	0.11	0.12
Technology Fee ⁽²⁾ (5% of Tuition)	0.11	0.11	0.12
NONRESIDENT	Standard Fee Rate	Minimum Fee Rate ⁽¹⁾	Maximum Fee Rate ⁽¹⁾
Tuition	2.33	2.22	2.44
Full Cost: Standard Tuition + Out-of-State Fee	9.32	8.86	9.78
Student Financial Aid ⁽²⁾ (10% of Tuition + Out-of-State Fee)	0.93	0.88	0.97
Capital Improvement Fee ⁽²⁾ (5% of Tuition + Out-of-State Fee)	0.46	0.44	0.48
Technology Fee ⁽²⁾ (5% of Tuition + Out-of-State Fee)	0.46	0.44	0.48

- (1) Each district school board may adopt tuition that is within the range of five percent below to five percent above the standard tuition and out-of-state fee, if applicable pursuant to s.1009.22(3)(d), F.S.
- (2) Student Financial Aid, Capital Improvement, and Technology Fees are discretionary and are not required.

Adult General Education

	Standard Rate	Minimum Rate ⁽¹⁾	Maximum Rate ⁽¹⁾
Block Tuition (Per half year)⁽²⁾	45.00	42.75	47.25
	Standard Rate	Minimum Rate ⁽¹⁾	Maximum Rate ⁽¹⁾
Block Tuition (Per term)⁽²⁾	30.00	28.50	31.50

- (1) Each district school board may adopt tuition that is within the range of five percent below to five percent above the standard tuition and out-of-state fee, if applicable pursuant to s. 1009.22(3)(d), F.S.
- (2) Tuition does not vary based on instructional hours scheduled or number of Adult General Education programs in which the student is enrolled.

2015 Legislative Changes

Out-of-State Fee Waiver for Veterans and Other Eligible Students

Chapter 2015-76, Laws of Florida, expands the out-of-state fee waiver authorized in the “Congressman C.W. Bill Young Tuition Waiver Act.” A career center operated by a school district under s. 1001.44, F.S. or charter technical career center shall waive out-of-state fees for a person who is entitled to and uses educational assistance provided by the United States Department of Veterans Affairs for a quarter, semester, or term beginning after July 1, 2015, and who physically resides in this state while enrolled in the institution. This is in addition to the existing waiver for honorably discharged veterans.

In addition, language limiting waivers under this act to 110 percent of the required credit hours of the degree or certificate program for which the student is enrolled was removed.

A new rule for Out-of-State Fee Waiver for Veterans and Other Eligible Students has been adopted by the State Board of Education. Rule 6A-14.0305, Florida Administrative Code, Out-of-State Fee Waiver for Veterans and Other Eligible Students can be viewed here; <https://app1.fldoe.org/rules/default.aspx>

Statutory References for Fees

Tuition Statutes

The following are the current statutory references related to Workforce Fees.

- s. 1009.21, F.S., Determination of resident status for tuition purposes
- s. 1009.22, F.S., Workforce education postsecondary student fees
- s. 1009.25, F.S., Organizes all fee exemptions for all sectors
- s. 1009.26, F.S., Organizes all fee waivers for all sectors
- s. 1009.27, F.S., Organizes references to fee deferrals for all sectors
- s. 1011.80(10), F.S., Fee exemption for dually enrolled students

Standard Tuition and Nonresident Fees

Standard tuition shall be \$2.33 per contact hour for programs leading to a career certificate or an applied technology diploma. A block tuition of \$45 per half year or \$30 per term shall be assessed for students enrolled in adult general education (s. 1009.22(3) (c), F.S.). Each district school board may adopt tuition that is within the range of five percent below to five percent above the standard tuition and out-of-state fee, if applicable (s. 1009.22(3)(d), F.S.). For career certificate programs, the out-of-state fees must be charged to students classified as nonresidents for tuition purposes, in addition to the tuition.

Financial Aid Fee

School districts are **permitted** to collect, for financial aid purposes, up to an additional 10 percent of the student fees collected for *workforce development education programs* as stated in s. 1009.22(5), F.S. This fee may not be collected for adult general education programs (s. 1009.22(3), F.S.).

Capital Improvement Fee

School districts are **permitted** to collect a separate capital improvement fee for capital improvements, technology enhancements, or equipping buildings which may not exceed five percent of the tuition fee for resident students or five percent of the tuition and out-of-state fee for nonresident students. For additional information, see s. 1009.22(6), F.S. This fee may not be collected for adult general education programs (s. 1009.22(3), F.S.).

Technology Fee

School districts are **permitted** to collect a separate technology fee. Section 1009.22(7), F.S., addresses the statutory requirements. According to the statute, "Each district school board and community college board of trustees is authorized to establish a separate fee for technology, not to exceed 5 percent of tuition per credit hour or credit-hour equivalent for resident students and not to exceed 5 percent of tuition and the out-of-state fee per credit hour or credit-hour equivalent for nonresident students. Revenues generated from the technology fee shall be used to enhance instructional technology resources for students and faculty and shall not be included in any award under the Florida Bright Futures Scholarship Program." This fee may not be collected for adult general education programs (s. 1009.22(3), F.S.).

Other Fees

Subsections 1009.22(8) and (9), F.S., state:

(8) Each district school board and Florida College System institution board of trustees is authorized to establish specific fees for workforce development instruction not reported for state funding purposes or for workforce development instruction not reported as state funded full-time equivalent students. District school boards and Florida College System institution boards of trustees are not required to charge any other fee specified in this section for this type of instruction.

(9) Florida College System institution boards of trustees and district school boards are not authorized to charge students enrolled in workforce development programs any fee that is not specifically authorized by statute. In addition to tuition, out-of-state, financial aid, capital improvement, and technology fees, as authorized in this section, Florida College System institution boards of trustees and district school boards are authorized to establish fee schedules for the following user fees and fines: laboratory fees; parking fees and fines; library fees and fines; fees and fines relating to facilities and equipment use or damage; access or identification card fees; duplicating, photocopying, binding, or microfilming fees; standardized testing fees; diploma replacement fees; transcript fees; application fees; graduation fees; and late fees related to registration and payment. Such user fees and fines shall not exceed the cost of the services provided and shall only be charged to persons receiving the service.

Fee Exemptions

Fee exemptions are defined in s. 1009.25, F.S.

Fee Waivers

Fee Waivers are defined in s. 1009.26, F.S. School districts may waive fees for any fee-nonexempt student. The total value of the fee waivers granted by the school district may not exceed the amount established annually in the General Appropriations Act. For 2015-16, waivers for fee-nonexempt students for programs funded through Workforce Development Education appropriations may not exceed eight percent of the fee revenues that would otherwise be collected (Chapter 2015-232, Laws of Florida).

Each Florida College System institution board of trustees, each district school board with a career center authorized under s. 1001.44, F.S., and each board of directors for a charter technical career center authorized under s. 1002.34, F.S., shall waive out-of-state fees for honorably discharged veterans of the United States Armed and Reserve Forces (Air Force, Army, Coast Guard, Marines, and Navy) and the National Guard (Army and Air) or any other student who is entitled to and uses educational assistance provided by the United States Department of Veterans Affairs who physically resides in Florida while enrolled as a degree or certificate seeking student. Tuition and fees charged to a student who qualifies for the out-of-state fee waiver under this subsection may not exceed the tuition and fees charged a resident student enrolled in the same program. The new rule can be viewed here: <https://app1.fldoe.org/rules/default.aspx>

Differential Out-of-State Fee

Section 1009.22(4), F.S., provides that a district school board that has a service area that borders another state may implement a plan for a differential out-of-state fee.

Applied Academics (Vocational Preparatory Instruction)

According to s. 1009.22(3)(a), F.S., fee-nonexempt students enrolled in applied academics for adult education instruction shall be charged fees equal to the fees charged for adult general education programs.

Contacts: If you have any questions about these issues, please contact Tara McLarnon at 850- 245-9005 or via email at tara.mclarnon@fldoe.org.

DEPARTMENT OF FACILITIES

SCHOOL BOARD OF GADSDEN COUNTY



"Building A Brighter Future"

Wayne Shepard
Director of Facilities
Department of Facilities

805 South Stewart Street
QUINCY, FLORIDA 32351
TEL: (850) 627-9888
FAX: (850) 875-8795
www.gcps.k12.fl.us

To: Mr. Reginald James, Superintendent of Schools
From: Wayne Shepard, Director of Facilities
Date: August 5, 2015
Re: Grounds Maintenance Bid No. 1516-05

On July 30, 2015 at 2:00 p.m. we opened bids for the Grounds Maintenance – District Wide Bid No. 1516-05. We advertised this project in the Havana Herald, Gadsden County Times and Twin City News. We had eight (8) requests to receive bid packages and in turn received six (6) bids and two no bids. The lowest and best bids were as follows:

- Group #1 (*Havana Elementary, as long as the school board maintains ownership & Havana Middle*) – A & J's Lawn Care for \$700.00 per cut (bi-weekly for 8 months, excludes January and February) for a total of \$12,600.00 annually
- Group #2 (*Gadsden Elementary Magnet, George W. Munroe & James A. Shanks*) – Complete Yard Service for \$725.00 per cut (bi-weekly for 8 months, excludes January and February) for a total of \$13,050.00 annually
- Group #3 (*Bus Garage, Carter Parramore, Gadsden Technical Institute, Maintenance Department & Stewart Street Elementary*) – A & J's Lawn Care for \$950.00 per cut (bi-weekly for 8 months, excludes January and February) for a total of \$17,100.00 annually
- Group #4 (*Chattahoochee Elementary, Gretna Elementary & St. John's Elementary*) – Complete Yard Service for \$675.00 per cut (bi-weekly for 8 months, excludes January and February) for a total of \$12,150.00 annually
- Group #5 (*Greensboro Elementary & West Gadsden High School*) – A & J's Lawn Care for \$700.00 per cut (bi-weekly for 8 months, excludes January and February) for a total of \$12,600.00 annually
- Group #6 (*East Gadsden High School*) – Val's Lawn Care for \$975.00 per cut (bi-weekly for 10 months as EGHS is a full year contract) for a total of \$21,450.00 annually

It is my recommendation to accept the bids as they were received and listed above. If you have any questions or need anything additional, please feel free to contact me.

Respectfully,

Wayne Shepard
Director of Facilities

RWS/abr

cc: Reginald James, Superintendent of Schools
Rosalyn Smith, Deputy Superintendent of Schools
Kim Ferree, Assistant Superintendent of Schools

FILE COPY



"Building a Brighter Future for Students"

Gadsden County School District
Department of Facilities
805 South Stewart Street
Quincy, Florida 32351

INVITATION TO BID (ITB) & BIDDER'S ACKNOWLEDGEMENT

Contact: **Wayne Shepard – Director of Facilities** Telephone Number: **850-627-9888, ext. 1801**

BID NUMBER: **1516-05** BID TITLE: **Grounds Maintenance – District Wide (Groups 1, 2, 3, 4, 5 & 6)**

BID OPENING DATE & TIME: **July 30, 2015 @ 2:00 p.m.**
LOCATION: **Max D. Walker Building, 35 Martin Luther King Jr. Blvd., Quincy, Florida 32351**

NOTE: BIDS RECEIVED AFTER THE OPENING DATE AND TIME WILL NOT BE ACCEPTED.

The School District of Gadsden County, Florida solicits your company to submit a bid on the above referenced goods or services. All terms, specifications and conditions set forth in this request are incorporated by this reference into your response. Bids will not be accepted unless all conditions have been met. In the event of a conflict between the General Bid Terms and Conditions and any Special Terms and Conditions attached hereto, the Special Terms and Conditions shall have precedence. All bids must have an authorized signature in the space provided below. All bids must be sealed and received in the School District's Administration Building at 35 Martin Luther King Jr. Blvd., Quincy, Florida by the "Bid Opening Date & Time" referenced above. All envelopes containing sealed bids must reference "Bid Number", "Bid Title" and the "Bid Opening Date & Time". The School District is not responsible for lost or late delivery of Bids by the U.S. Postal Service or other delivery services used by the Bidder. Bids may not be withdrawn for a period of sixty (60) days after the bid opening unless otherwise specified.

THE FOLLOWING MUST BE COMPLETED, SIGNED AND RETURNED AS PART OF YOUR BID. BIDS WILL NOT BE ACCEPTED WITHOUT THIS FORM, SIGNED BY AN AUTHORIZED AGENT OF THE BIDDER.

COMPANY NAME: _____

MAILING ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

FEDERAL EMPLOYER'S IDENTIFICATION NUMBER (FEIN): _____

TELEPHONE NUMBER: _____ (EXT) _____ FACSIMILE NUMBER: _____

EMAIL: _____

I CERTIFY THAT THIS BID IS MADE WITHOUT PRIOR UNDERSTANDING, AGREEMENT OR CONNECTION WITH ANY OTHER BIDDER SUBMITTING A BID FOR THE SAME MATERIALS, SUPPLIES, EQUIPMENT OR SERVICES, AND IS IN ALL RESPECTS FAIR AND WITHOUT COLLUSION OR FRAUD. I AGREE TO ABIDE TO ALL TERMS AND CONDITIONS OF THIS BID AND CERTIFY THAT I AM AUTHORIZED TO SIGN THIS BID FOR THE BIDDER.

AUTHORIZED SIGNATURE: _____ TYPE OR PRINTED NAME: _____

TITLE: _____ DATE: _____

THE SCHOOL BOARD OF GADSDEN COUNTY RESERVES THE RIGHT TO REJECT ANY OR ALL BIDS AND TO WAIVE ANY TECHNICAL IRREGULARITIES IN THE BIDDING OR BIDDING PROCESS.

BID IDENTIFICATION LABEL

NOTICE TO ALL BIDDERS: A label has been provided to properly identify your bid. Place the bid in a sealed envelope, type the name and address of the bidder on the label and affix the label to the front of the envelope.

The Gadsden County School District Administration office is open from 8:00 a.m. – 5:00 p.m. Monday through Thursday (Summer Hours – CLOSED FRIDAY). If you are hand delivering a proposal, a representative will be available to time/date stamp your submittal during these hours.

Cut out the label below and attach it to your envelope.

Sealed Bid – DO NOT OPEN	Sealed Bid – DO NOT OPEN
Bid Number: 1516-05	
Bid Title: Grounds Maintenance – District Wide (Groups 1, 2, 3, 4, 5 & 6)	
Bids Due: On or before July 30, 2015 @ 2:00 p.m.	
From: _____	
Address: _____	
Deliver To: Gadsden County School Board Purchasing Office 35 Martin Luther King Jr. Blvd Quincy, Florida 32351	
Sealed Bid – DO NOT OPEN	Sealed Bid – DO NOT OPEN

I. INTRODUCTION & GENERAL INFORMATION

The purpose and intent of this Invitation to Bid is to identify qualified vendors and secure firm pricing for the mowing and grounds maintenance of the **various holding ponds and school campuses** throughout the Gadsden County School District (the District) as specified herein.

A Mandatory Pre-Bid walk-through will be held on Monday, July 27, 2015 at 9:00 a.m. EST for each location as noted on Page 11. **All bidders or their representatives are to meet at the Department of Facilities, 805 South Stewart Street, Quincy, Florida** and document attendance on the conference "sign-in" sheet. Attendees and District representatives will inspect and answer questions at that time.

II. GENERAL TERMS AND CONDITIONS

NOTE: The term "Bidder" as used within this Invitation to Bid (ITB) refers to the person, company or organization responding to this ITB. The Bidder is responsible for understanding and complying with the terms and conditions herein.

- A. GENERAL:** Upon a Bid award, the terms and conditions of this Bid or any portion thereof, may upon mutual agreement of the parties be extended for three (3) additional term(s) or for additional quantities (all original terms and conditions will remain in effect). Subject to the mutual consent of the parties, the pricing, terms and conditions of this Bid, for the products or services specified herein, may be extended to other municipal, city or county government agencies, school boards, community or junior colleges, or state universities within the State of Florida.
- B. AWARD:** **In the event of contract award, this contract shall be awarded to the responsible and Responsive Bidder (2) whose bid is determined to be the most advantageous to the District,** taking into consideration price and other requirements as set forth in the ITB. **It is anticipated that this contract award will be made to up to three (3) different vendors on an all-or-none or by group basis.** Any bidder who is awarded the contract must maintain the same prices as originally bid for the duration of the term of the contract and any subsequent renewal periods. Within one week after receipt of notification of award, successful bidder(s) shall meet with the Facilities Maintenance Supervisor to discuss job procedures and scheduling. It is anticipated that a recommendation for award will be presented to the School Board for consideration at its regularly scheduled meeting on August 25, 2015.
- C. TERM:** The initial term of this contract will be from date of School Board approval, on or about **August 25, 2015 through June 30, 2016**, and may, by mutual agreement between the School Board of Gadsden County, Florida and the awardee(s), upon final School Board approval, be extended three (3) additional one (1) year periods and, if needed, ninety (90) days beyond the expiration date of the current contract period. All prices shall be firm for the term of the contract. The successful bidder(s) agree to this condition by signing its bid.
- D. BID OPENING AND FORM:** Bid openings will be public on the date and time specified on the Bidder's Acknowledgement form. All Bids received after the time indicated will be rejected as non-responsive and returned unopened to sender. Bids by Email, fax, telegram, or verbally by telephone or in person will not be accepted. To protect any confidential information contained in their Bid, companies must invoke the exemptions to disclosure provided by law in response to the ITB, and must identify the data and other material to be protected, and must state the reasons why such exclusion from public disclosure is necessary.
- E. BIDDER'S RESPONSIBILITY:** Before submitting their bid, each Bidder is required to carefully examine the ITB specifications and to completely familiarize themselves with all of the terms and conditions that are contained within this request. Ignorance on the part of the bidder will in no way relieve them of any of the obligations and responsibilities which are a part of this ITB.

- F. **OCCUPATION LICENSE:** Vendors submitting a Bid shall meet the Local Occupational License Tax requirements. Vendors with a location outside Gadsden County shall meet local Occupational Tax requirements. It is the vendor's responsibility to resubmit a copy of a new license after expiration or termination of the current license.
- G. **WARRANTY:** All goods and services furnished by the Bidder, relating to and pursuant to this ITB will be warranted to meet or exceed the Specifications contained herein. In the event of breach, the Bidder will take all necessary action, at the Bidder's expense, to correct such breach in the most expeditious manner possible
- H. **TERMS OF PAYMENT/INVOICING:** The normal terms of payment will be Net 30 Days from receipt and acceptance of goods or services and Bidder's invoice. Itemized invoices, each bearing the Purchase Order Number, dates of service and original sign off sheets will be turned into the Maintenance Department, 805 South Stewart Street, Quincy, FL 32351. **NOTE: Contractor is responsible for getting a signature of completion from the principal at each location after every service, on the day of service.**
- I. **INSPECTIONS:** The School District will have the right to expedite and inspect any of the work covered by this ITB. All goods or services are subject to the School District's inspection and approval upon arrival or completion. If rejected, they will be held for disposal at the Bidder's risk. Such inspection, or the waiver thereof, however, will not relieve the Bidder from full responsibility for furnishing goods or work conforming to the requirements of this Bid or the Bid Specifications, and will not prejudice any claim, right, or privilege the School District may have because of the use of defective or unsatisfactory goods or work.
- J. **STOP WORK ORDER:** The School District may at any time by written notice to the Bidder stop all or any part of the work for this Bid award. Upon receiving such notice, the Bidder will take all reasonable steps to minimize additional costs during the period of work stoppage. The School District may subsequently either cancel the stop work order resulting in an equitable adjustment in the delivery schedule and/or the price, or terminate the work in accordance with the provisions of the ITB terms and conditions.
- K. **INSURANCE AND INDEMNIFICATION:** The Bidder agrees to indemnify and hold harmless the School District, its officers, agents and employees from and against any and all claims and liabilities (including expenses) for injury or death of persons or damage to any property which may result, in whole or in part, from any act or omission on the part of the Bidder, its agents, employees, or representatives, or are arising from any Bidder furnished goods or services, except to the extent that such damage is due solely and directly to the negligence of the School District. The Bidder will carry comprehensive general liability insurance, including contractual and product liability coverage, with minimum limits acceptable to the School District. The Bidder will supply certificates evidencing such coverage.
- L. **RISK OF LOSS:** The Bidder assumes the following risks: (1) all risks of loss or damage to all goods, work in process, materials and equipment until the delivery thereof as herein provided; (2) all risks of loss or damage to third persons and their property until delivery of all goods as herein provided; (3) all risks of loss or damage to any property received by the Bidder or held by the Bidder or its suppliers for the account of the School District, until such property has been delivered to the School District; (4) all risks of loss or damage to any of the goods or part thereof rejected by the School District, from the time of shipment thereof to Bidder until redelivery thereof to the School District.
- M. **LAWS AND REGULATIONS:** Bidders will comply with all applicable Federal, State and Local laws, statutes and ordinances including, but not limited to the rules, regulations and standards of the Occupational Safety and Health Act of 1970, the Federal Contract Work Hours and Safety Standards Act, the Fair Labor Standards Act, the Uniformed Services Employment and Reemployment Rights Act, Chapter 440, Florida Statutes, and the rules and

regulations promulgated there under. Bidders agree not to discriminate against any employee or applicant for employment because of race, sex, religion, color, age, disability or national origin.

All agreements as a result of an award hereto and all extensions and modifications thereto and all questions relating to its validity, interpretation, performance or enforcement shall be governed and construed in conformance to the laws of the State of Florida.

- N. PUBLIC ENTITY CRIMES:** A Bidder, person, or affiliate who has been placed on the convicted vendor list following a conviction for a public entity crime may not submit a bid on a contract to provide any goods or services to a public entity for the construction or repair of a public building or public work, may not submit bids on leases of real property to a public entity, may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity, and may not transact business with any public entity in excess of the threshold amount provided in Florida State Statute, Section 287.017, for CATEGORY TWO for a period of 36 months from the date of being placed on the convicted vendor list.
- O. CONFLICT OF INTEREST:** The award hereunder is subject to the provisions of Chapter 112 Florida Statutes. All Bidders must disclose the name of any company owner, officer, director or agent who is an employee of the School District and/or is an employee of the School District and owns, directly or indirectly, an interest of five percent or more of the company.
- P. TERMINATION/DEFAULT:** The School District may terminate all or any part of a subsequent award by giving notice of default to Bidder, if Bidder: (1) refuses or fails to deliver the goods or services within the time specified; (2) fails to comply with any of the provisions of this Bid or so fails to make progress as to endanger performances, hereunder, or; (3) becomes insolvent or subject to proceedings under any law relating to bankruptcy, insolvency, or relief of debtors. In the event of termination for default, the School District's liability will be limited to the payment for goods and services delivered and accepted as of the date of termination.
- Q. FUNDING OUT, TERMINATION, AND CANCELLATION:** Florida School Laws prohibit School Boards from creating obligations on anticipation of budgeted revenues from one fiscal year to another without year-to-year extension provisions in the agreements. It is necessary that fiscal funding out provisions be included in all bids in which the terms are for periods of longer than one year. Therefore, this funding out provision is an integral part of this bid and must be agreed to by all bidders.
- R. CONVENIENCE:** The School District may terminate for its convenience at any time, in whole or in part any subsequent award. In which event of termination for convenience, the School District's sole obligations will be to reimburse Bidder for (1) those goods or services actually shipped/performed and accepted up to the date of termination, and (2) costs incurred by Bidder for unfinished goods, which are specifically for the School District and which are not standard products of the Bidder, as of the date of termination, and a reasonable profit thereon. In no event is the School District responsible for loss of anticipated profit or will reimbursement exceed the Bid value.
- S. DRUG-FREE WORKPLACE:** Whenever two or more Bids are equal with respect to price, quality, and service, a Bid received from a business that certifies that it has implemented a drug-free workplace program as defined by Section 287.087 Florida Statutes, will be given preference in the award process.
- T. WEAPONS AND FIREARMS:** The Board Possession of firearms will not be tolerated on School District property; nor will violations of Federal and State laws and any applicable School Board policy regarding Drug Free Workplace be tolerated. Violations will be subject to the immediate termination of the contract.

U. CONTACT WITH STUDENTS: No employees or independent contractors, material men, suppliers or anyone involved in any manner with projects resulting from this proposal shall have direct or indirect contact with students at project sites. A violation of this provision shall result in immediate termination of the offender and issuance of a trespass notice from the School District. Vendor/Proposer shall be responsible for insuring compliance by all employees, independent contractors and sub-contractors or other persons involved in any manner with projects resulting from this proposal. **Bidders are advised that they are responsible to ensure that no employee, agent or representative of their company who has been convicted or who is currently under investigation for a crime against children in accordance with Florida Statute 435.04 will enter onto any school site.**

V. CRIMINAL BACKGROUND CHECKS: The Legislature passed a law effective September 1, 2005 called the Jessica Lunsford Act. This law requires any employee, contractor, vendor who will (1) be at a school when students are present; or (2) Have direct contact with students; or (3) Have access to or control of school funds; meet Level II Background screening requirements. Level II screening includes fingerprinting, statewide criminal and juvenile justice records checks through the Florida Department of Law Enforcement and federal criminal records checks through the Federal Bureau of Investigation. Level II screening may also include local criminal records checks through the local law enforcement agencies. *School Board Policy 3.68 also requires a background check of all vendors and their employees that meet the above requirements. In addition, all vendors will have a Sexual Predator Check completed if they meet the requirements as listed below:*

SBGC Policy 3.68 is subject to review and change. As a provision of this contract, if awarded, any changes made to this policy will automatically become a part of and be incorporated in this contract. It is the responsibility of the awardee(s) to be aware of any changes that may occur.

1. **Sexual Predator Check** – All vendors who provide services under this contract will have a Sexual Predator Check completed by Human Resource Department personnel through the Florida Department of Law Enforcement prior to approval of any contract. This check will be performed at the FDLE website listed here: http://www3.fdle.state.fl.us/sexual_predators/
2. **Level II Background Check** – Any vendor providing services under this contract who will (1) Be at a school; or (2) Have direct contact with students; or (3) Have access to or control of school funds, that person shall have a Level II background check submitted through the School Board of Gadsden County, Human Resource Department 35 Martin Luther King Jr. Blvd., Quincy, FL. 32351. The School Board of Gadsden County shall submit vendor fingerprints and information to the Florida Department of Law Enforcement and the Federal Bureau of Investigations. The SBGC will inform the contractor of the approval/disapproval of the check within approximately one week. If any person does not meet the Board's requirements, as described in Policy 3.68, that individual shall not be allowed to perform services for Gadsden County Schools. The contractor shall be required to pay for all costs of the background reports. If it is discovered, during the period of the contract that the successful contractor substituted an unapproved worker for an approved worker, the vendor's contract may be cancelled immediately at the instructions of the School Board of Gadsden County.

Where: Gadsden County School District/Personnel Department
35 Martin Luther King Jr. Blvd
Quincy, Florida 32351

Point of Contact: Sharon Gilcrease
(850) 627-9651 ext. 1244

Remittance shall be in the form of a VISA/MasterCard or money order payable to School Board of Gadsden County.

ALL PERSONNEL ARE REQUIRED TO WEAR THE IDENTIFICATION BADGES THAT ARE ISSUED BY THE GADSDEN COUNTY SCHOOL BOARD AT ALL TIMES WHILE ON SCHOOL BOARD PROPERTY.

By initialing below you agree to these terms.

_____ Initial

W. CLARIFICATION AND INTERPRETATIONS: The School District reserves the right to allow for clarification of questionable entries, and for the Bidder to withdraw items with obvious mistakes. Any questions concerning terms, conditions or specifications will be directed to the Director of Facilities referenced on the ITB Acknowledgement. Any ambiguities or inconsistencies shall be brought to the attention of the Director of Facilities in writing at least seven workdays prior to the opening date of the Bid. Failure to do so, on the part of the bidder will constitute an acceptance by the bidder of consequent decision. An addendum to the ITB shall be issued and posted for those interpretations that may affect the eventual outcome of this bid. It is the bidder's responsibility to assure the receipt of all addendum issued. No person is authorized to give oral interpretations of, or make oral changes to the Bid. Therefore oral statements given before the bid opening date will not be binding. The School District will consider no interpretations binding unless provided for by issuance of an addendum. The bidder shall acknowledge receipt of all addenda by signing and enclosing said addenda with their proposal.

X. DISPUTE RESOLUTION CLAUSE: In the event a dispute occurs, or a clarification of contract terms becomes necessary, please indicate your company representative for arbitration proceedings.

Representative's Name: _____

Telephone Number: _____

**District Representative will be:
Deborah Minnis
Ausley & McMullen
850-224-9115**

Y. POSTING OF BID RECOMMENDATIONS/TABULATIONS: Bid recommendations and tabulations will be posted for review by interested parties at the Max D. Walker Building, located at 35 Martin Luther King Jr. Blvd., Quincy, Florida, on/or about **August 3, 2015** and will remain posted for a period of 72 hours or three business days, whichever is later. Bidders shall be notified by certified mail, return receipt requested, of any change in the date established herein for posting of Bid Recommendations/Tabulations. In the event the date of the posting of Bid Recommendations/Tabulations is changed, the notification letter shall provide the new date upon which Bid Recommendations/Tabulations will be posted.

Z. PROTESTING BID SPECIFICATIONS: Any person desiring to protest the conditions/specifications in this Bid or any Addenda thereto, shall file a written notice of protest within 72 hours after receipt of the Bid or Addendum and shall file a formal written protest within ten days after the date the notice of protest was filed. Saturdays, Sundays and legal holidays days during which the school district administration is closed shall be excluded in the computation of the 72 hour period. If the tenth calendar day falls on a Saturday, Sunday or legal holiday, the

formal written protest must be received on or before 4:00 p.m. of the next calendar day that is not a Saturday, Sunday, legal holiday, or day during which the school district administration is closed.

Notices of protest and formal written protests required by School Board policy 7.701, shall be considered filed when delivered to and received at the address provided on page one (1) of this ITB. Transmission by facsimile, email, telegram or word of mouth is not acceptable.

Failure to file a notice of protest or to file a formal written protest within the time prescribed by Section 120.57(3), Florida Statutes, shall constitute a waiver of proceedings under Chapter 120, Florida Statutes and School Board policy 7.701.

AA. CONTACT: All questions for additional information regarding this ITB must be addressed to the Director of Facilities as noted on page one. Prospective bidders shall not contact any member of the Gadsden County School Board, Superintendent, or staff regarding this bid prior to posting of the final tabulation and award recommendation. Any such contact shall be cause for rejection of your proposal.

III. SPECIAL CONDITIONS

These "SPECIAL CONDITIONS" are in addition to or supplement Section II GENERAL TERMS AND CONDITIONS. In the event of a conflict these SPECIAL CONDITIONS shall have precedence.

- A. **AGREEMENT FORM:** The basis of our agreement shall be the terms and conditions of this Invitation to Bid and the Bidder's response thereto. Any alternative agreement form or document required by Bidder shall be attached with their response hereto. The District reserves the right to reject any terms or conditions in conflict with those set by this ITB or negotiate mutually acceptable terms or conditions as it deems appropriate.
- B. **FIRM OFFER:** Any bid may be withdrawn up until the date and time set for the opening of the bids. Any bid not so withdrawn shall constitute an irrevocable offer to provide the District the services/products set forth in this ITB. Such offer shall be held open for a period of sixty days from ITB opening date or until one of the bids has been awarded by the District.
- C. **CLARIFICATIONS:** The District reserves the right to request clarification of information submitted and/or request related additional information or materials from the Bidder, to accurately evaluate the bid. Such information shall not materially change the original bid response nor serve to allow the addition of new information that was not originally expressed or referenced.
- D. **INDEMNIFICATION:** Successful bidder agrees to indemnify and save harmless the School Board of Gadsden County, its officers, agents and employees from and against any demand, claim, suit, loss, expense, or damage which may be asserted against any of them in their official or individual capacities by reason of any alleged damage to property, or injury to, or death of any person arising out of, or in any way related to, any action or inaction of the successful bidder (including its sub-contractors, officers, agents, and employees) in the performance or intended performance of this agreement, or the maintenance of any facility, or the operation of any program, which is the subject of, or is related to the performance of this agreement. **The obligations of the successful bidder pursuant to this paragraph shall not be limited in any way by any limitation in the amount or type of proceeds, damages, compensation, or benefits payable under any policy of insurance or self-insurance maintained by or for the use and benefit of the successful bidder.**
- E. **TERMINATION:** Except as it relates to any warranty provision established by this agreement and in addition to any and all rights by the parties in law or equity, the Successful Bidder may terminate this agreement at any time with thirty (30) days written notice to other without penalty. The District may unilaterally terminate this agreement in writing at any time. In the event of termination, the Contractor (a) shall be responsible for the

continued service up to the date of termination, or (b) may mutually be canceled without penalty upon agreement by both parties. The District shall be responsible for payment of all goods, materials, and services ordered, received and accepted prior to termination.

- F. **GOVERNING LAW AND VENUE**: All legal proceedings brought in connection with this contract shall only be brought in a state or federal court located in the State of Florida. Venue in state court shall be in Gadsden County, Florida. Venue in federal court shall be in the United States District Court, Northern District of Florida, and Tallahassee Division. Each party hereby agrees to submit to the personal jurisdiction of these courts for any lawsuits filed there against such party arising under or in connection with this contract. In the event that a legal proceeding is brought for the enforcement of any term of the contract, or any right arising there from, the parties expressly waive their respective rights to have such action tried by jury trial and hereby consent to the use of non-jury trial for the adjudication of such suit. All questions concerning the validity, operation, interpretation, construction and enforcement of any terms or conditions of this contract shall in all respects be governed by and determined in accordance with the laws of the State of Florida without giving effect to the choice of law principles thereof and unless preempted by federal law.

IV. INSTRUCTIONS TO BIDDERS AND SCOPE OF WORK:

- A. **GENERAL**: These specifications shall be construed as the minimum acceptable standards for the mowing of **holding ponds and associated grounds maintenance** at the specified locations throughout the School District of Gadsden County, Florida.
- B. **FAMILIARITY WITH SITES**: Vendor is responsible for their own site visit to each location in order to determine a fair price for their services. Contact Wayne Shepard with any questions.
- C. **REFERENCES**: Each bidder is required to submit a list of **(5) five commercial references** using the format on the attached "Vendor Reference Forms" **and have at least (5) five years commercial experience**. Bidder must be the prime contractor for each customer/contract referenced. All references shall be for work performed over the last year at commercial, multi-residential developments and/or institutional complexes for contracts of comparable size. Newly formed companies, corporations, joint ventures; etc. may use an incorporator as a referenced entity. At least one contract/customer shall have been serviced for a minimum of one year. Failure to do so will result in the bidder not being considered for award. Unsatisfactory references may result in the bidder not being considered for award.
- D. **CRIMINAL BACKGROUND CLEARANCE**: Pursuant to School Board Policy 3.68, Criminal Background and Employment and the Florida Legislated Jessica Lunsford Act, any personnel deployed to school sites as a result of contract award must have received a Level II criminal background screening and clearance. See section U, pg 5 of these specifications for detailed information concerning the procedures pertaining to this Requirement.
- E. **LABOR AND MATERIAL**: The bidder shall provide and pay for all labor, materials, equipment, tools, transportation and other facilities and services as required for the proper execution and completion of the work.
- F. **SAFETY**: The bidder shall take all reasonable precautions for safety and shall provide all reasonable protection to prevent damage, injury or loss to persons and employees of the District. The bidder shall comply with all Occupational Safety and Health Administration (OSHA) regulations, as they are applicable.

- G. EMERGENCIES:** In any emergency affecting the safety of persons and property, the bidder shall act immediately to prevent threatened damage, injury or loss. Any such emergency must be reported to the District not later than twenty-four (24) hours from the time that the emergency is discovered by the bidder.
- H. EQUIPMENT:** All equipment operated on any school district site shall be equipped with guards and/or shields to minimize the possibility of injury to the operator, the general public or property. Machinery not equipped with safety devices shall not be operated at any facility housing students, staff or other personnel. No power equipment shall be operated in the vicinity of students during periods such as class change, recess, fire drills, etc. Proper operation of equipment is the contractor's responsibility. **The Gadsden County School Board is requiring that the vendor have at least (6) six commercial grade mowers and that all weed eaters and other equipment deemed necessary to perform grounds maintenance will be commercial grade. In addition the vendor shall employ a minimum of (4) four fulltime employees.**

By initialing below you agree to these terms.

_____ Initial

- I. SITE ADDITIONS/DELETIONS:** Sites for work may be added or deleted as required for the duration of the contract. Approval is required by the Director of Facilities before work commences related to the items contained in this contract. When a site is added the cost to maintain that site shall be negotiated at that time, but must be in relation to other sites of similar size and design.
- J. CORRECTION OF WORK:** The bidder shall promptly correct all work rejected by the District as defective or as failing to conform to these contract specifications.
- K. SMOKING AND TOBACCO PRODUCTS:** Smoking and the use of tobacco products are prohibited on Gadsden County School Board property, **including all buildings and grounds.**
- L. IDENTIFICATION:** **I.D. badges and/or company logos on shirts or hats are required on all bidders' personnel at all times.**
- M. ATTIRE:** Proper attire shall be worn at all times.
- 1. Every employee MUST wear GCSB ID badges at all times while on School Board property.**
 - Shirts shall be worn while on school property at all times. (No tank tops or undershirts will be permitted). Clothing displaying nudity, obscene language, obscene symbols or pro-drug slogans is prohibited.
 - Proper shoes to insure the individual's safety shall be worn at all times.
- N. FRATERNIZATION:** Contractors' personnel shall not fraternize with school staff or students.
- O. WORK SCHEDULE DELAYS:** When conditions at any site are unfavorable for the completion of mowing/maintenance on the scheduled day because of excusable delays due to no fault of the contractor or due to acts of nature, the contractor may cease their attempt to complete work until conditions are favorable. This delay shall not nullify the contractor's responsibility to perform within a reasonable time after conditions improve sufficiently to finish the work. Should contractors fall behind schedule for any reason, including rain, they will advise the school principal and the Director of Facilities **immediately** of the intended adjustment date prior to performing the work on the adjusted date.

****IT IS ADVISED TO MEET WITH THE PRINCIPAL AT EACH SCHOOL TO SET A TIME FOR SERVICE THAT IS AGREEABLE TO BOTH THE CONTRACTOR AND THE PRINCIPAL. SOME LOCATIONS ARE NOT AVAILABLE DURING NORMAL SCHOOL HOURS****

P. WORK SCHEDULE:

1. **MOWING AND GROUNDS MAINTENANCE:** All holding ponds and surrounding grounds areas will be mowed and cleared of trash and debris **with every service** on a bi-weekly schedule beginning , on or about **August 25, 2015 through June 30, 2016.**
2. This includes all fenced in areas (i.e. solar panels, air conditioning units, cooling towers, greenhouses, basketball courts, holding ponds, lift stations). All paved areas including sidewalks that have grass and weeds growing up through must be trimmed. See Wayne Shepard, Director of Facilities or assigned designee for keys.

EXCLUDING THE MONTHS OF JANUARY AND FEBRUARY UNLESS OTHERWISE NOTED.

The Director of Facilities or his designee will call for maintenance to be done if any changes occur to the established schedule.

3. **TRIMMING, PRUNING, EDGING AND MULCHING:** The trimming and pruning of hedges, shrubs, trees and weeding of flower beds will be done **monthly**. Edging all walkways will be done monthly.

ALL FENCE LINES ARE TO BE SPRAYED MONTHLY.

MULCH FLOWER BEDS IN MARCH AND AUGUST.

Q. SCOPE OF WORK: The work of this contract shall include, but not be limited to:

1. **PRIOR TO EVERY SERVICE, THE CONTRACTOR MUST SIGN IN AT THE FRONT OFFICE BEFORE STARTING WORK.**
2. Mow all areas leaving clippings on the lawn so long as no readily visible clumps remain on the grass surface 48 hours after mowing, otherwise, clippings should be collected and disposed of by the contractor. **All mower blades must be sharpened and alignment adjusted on a regular basis so as NOT to damage grass or leave uneven cut.** Mowing pattern shall create straight lines when possible.
3. All debris generated by the contractor shall be removed from sites. Contractor will remove all trash and debris from inlets and fence lines. Dumpster containers and other on-site trash disposal containers will NOT be used by the contractor to dispose of debris. State and local ordinances regarding disposal of landscape debris must be followed.
4. Trim hedges where they exist around ponds and perimeter fences. The contractor shall prune all hedge and plant materials under the guidelines established by the Director of Facilities and in accordance with good horticultural practice. Each plant's desired appearance should be determined prior to beginning any pruning operations. The Director of Facilities will establish the desired appearance.
5. **All fence lines are to be sprayed monthly or more often as needed.**
6. Visual inspection of the grounds. Any problems with the fences/gates, erosion, etc. should be reported to the Director of Facilities immediately.
7. Keys for all gates may be obtained from the Director of Facilities.

By initialing below you agree to these terms.

_____ Initial

End of Section

SITE LOCATIONS

Grounds Maintenance – District Wide (Groups 1, 2, 3, 4, 5 & 6)		
Group #1	Group #2	Group #3
Havana Elementary 705 US 27 South Havana, FL 32333 <i>NOTE: As long as School Board maintains ownership</i> Havana Middle 1210 Kemp Road Havana, FL 32333 (includes 1 holding pond)	Gadsden Elementary Magnet 500 West King Street Quincy, FL 32351 George W. Munroe Elementary 1830 West King Street Quincy, FL 32351 James A. Shanks Middle 1830 West King Street Quincy, FL 32351	Bus Garage 720 South Stewart Street Quincy, FL 32351 Carter Parramore Academy 631 South Stewart Street Quincy, FL 32351 Gadsden Technical Institute 201 Martin Luther King Jr. Blvd. Quincy, FL 32351 Department of Facilities 805 South Stewart Street Quincy, FL 32351 Stewart Street Elementary 749 South Stewart Street Quincy, FL 32351
Group #4	Group #5	Group #6
Chattahoochee Elementary 335 Maple Street Chattahoochee, FL 32324 Gretna Elementary 706 Martin Luther King Jr. Blvd. Gretna, FL 32332 St. John Elementary 4463 Bainbridge Highway Quincy, FL 32351 (includes 1 lift station)	Greensboro Elementary 559 Greensboro Highway Quincy, FL 32351 West Gadsden High School 200 Providence Road Quincy, FL 32351	East Gadsden High School 27001 Blue Star Highway Havana, FL 32333 (includes 2 holding ponds and 1 lift station) <i>NOTE: EGHS is a 12 month contract</i>

~BID BY GROUP ONLY~

***UNLESS SPECIFIED ALL AREAS ARE TO BE SERVICED EVERY OTHER WEEK. PLEASE BID ACCORDINGLY**

*******EXCLUDES THE MONTHS OF JANUARY AND FEBRUARY*******

With the exception of East Gadsden High School

ANY CHANGES TO SERVICE WILL BE AT THE DISCRETION OF THE DIRECTOR OF FACILITIES/WAYNE SHEPARD

Gadsden County School District



"Building a Brighter Future for Students"

Bid Proposal Form

Bid No. 1516-05 – Grounds Maintenance District Wide (Groups 1, 2, 3, 4, 5 & 6)

Vendor Acknowledgement and Approval

I certify that this bid is made without prior understanding, agreement or connection with any corporation, firm, or person submitting a bid for the same materials, supplies or equipment, and in all respects fair and without collusion or fraud. The following information, including an authorized representative signature is required to be submitted with your bid in order to be considered for evaluation and award. The person signing below acknowledges and agrees with all proposed information as submitted and has the authorization of the said company to enter into a contractual agreement with the School Board of Gadsden County for the purposes as proposed and as described herein. Please print and sign below where required.

Authorized Representative's Name/Title	Authorized Representative's Signature	Date
Company's Name	Telephone Number	Fax Number
Address	City	State
		Zip

Lawn Care Maintenance – District Wide (Groups 1, 2, 3, 4, 5 & 6)					
Group #1	Group #2	Group #3	Group #4	Group #5	Group #6
-Havana Elementary <i>(as long as School Board maintains ownership)</i> -Havana Middle *1 holding pond	-Gadsden Elementary Magnet --George W. Munroe Elementary -James A. Shanks Middle	-Bus Garage -Carter Parramore Food Service Warehouse -Gadsden Technical Institute -Dept. of Facilities -Stewart Street Elementary	-Chattahoochee Elementary -Gretna Elementary -St. John's Elementary *lift station	-Greensboro Elementary -West Gadsden High School	-East Gadsden High School *2 holding ponds *lift station <i>(EGHS is a 12 month contract)</i>
Bid _____ <i>per cut</i>	Bid _____ <i>per cut</i>	Bid _____ <i>per cut</i>	Bid _____ <i>per cut</i>	Bid _____ <i>per cut</i>	Bid _____ <i>per cut</i>
(For Office Use Only)	(For Office Use Only)	(For Office Use Only)	(For Office Use Only)	(For Office Use Only)	(For Office Use Only)

**THE SCHOOL BOARD OF GADSDEN COUNTY
MAINTENANCE DEPARTMENT
805 S. STEWART STREET
QUINCY, FL. 32351
BID NUMBER 1516-05
GROUNDS MAINTENANCE – DISTRICT WIDE (Groups 1, 2, 3, 4, 5 & 6)
REFERENCE FORM**

Please provide all requested information for each reference.

Company Name: _____

Business Type: _____

Contact Person: _____

Telephone: _____

Email: _____

Date of last service: _____



Company Name: _____

Business Type: _____

Contact Person: _____

Telephone: _____

Email: _____

Date of last service: _____



Company Name: _____

Business Type: _____

Contact Person: _____

Telephone: _____

Email: _____

Date of last service: _____

**THE SCHOOL BOARD OF GADSDEN COUNTY
MAINTENANCE DEPARTMENT
805 S. STEWART STREET
QUINCY, FL. 32351
BID NUMBER 1516-05
GROUNDS MAINTENANCE – DISTRICT WIDE (Groups 1, 2, 3, 4, 5 & 6)
REFERENCE FORM**

Please provide all requested information for each reference.

Company Name: _____

Business Type: _____

Contact Person: _____

Telephone: _____

Email: _____

Date of last service: _____



Company Name: _____

Business Type: _____

Contact Person: _____

Telephone: _____

Email: _____

Date of last service: _____



Company Name: _____

Business Type: _____

Contact Person: _____

Telephone: _____

Email: _____

Date of last service: _____

DRUG FREE WORKPLACE

Preference shall be given to businesses with drug-free workplace programs. Whenever two or more bids that are equal with respect to price, quality, and service are received for the procurement of commodities or contractual services, a bid received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedures for processing tie bids will be followed if none of the tied vendors have a drug-free workplace program. In order to have a drug-free workplace program, a business shall:

1. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.
2. Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
3. Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).
4. In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.
5. Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.
6. Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this business complies fully with the above requirements.

Vendor's Signature: _____ Date: _____

**SWORN STATEMENT PURSUANT TO
SECTION 287.133(3) (a), FLORIDA STATUTES, ON ENTITY CRIMES**

This sworn statement is submitted to The School Board of Gadsden County, Florida (hereinafter "Board" or "School Board") by _____
(Print individual's name and title)

for _____
(Print name of entity submitting sworn statement)

whose business address is _____

City: _____ State: _____ Zip: _____

and (if applicable) its Federal Employer Identification number (*FEIN) is: _____
If the entity has no FEIN, include the Social Security number of the Individual signing this sworn Statement

1. I understand that a "public entity crime" as defined in Paragraph 287.133(1) (g), Florida Statutes, means a violation of any state or federal law by a person with respect to and directly related to the transaction of business with any public entity or with an agency or political subdivision of any other state or with the United States, including, but not limited to, any bid or contract for goods or services to be provided to any public entity or an agency or political subdivision or any other state or of the United States and involving antitrust, fraud, theft, bribery, collusion, racketeering, conspiracy, or material misrepresentation.
2. I understand that "convicted" or "conviction" as defined in Paragraph 287.133(1) (b), Florida Statutes, means a finding of guilt or a conviction of a public entity crime, with or without an adjudication of guilt, in any federal or state trial court of record relating to charges brought by indictment or information after July 1, 1989, as a result of jury verdict, nonjury trial, or entry of a plea of guilty or nolo contendere.
3. I understand that an "affiliate" as defined in Paragraph 287.133(1)(a), Florida Statutes, means:
 - a. A predecessor or successor of a person convicted of a public entity crime; or
 - b. An entity under the control of any natural person who is active in the management of the entity and who has been convicted of a public entity crime. The term "affiliate" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in the management of an affiliate. The ownership by one person of shares constituting a controlling interest in another person or a pooling of equipment or income among persons when not for fair market value under an arm's length agreement shall be a prima facie case that one person controls another person. A person who knowingly enters into a joint venture with a person who has been convicted of a public entity crime in Florida during the preceding thirty-six (36) months shall be considered an affiliate.
 - c. I understand that a "person" as defined in Paragraph 287.133.(1)(e), Florida Statutes, means any natural person or entity organized under the laws of any state or of the United States with the legal power to enter into a binding contract and which bids or applies to bid on contracts for the provision of goods or services let by a public entity, or which otherwise transacts or applies to transact business with a public entity. The term "person" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in management of an entity.

4. The statement, which I have marked below, is true in relation to the entity submitting this sworn statement. (Indicate which statement applies).

Neither the entity submitting this sworn statement, nor any of its officers, directors, executives, partners, shareholders, employees, members, or agents who are active in the management of the entity, nor any affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989.

The entity submitting this sworn statement, or one or more of its officers, directors, executives, partners, shareholders, employees, members, or agents who are active in the management of the entity or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989.

The entity submitting this sworn statement, or one or more of its officers, directors, executives, partners, shareholders, employees, members, or agents who are active in the management of the entity or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989. However, there has been a subsequent proceeding before a Hearing Officer of the State of Florida, Division of Administrative Hearings and the Final Order entered by the Hearing Officer determined that it was not in the public interest to place the entity submitting this sworn statement on the convicted vendor list. (Attach a copy of the final order).

I UNDERSTAND THAT THE SUBMISSION OF THIS FORM TO THE CONTRACTING OFFICER FOR THE PUBLIC ENTITY IDENTIFIED IN PARAGRAPH ONE (1) ABOVE IS FOR THAT PUBLIC ENTITY ONLY AND THAT THIS FORM IS VALID THROUGH DECEMBER 31 OF THE CALENDAR YEAR IN WHICH IT IS FILED.

I ALSO UNDERSTAND THAT I AM REQUIRED TO INFORM THE PUBLIC ENTITY PRIOR TO ENTERING INTO A CONTRACT IN EXCESS OF THE THRESHOLD AMOUNT PROVIDED IN SECTION 287.017, FLORIDA STATUTES, FOR CATEGORY TWO OF ANY CHANGE IN THE INFORMATION CONTAINED IN THIS FORM.

Signature

STATE OF FLORIDA

COUNTY OF _____

Sworn to and subscribed before me, a Notary Public for the above State and County on this _____ day of _____, 20____.

Notary Public

My Commission Expires

Personally known
 Produced identification

Type of identification produced:

MINORITY-OWNED FIRM OR COMPANY

I (we), do hereby certify that my (our) business qualifies as a minority-owned firm or company. Please check one of the following applicable (if yes, certification required – please submit with form):

- _____ WHITE
- _____ AFRICAN AMERICAN
- _____ HISPANIC
- _____ AMERICAN INDIAN-ALASKAN NATIVE
- _____ ASIAN-PACIFIC ISLANDER
- _____ FEMALE
- _____ PHYSICALLY OR MENTALLY DISABLED

SIGNATURE: _____ DATE: _____

PRINT NAME: _____

NAME OF BUSINESS: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

Non-Minority Firm or Company

I (we) do hereby certify that my (our) business does not qualify as a minority-owned firm or company.

SIGNATURE: _____

PRINT NAME: _____

NAMES OF BUSINESS: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

NOTE: Pursuant to Section 289.094, Florida Statutes, it is unlawful for any individual to falsely represent any entity as a minority-owned firm or company for purpose of qualifying for certification as such an enterprise under any program, which, in compliance with federal law, is designed to assist minority-owned firms or companies in receipt of contracts for the provision of goods and services.

***NOTE: THIS CERTIFICATION MUST BE SIGNED AND RETURNED
WITH YOUR BID IN ORDER FOR YOUR BID TO BE VALID.***

INDEMNIFICATION AND INSURANCE

In consideration of this Contract, if awarded, the Vendor agrees without reservation to the indemnification and insurance clauses contained herein. These clauses are attached to and form a part of **Bid No. 1516-05 Grounds Maintenance – District Wide (Groups 1, 2, 3, 4, 5 & 6).**

INDEMNIFICATION

The Vendor shall hold harmless, indemnify and defend the indemnities (as hereinafter defined) against any claim, action, loss, damage, injury, liability, cost or expense of whatsoever kind or nature including, but not by way of limitation, attorneys' fees and court costs arising out of bodily injury to persons including death, or damage to tangible property arising out of or incidental to the performance of this Contract (including goods and services provided thereto) by or on behalf of the Vendor, whether or not due to or caused in part by the negligence or other culpability of the indemnity, excluding only the sole negligence or culpability of the indemnity. The following shall be deemed to be indemnities: The School Board of Gadsden County, Florida and its members, officers and employees.

INSURANCE

Prior to being recommended for award, the Vendor has five business days after notification to submit proof of insurance as required herein. Failure to submit a fully completed certificate of insurance signed by an authorized representative of the insurer providing such insurance coverage's may cause the Vendor to be considered non-responsive and not eligible for award of the Contract. The insurance coverage's and limits shall meet, at a minimum, the following requirements:

1. Commercial General Liability Insurance in an amount not less than \$1,000,000 combined single limit per occurrence for bodily injury and property damage.
2. Automobile Liability Insurance covering all owned, non-owned and hired vehicles used in connection with the operation of the Vendor, in an amount not less than \$1,000,000 combined single limit per occurrence for bodily injury and property damage.
3. Proof of Workers' Compensation Insurance for all employees as required by Florida Statutes or a Certificate of Exemption from the Division of Workers' Compensation/FL Department of Financial Services.

"The School Board of Gadsden County, Florida" must be listed as additional Insured on all liability coverage's except Workers' Compensation.

The insurance coverage required shall include those classifications, as listed in standard liability insurance manuals, which most nearly reflect the operations of the Vendor.

All insurance policies shall be issued by companies with either of the following qualifications:

- a. The company must be:
 1. Authorized by subsisting certificates of authority by the Department of Insurance of the State of Florida or
 2. An eligible surplus lines insurer under Florida Statutes. In addition, the insurer must have a Best's Rating of "A" or better and a Financial Size Category of "IV" or better according to the latest edition of Best's Key Rating Guide, published by A.M. Best Company.

_____ Initial

b. with respect only to the Workers' Compensation insurance, the company must be:

1. Authorized as a group self-insurer pursuant to Florida Statutes or
2. Authorized as a commercial self-insurance fund pursuant to Florida Statutes

Neither approval nor failure to disapprove the insurance furnished by the Vendor to the School Board shall relieve the Vendor of the Vendor's full responsibility to provide insurance as required by this Contract.

The Vendor shall be responsible for assuring that the insurance remains in force for the duration of the contractual period; including any and all option years that may be granted to the Vendor. The certificate of insurance shall contain the provision that the School Board be given no less than thirty (30) days written notice of cancellation. If the insurance is scheduled to expire during the or renewed certificates of insurance to the School Board at a minimum of thirty (30) calendar days in advance of such expiration.

Unless otherwise notified, the certificate of insurance must be delivered to the following address:

The School Board of Gadsden County
Maintenance Department
35 Martin Luther King Jr. Blvd.
Quincy, Florida 32351

The name and address of The School Board of Gadsden County, as shown directly above, must be listed as Certificate Holder on the Certificate of Insurance as well as clearly noted as "Additional Insured".

The Vendor may be in default of this Contract for failure to maintain the insurance as required by this Contract.

Any questions and/or inquiries should be directed to Wayne Shepard at (850) 627-9888.

_____ Initial

BID SUBMITTAL REQUIREMENTS CHECKLIST: To help ensure that you include all the submittals necessary to complete a thorough evaluation of your Bid, we suggest that you use this check list as a reminder. Please include this checklist along with your response. **Items checked "Required" must be submitted with your response or your Bid will be declared non-responsive.**

Included	Required	Verified	Description of Submittal
	✓		ITB – Bidder Acknowledgement Form – page 1
	✓		Level II Background Check and Badges – page 6
	✓		Dispute Resolution Contact – page 7, item W
	✓		Equipment and Employee Requirements – page 10
	✓		Scope of Work – page 11
	✓		Bid Proposal Form – page 13
	✓		Vendor Reference Forms – pages 14-15
	✓		Drug Free Workplace Certification – page 16
	✓		Sworn Statement – pages 17-18
	✓		Application for Vendor Status (IRS W-9) – page 19
	✓		Minority Owned Firm or Company – page 20
	✓		Indemnification & Insurance – pages 21-22

R. W. Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9b

Date of School Board Meeting: August 25, 2015

TITLE OF AGENDA ITEM: HVAC Units for Havana Magnet 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: School Board approval for the purchase of new HVAC units at Havana Magnet School through Win-Air Company.

FUND SOURCE: 340

AMOUNT: \$34,530.79

PREPARED BY: Wayne Shepard

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.

2015 AUG 13 AM 11:46
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

7/1/15

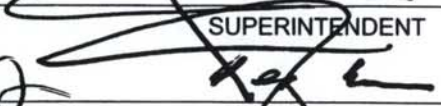
35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351
 PHONE (850) 627-9651 FAX (850) 627-2760
www.gcps.k12.fl.us

187926

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VW1130 Winair Company 870-5 Blounstown Hwy Tallahassee FL 32304	SHIP TO THIS ADDRESS Gadsden County School Board Maintenance Dept 805 South Stewart Street Quincy FL 32351
--	---

PRINCIPAL / SUPERVISOR <i>Wayne Shepard</i>	BUDGET DIRECTOR <i>Lalaine May</i>	SUPERINTENDENT 
--	---------------------------------------	---

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
----------	-------------	-------------	------------	-------

See Attached Quote for AC Units for
 Havana Magnet School

\$34,530.79

PAY TERMS: NET 30

- All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable-address above.
- If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
- Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR							FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
340	8100	641	0061	09990		\$34,530.79	
<i>TK</i> <i>13115</i> 340	<i>7900</i>		0091	<i>3405</i>			



870-5 BLOUNTSTOWN HWY
TALLAHASSEE, FL 32304

PHONE (850) 575-3755
FAX (850) 575-3938

Job Name
Bosch Water Source Units

Quote No.	Date	Page
0014502	7/16/15	1
Expiration Date		7/02/15
Revised Date		7/16/15
Bid Due Date		6/02/15

Quoted To Customer
GADSDEN COUNTY SCHOOL BOARD MAIINTENANCE DEPARTMENT 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351-4411
Phone (850) 627-9888 Fax (850) 875-8795

Quoted By
Richard Harsany rharsany@winair.com (850) 575-3755

Customer	Payment Terms	Quoted To	Salesperson	FOB
001337	NET 30 DAYS	Ricky Sherman	RICHARD HARSANY	S

**** 2-3 weeks to ship ****

Line	Qty.	Description	Unit Price	UOM	Extended Price
1.0	1	SV024-4VTN-FRT 2.0T 460 3P HP	2016.8400	EA	2016.84
2.0	2	SV036-4VTN-FRT 3.0T 460 3P HP	2336.2100	EA	4672.42
3.0	1	SV042-4VTN-FRT 3.5T 460 3P HP	2361.2700	EA	2361.27
4.0	6	SV070-4VTN-FRT 6.0T 460 3P HP	4246.7100	EA	25480.26

***** 2-3 weeks to ship *****

Tax Area Id	Net Sales	34,530.79
	Freight	.00
	Tax	.00
	Quotation Total	34,530.79

* A C K N O W L E D G E M E N T - Quote Order *

TALL C.C. Dickson Co. #1135
3780 Hartsfield Rd
TALLAHASSEE FL 32303-1121 (850)575-1925/

CUST#: 173413 SHIP TO: Order Date: 07/20/15 Whse: 1135 ORDER#: 588989-00

Placed By Taken By Salesrep Out
ARH 1135

BILL TO: (850)627-9888 FAX#: 8508758795
GADSDEN CO - School Bd
35 MARTIN LUTHER KING JR BLVD
QUINCY, FL 32351-4400

SHIP TO:
GADSDEN CO - School Bd
35 MARTIN LUTHER KING JR BLVD
QUINCY, FL 32351-4400

Customer PO: HAVANA MIDDLE SCHOOL Special Instructions:

Ship Via: Request Date: 07/20/15 Ship Date: Terms: Net 30

Line #	Product And Description	Quantity Ordered	Quantity B.O.	Quantity Shipped	Qty Um	Unit Price	Net Price
1	TCV024AGC30CRTS HEAT PUMP; 2T, Vert,	1	208/230, Right		EA	1634.63000 *	1634.63
2	TCV036AFC30CRTS PACKAGE UNIT; Vert, 410,	2	460V, RH Ret		EA	1936.10000 *	3872.20
3	TCV048AFC30CRTS HEAT PUMP; Water	1	Sourced, 4T, 460V		EA	2254.39000 *	2254.39
4	TCV072AFC3AABTT 6 TON VERT FRONT RETURN	6	460V 3 PHASE		each	5641.46000 *	33848.76

4 Lines Total	Total	41609.98
	Freight In	500.00
	Invoice Total	42109.98
	** NOT AN INVOICE OR RECEIPT **	

** This Quote Will Expire On: 08/19/15 **

 * I acknowledge that this order includes non-stock *
 *merchandise ordered by C.C. Dickson specifically on my *
 *behalf. I further agree that the product meets the proper *
 specification requirements and that I will accept delivery
 *of the product upon receipt by C.C. Dickson and make *
 *payment within the standard agreed upon terms *
 * *
 ALL NON-STOCK ORDERS ARE SUBJECT TO ACTUAL INBOUND FREIGHT
 *CHARGES INCURRED! *
 *

Continued

Page #: 2

Time: 11:09

* A C K N O W L E D G E M E N T - Quote Order *

TALL C.C. Dickson Co. #1135
3780 Hartsfield Rd
TALLAHASSEE FL 32303-1121 (850)575-1925/

CUST#: 173413 SHIP TO: Order Date: 07/20/15 Whse: 1135 ORDER#: 588989-00

Placed By Taken By Salesrep Out
ARH 1135

BILL TO: (850)627-9888 FAX#: 8508758795
GADSDEN CO - School Bd
35 MARTIN LUTHER KING JR BLVD
QUINCY, FL 32351-4400

SHIP TO:
GADSDEN CO - School Bd
35 MARTIN LUTHER KING JR BLVD
QUINCY, FL 32351-4400

Customer PO: HAVANA MIDDLE SCHOOL Special Instructions:

Ship Via: Request Date: 07/20/15 Ship Date: Terms: Net 30

Line #	Product And Description	Quantity Ordered	Quantity B.O.	Quantity Shipped	Qty Um	Unit Price	Net Price
--------	-------------------------	------------------	---------------	------------------	--------	------------	-----------

* Signature: _____ Date: __/__/__ *
*
* Printed Name: _____ *

Last Page



14610 BREAKERS DR. JACKSONVILLE, FL 32258
 (904) 407-4500
 WEBSITE: www.bakerdist.com

QUOTE

TO:	GADSDEN COUNTY SCHOOL 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351-4400 Acct: 100313 Tel: 850-627-9651
JOB:	WATER SOURCE

FROM:	BAKER TALLAHASSEE #305 860 EPPES DRIVE TALLAHASSEE, FL 32304 Telephone: 850-576-8102
--------------	--

BID DATE	EXPIRATION DATE	BID ID
7/22/15	10/22/15	5728620
DESCRIPTION		PAGE #
WATER SOURCE		1

LINE	QUANTITY	PRODUCT DESCRIPTION	PRICE PER	NET PRICE	EXTENDED
10	6	SVO70-4VTN WATER SOURCE 6T	EA	5384.4000	32306.40
20	2	SVO38-4VTN WATER SOURCE 3T	EA	2979.6000	5959.20
30	1	SVO42-4VTN WATER SOURCE 3.5T	EA	3016.8000	3016.80
40	1	SVO30-4VTN WATER SOURCE 2.5T	EA	2476.8000	2476.80
A/C Units for Havana Magriet School					
Subtotal:					43,759.20
Estimated Tax:					.00
Bid Total:					43,759.20

R. Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: August 25, 2015

TITLE OF AGENDA ITEM: 2015-2016 District Assessment Calendar

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this item is to ask for the school board's approval of the 2015-2016 assessment dates developed by the District Assessment Coordinator.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Caroline McKinnon *cm*

POSITION: District Assessment Coordinator

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: _____

2015 JUL 27 PM 2:09
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

GADSDEN COUNTY SCHOOLS

(Draft as of July 6, 2015)

2015-2016

District Assessment Calendar



Caroline McKinnon
District Assessment Coordinator

Reginald C. James, Superintendent
Rosalyn W. Smith, Deputy Superintendent

August 2015

Conquer

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 FIRST DAY OF SCHOOL	18	19	20	21	22
23	24	25	26	27	28	29
30	31 I Ready & My Paths Window Opens					

September 2015— Statewide: FSA Algebra 1, Geometry, Algebra 2: *September 14-25*

Inspire

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 I Ready & My Paths	2 I Ready & My Paths	3 I Ready & My Paths	4 I Ready & My Paths	5
6	7 LABOR DAY	8 District Baseline: Chemistry I Ready & My Paths	9 District Baseline Chemistry I Ready & My Paths	10 I Ready & My Paths	11 I Ready & My Paths Window Closes Mid-term Progress Reports	12 ACT
13	14 FSA Algebra 1 FSA Geometry FSA Algebra 2 BEGINS	15 FSA Algebra 1 FSA Geometry FSA Algebra 2	16 FSA Algebra 1 FSA Geometry FSA Algebra 2	17 FSA Algebra 1 FSA Geometry FSA Algebra 2	18 FSA Algebra 1 FSA Geometry FSA Algebra 2	19
20	21 FSA Algebra 1 FSA Geometry FSA Algebra 2	22 FSA Algebra 1 FSA Geometry FSA Algebra 2	23 FSA Algebra 1 FSA Geometry FSA Algebra 2	24 FSA Algebra 1 FSA Geometry FSA Algebra 2	25 FSA Algebra 1 FSA Geometry FSA Algebra 2 ENDS	26
27	28	29	30			

October 2015

- FSA English Language Arts Grade 10 Retake: *October 13-23*
- FCAT 2.0 Grade 10 Reading Retake: *October 13-23*
- NGSSS Algebra 1 Retake, Biology 1, Civics, U.S. History: *October 12-23*

Persevere

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3 SAT
4	5	6 <u>District Assessments:</u> Grades 5&8 Science Biology U.S. History Civics	7	8	9 <i>End of First Grading Period</i>	10
11	12 TEACHER PLANNING DAY/ INSERVICE DAY	13 FSA ELA Grade 10 Retake FCAT 2.0 Grade 10 Retake NGSSS Algebra 1 Retake, Biology 1, Civics, U.S. History	14 FSA ELA Grade 10 Retake FCAT 2.0 Grade 10 Retake NGSSS Algebra 1 Retake, Biology 1, Civics, U.S. History	15 FSA ELA Grade 10 Retake FCAT 2.0 Grade 10 Retake NGSSS Algebra 1 Retake, Biology 1, Civics, U.S. History	16 FSA ELA Grade 10 Retake FCAT 2.0 Grade 10 Retake NGSSS Algebra 1 Retake, Biology 1, Civics, U.S. History	17
18	19 FSA ELA Grade 10 Retake FCAT 2.0 Grade 10 Retake NGSSS Algebra 1 Retake, Biology 1, Civics, U.S. History	20 FSA ELA Grade 10 Retake FCAT 2.0 Grade 10 Retake NGSSS Algebra 1 Retake, Biology 1, Civics, U.S. History	21 FSA ELA Grade 10 Retake FCAT 2.0 Grade 10 Retake NGSSS Algebra 1 Retake, Biology 1, Civics, U.S. History	22 FSA ELA Grade 10 Retake FCAT 2.0 Grade 10 Retake NGSSS Algebra 1 Retake, Biology 1, Civics, U.S. History	23 FSA ELA Grade 10 Retake FCAT 2.0 Grade 10 Retake NGSSS Algebra 1 Retake, Biology 1, Civics, U.S. History	24 ACT
25	26	27	28	29	30	31

November 2015

Achieve

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7 SAT	
8	9	10	11 VETERANS DAY	12	13	14	
15	16	17	18	19	20 <i>Mid-term Progress Reports</i>	21	
22	23 TEACHER PAID HOLIDAY	24 TEACHER PAID HOLIDAY	25 THANKSGIVING HOLIDAYS			26	27
28	29	30					

December 2015- • FSA Algebra 1, Geometry, Algebra 2: December 1-18

• NGSSS Algebra 1 Retake, Biology 1, Civics, U.S. History: December 1-18

Desire

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 State-wide Winter EOC Assessments	2 State-wide Winter EOC Assessments	3 State-wide Winter EOC Assessments	4 State-wide Winter EOC Assessments	5 SAT
6	7 State-wide Winter EOC Assessments I Ready & My Paths Window Opens	8 State-wide Winter EOC Assessments <u>District Mid-year:</u> Grades 5&8 Science Biology Chemistry	9 State-wide Winter EOC Assessments <u>District Mid-year:</u> U.S. History Civics	10 State-wide Winter EOC Assessments	11 State-wide Winter EOC Assessments	12 ACT
13	14 State-wide Winter EOC Assessments	15 State-wide Winter EOC Assessments I Ready & My Paths Window Closes	16 State-wide Winter EOC Assessments Semester Exams	17 State-wide Winter EOC Assessments Semester Exams	18 State-wide Winter EOC Assessments <i>End of Second Grading Period</i> Semester Exams	19
20	21	22	23	24	25	26
WINTER BREAK						
27	28 WINTER BREAK	29 WINTER BREAK	30 WINTER BREAK	31 WINTER BREAK		

January 2016

Believe

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 NEW YEAR'S DAY	2
3	4 TEACHER PLANNING DAY	5 STUDENTS RETURN	6	7	8	9
10	11	12	13	14	15	16
17	18 MARTIN LUTHER KING, JR. HOLIDAY	19	20	21	22	23 SAT
24	25	26	27	28	29	30
31						

February 2016

Commit

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5 <i>Mid-term Progress Reports</i>	6 ACT
7	8	9	10	11	12	13
14	15 TEACHER PAID HOLIDAY	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016— FSA ELA-Writing Component: Grades 4-7: March 1/Grades 8-10: March 2-10
 NGSSS Algebra 1 Retake: March 28-April 8
 FCAT 2.0 Grade 10 Reading Retake: March 28-April 8
 FSA English Language Arts Grade 10 Retake: March 28-April 8
 FSA Grade 3 English Language Arts: March 29-March 30
 FSA Grades 3 and 4 Mathematics: March 31-April 1

Focus

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
		1 <u>FSA ELA-Writing Component</u> Grades 4-7	2 <u>FSA ELA-Writing Component</u> Grades 8-10 CBT Begins	3	4	5 SAT	
6	7	8 <u>District Assessments:</u> Grades 5&8 Science Biology	9 <u>District Assessments:</u> Grades 5&8 Science Biology	10 <i>End of Third Grading Period</i> <u>FSA ELA-Writing Component</u> Grades 8-10 CBT Ends	11 TEACHER PLANNING DAY	12	
13	14	SPRING BREAK					19
20	21	22	23	24	25 TEACHER PAID HOLIDAY	26	
27	28	29 <u>FSA ELA</u> Grade 3 Session 1	30 <u>FSA ELA</u> Grade 3 Session 2	31 <u>FSA Mathematics</u> Grades 3 and 4 Session 1			

April 2016- **FSA Algebra 1, Geometry, Algebra 2: April 18-May 13**
NGSSS Biology 1, Civics, U.S. History: April 18-May 20

Appreciate

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 FSA Mathematics Grades 3 and 4 Session 2	2
3	4	5	6	7	8	9 ACT
10	11 FSA ELA Grade 6: Session 1 Grade 9: Session 1	12 FSA ELA Grade 4: Session 1 Grade 6: Session 2 Grade 9: Session 2	13 FSA ELA Grade 4: Session 2 Grade 7: Session 1 Grade 10: Session 1	14 FSA ELA Grade 5: Session 1 Grade 7: Session 2 Grade 10: Session 2	15 FSA ELA Grade 5: Session 2	16
17	18 FSA ELA Grade 8: Session 1 FSA & NGSSS EOC Assessments BEGIN	19 FSA ELA Grade 8: Session 2 FSA Mathematics Grade 5: Session 1	20 FSA Mathematics Grade 5: Session 2 Grade 6 Session 1	21 FSA Mathematics Grade 6: Sessions 2&3	22	23
24	25 FSA Mathematics Grade 7: Session 1	26 FSA Mathematics Grade 7: Session s 2&3	27 FSA Mathematics Grade 8 Session 1	28 FSA Mathematics Grade 8 Sessions 2&3	29 <i>Mid-term Progress Reports</i>	30

May 2016- **FSA Algebra 1, Geometry, Algebra 2: April 18-May 13**
NGSSS Biology 1, Civics, U.S. History: April 18-May 20

Endure

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 <u>Grade 5 Science</u> Session 1 <u>Grade 8 Science</u> Sessions 1 & 2	4 <u>Grade 5 Science</u> Session 2	5 MAKE UP DAY FOR SCIENCE	6 MAKE UP DAY FOR SCIENCE	7 SAT
8	9 I Ready (Grades K-5)	10 I Ready (Grades K-5)	11 I Ready (Grades K-5)	12 I Ready (Grades K-5)	13 FSA Algebra 1, Geometry, Algebra 2 ENDS I Ready (Grades K-5)	14
15	16 I Ready (Grades K-5)	17 I Ready (Grades K-5)	18 I Ready (Grades K-5)	19	20 NGSSS Biology 1, Civics, U.S. History ENDS Last Day for Field Trips	21
22	23 I Ready & My Path (Grades 6-12)	24 I Ready & My Path (Grades 6-12) <u>District Assessment:</u> Chemistry	25 I Ready & My Path (Grades 6-12)	26 I Ready & My Path (Grades 6-12)	27 I Ready & My Path (Grades 6-12)	28
29	30 MEMORIAL DAY	31				

June 2016

Plan

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 I Ready & My Path (Grades 6-12)	2 LAST DAY OF SCHOOL FOR STUDENTS <i>End of Fourth Grading Period</i>	3 TEACHER POST PLANNING	4 SAT
5	6 TEACHER POST PLANNING	7	8	9	10	11 ACT
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2016

FSA Algebra 1, Geometry, Algebra 2: July 11-22

NGSSS Algebra 1 Retake, Biology 1, Civics, U.S. History: July 11-22

Motivate

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 INDEPENDENCE DAY	5	6	7	8	9
10	11 End of Course Assessments Begin	12	13	14	15	16
17	18	19	20	21 End of Course Assessments End	22	23
24	25	26	27	28	29	30
31						

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: August 25, 2015

TITLE OF AGENDA ITEM: Education Partnership Agreement:
Panhandle Area Educational Professional Development Center
and The Gadsden County School Board

DIVISION: Staff Development

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

PURPOSE AND SUMMARY OF ITEM:

Annual approval of the PAEC Master In-service Plan.

This Plan is valid 2012 - 2017

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Pink Hightower

POSITION: Director, Human Resources and Staff Development

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: pages(s) numbered

This form is to be duplicated on light blue paper.

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) 627-9651
FAX: (850) 627-2760
www.gcps.k12.fl.us

On behalf of the School District of _____ County, Florida, we verify approval of the Panhandle Area Educational Consortium's (PAEC's) Master Inservice Plan. The Plan includes revisions to the English/Language Arts, Technology in the Classroom and the School Principal components to meet the guidelines of the Department.

The PAEC Master Inservice Plan, 2015 revision, was presented to our school board and was approved on _____.

Superintendent of Schools

Chairperson

Audrey Lewis
DISTRICT NO. 1
HAVANA, FL 32333
MIDWAY, FL 32343

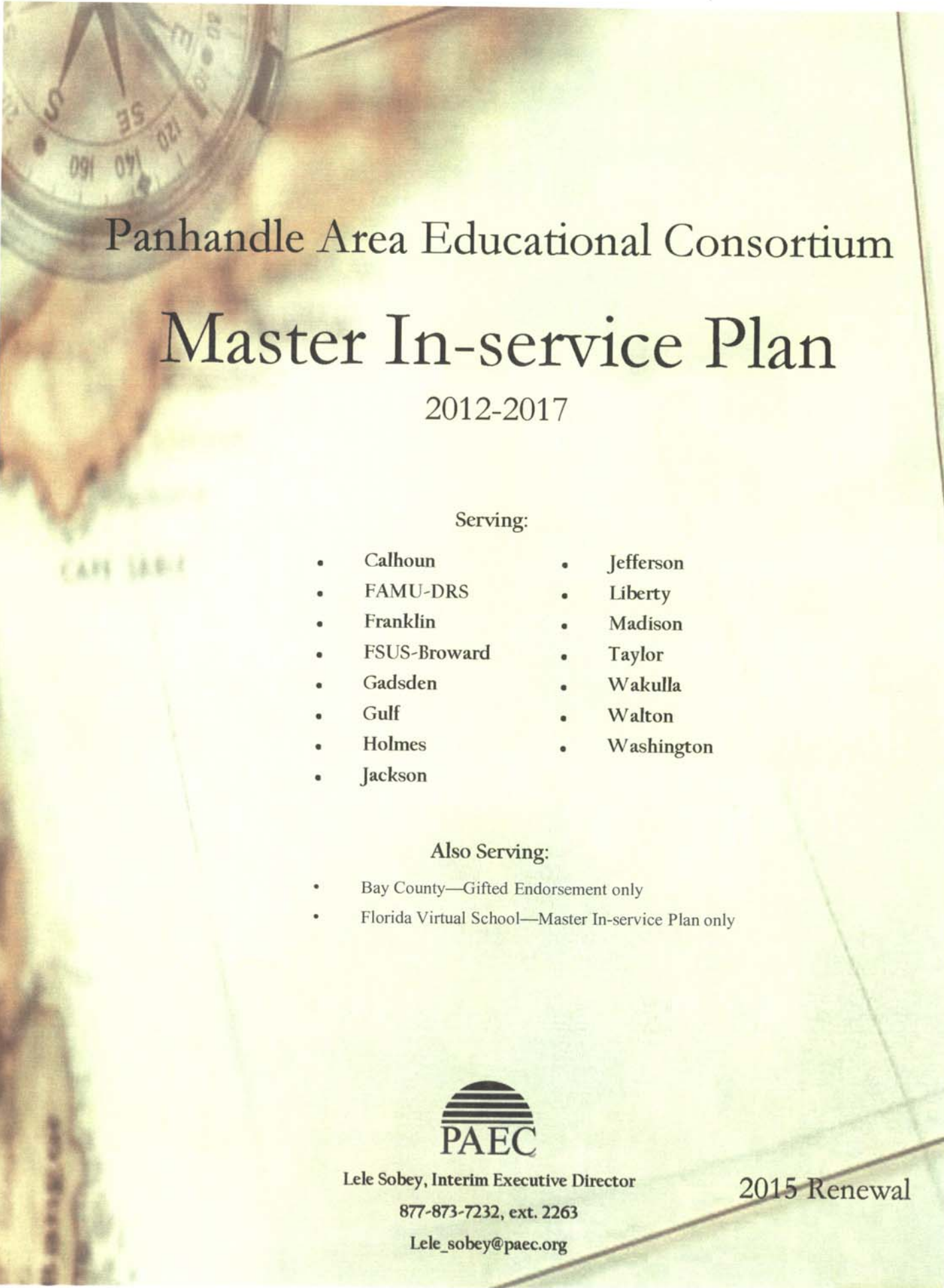
Steve Scott
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

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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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.

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)

Component Name	Component #	Component # for ESE Teachers
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 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 Principal	7-507-002	
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	
Fine Arts Subject Content	1-000-001	1-105-008
Health and Safety Subject Content	1-005-003	1-105-003
English/Language Arts Subject Content	1-008-001	1-105-006
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 In the Classroom	3-408-001	3-100-002
Visually Impaired		1-105-012

MASTER INSERVICE PLAN COMPONENTS -- NUMERICAL

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.

Component Name	Component #
Subject Content: Fine Arts Subject Content	1-000-001
Subject Content: Foreign (World) Language Subject Content	1-004-001
Subject Content: Health and Safety Subject Content	1-005-003
Subject Content: Other Content Areas	1-007-001
Subject Content: English/Language Arts Subject Content	1-008-001
Subject Content: Mathematics Subject Content	1-009-001
Subject Content: Physical Education Subject Content	1-011-001
Subject Content: Reading Subject Content	1-013-001
Subject Content: Science Subject Content	1-015-001
Subject Content: Social Studies Subject Content	1-016-001
Career and Technical Education	1-105-001
Subject Content: Mathematics Subject Content	1-105-002
Subject Content: Health and Safety Subject Content	1-105-003
Subject Content: Science Subject Content	1-105-004
Subject Content: English/Language Arts Subject Content	1-105-006
Subject Content: Fine Arts Subject Content	1-105-008
Subject Content: Other Content Areas	1-105-009
Subject Content: Physical Education Subject Content	1-105-010
Subject Content: Reading Subject Content	1-105-011
Visually Impaired	1-105-012
Subject Content: Social Studies Subject Content	1-105-013
Hearing Impaired	1-105-014
Career and Technical Education	1-211-001
Subject Content: Adult Education Subject Content	1-301-001
Subject Content: Media Content	1-407-001
Florida Standards	2-007-001
Preschool/Child Care	2-012-001
Instructional Methodology	2-100-001
ESE Procedures and Practices	2-103-001
Professional Learning Communities	2-400-001
Lesson Study	2-400-002
New Teacher Induction	2-404-001

Communication	2-406-001
Instructional Methodology	2-408-002
Multicultural Sensitivity	2-412-001
ESOL for Guidance Counselors	2-704-525
ESOL for Category III Teachers	2-704-528
Technology Applications Strategies	3-003-001
Assistive Technology in the Classroom	3-100-001
Technology In the Classroom	3-100-002
Technology In the Classroom	3-408-001
Assessment	4-102-001
Action Research	4-400-001
Assessment	4-401-001
Data Analysis	4-408-001
Classroom Management	5-101-001
Classroom Management	5-404-001
Mental Health Services	5-414-001
Substance Abuse Prevention	6-403-001
Child Abuse Prevention	6-511-001
School Safety	6-511-002
Non-Instructional: Transportation Service Training	6-515-001
Clinical Education	7-501-001
Educational Leadership	7-507-001
School Principal	7-507-002
Teacher Evaluation Training	7-507-003
Leadership Evaluation Training	7-507-004
School Improvement	7-512-001
ESOL for Administrators	7-704-500
ESE Parent Involvement, Parent Support	8-104-001
Student Support Services: Assessment/Student Appraisal	8-401-001
Student Support Services: Behavioral Interventions (crisis, abuse, etc.)	8-403-001
Student Support Services: Human Relations/Communication Skills	8-406-001
Student Support Services: Laws, Rules, Policies, Procedures	8-410-001
Student Support Services: Parent Involvement, Parent Support	8-413-001
Student Support Services: Problem-solving Teams	8-415-001
Code of Ethics	8-416-001
Student Support Services: Program Administration, Evaluation, Accountability	8-417-001
Student Support Services: Scholarships, Financial Aid, Education Transitions	8-418-001
Student Support Services: Section 504/Americans w/Disabilities Act	8-419-001
Student Support Services: Service Coordination, Collaboration, Integration	8-420-001
Student Support Services: Student Motivation	8-421-001

Student Support Services: Students Records	8-422-001
Non-Instructional: Food Service Training	8-505-001
Non-Instructional: Educational Paraprofessionals/Aides	8-506-001
Substitute Teacher	8-506-002
Non-Instructional: Office/Clerical Support	8-509-001
Non-Instructional: Custodian/Maintenance	8-510-001

PROFESSIONAL LEARNING COMPONENTS
 Endorsements or Alternative Certification Activities
 Add-On Certification and 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

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.

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, B1
FPLS:	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

CAREER AND TECHNICAL EDUCATION

Component Identifier Number: 1-211-001 or 1-105-001 (ESE)
Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide participants with updated knowledge and skills in the specified Career and Technical Education areas in order to improve student achievement.

Specific Objective(s):

Professional learning registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate knowledge of the philosophy of Career and Technical Education which includes its history, significant legislation, and State and local policies and procedures.
2. Demonstrate knowledge of the organization, operation and maintenance of Career and Technical Education, student organizations and program advisory committee.
3. Demonstrate knowledge of employment opportunities or further educational opportunities for students and the impact of this training on the economic development of the community.
4. Update knowledge and skills, trends, issues and research about specific Career and Technical Education areas in order to develop a quality program.
5. Determine the sequence of concepts, prerequisite knowledge, skills and appropriate time frame to be included in the curriculum and/or units of instruction.
6. Develop lesson plans and field and career shadowing experiences based on program standards, curriculum frameworks, student performance standards, employer occupational requirements, student needs, student abilities, and student interests.
7. Identify and set criteria to be used in selecting text, software, and instructional materials.
8. Demonstrate teaching techniques which include introducing and summarizing lessons, demonstrating occupational skills, teaching concepts and principles, using oral questioning techniques, using the cooperative learning strategies, and directing student laboratory experience.
9. Identify special needs of students and implement teaching and counseling strategies to promote their learning.
10. Determine the techniques and skills necessary for effective classroom management.

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:	S1

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.

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:	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.

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:	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.

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

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.

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, A4
FPLS:	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

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 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.

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

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

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.

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:	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.

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, A4
FPLS:	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.

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:	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 or 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.

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, A4
FPLS:	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.

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
FPLS:	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.

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

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.

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, A4, B1
FPLS:	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.

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, A4, B1
FPLS:	S1, S2, S3, S6

1. IDENTIFICATION:

TITLE: Instructional Leadership – School Principal Level II

COMPONENT NUMBER: 7-507-002

Function: 7

Focus Area: 507

Local Sequence Number(s): 001 or 002, respectively

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 Center

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.

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:	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.

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: 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 Content: English/Language Arts

COMPONENT NUMBER: 1-008-001/1-105-006(ESE)

Function: 1

Focus Area: 008 or 105

Local Sequence Number(s): 001 or 002, respectively

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: [Click here to enter text.](#)

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Center

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.

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

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.

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: 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.

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: 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.

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

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.

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: 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.

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: 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.

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: 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.

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: 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.

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: S4, S5

FOREIGN (WORLD) LANGUAGE SUBJECT CONTENT

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.

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:	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.

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
FPLS:	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.

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)
FEAPS:	B1
FPLS:	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 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 Standards for Technology Standards for Technology in Education - 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 Standards for Technology in Education - 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	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3		
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. 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:

4. Participate and engage in structured learning opportunities.
5. 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:

3. Extent to which use of technology solutions impacted student learning, engagement, and/or classroom environment.
4. 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?

- f. Online "Professional Learning Design" Survey
- g. 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.
- h. 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: [Click here to enter text.](#)

Name(s) of Component Author(s): Panhandle Area Educational Consortium's Professional Development Center

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 A

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:

Code	Definition/Example
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:

Code	Definition/Example
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.