

AGENDA

REGULAR SCHOOL BOARD MEETING

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

July 25, 2023

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

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

ITEMS FOR CONSENT

5. REVIEW OF MINUTES – **SEE ATTACHMENT**
 - a. June 27, 2023, 4:30 p.m. - School Board Financial Workshop
 - b. June 27, 2023, 6:00 p.m. - Regular School Board Meeting
 - c. July 6, 2023, 4:00 p.m. – Student Hearing
 - d. July 6, 2023, 5:00 p.m. – Student Hearing
 - e. July 11, 2023, 6:00 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 2022 – 2023

ACTION REQUESTED: The Superintendent recommends approval.
 - b. Personnel 2023 – 2024

ACTION REQUESTED: The Superintendent recommends approval.
 - c. Gadsden County School Board Proposed Salary Schedule 2023 - 2024
SEE PAGE #8

ACTION REQUESTED: The Superintendent recommends approval.

7. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Cooperative Agreement between the School Board of Gadsden County and Independent Contractor Leslie Peterson, MS CCC SLP - **SEE PAGE #12**

Fund Source: FEFP
Amount: \$60.00 per hour

ACTION REQUESTED: The Superintendent recommends approval.

- b. Contractual Agreement between the School Board of Gadsden County and Speech Language Pathologist Erika Raines - **SEE PAGE #21**

Fund Source: FEFP
Amount: \$59.00 per hour for services provided for one school
\$60.00 per hour for services provided for more than one school
\$39.00 per hour for services provided for one school
\$40.00 per hour for services provided for more than one school

ACTION REQUESTED: The Superintendent recommends approval.

- c. Contractual Agreement between the School Board of Gadsden County and Talk of the Town Speech Therapy, LLC – **SEE PAGE #29**

Fund Source: FEFP
Amount: SLP/PT/OT (\$60.00) per hour
SLPA (\$40.00) per hour

ACTION REQUESTED: The Superintendent recommends approval.

- d. Contractual Agreement between the School Board of Gadsden County and Inter-County (Leon County) Transfer of Exceptional Students - **SEE PAGE #35**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- e. Cooperative Service Agreement between the School Board of Gadsden County and More Ability Therapy Services, LLC - **SEE PAGE #40**

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

ACTION REQUESTED: The Superintendent recommends approval.

- f. Contractual Agreement between the School Board of Gadsden County and Aubrey’s Heart Therapy Services, PLLC - **SEE PAGE #50**

Fund Source: IDEA
Amount: SLP (\$60.00) per hour, SLPA (\$40.00) per hour

ACTION REQUESTED: The Superintendent recommends approval.

- g. Contractual Agreement between the School Board of Gadsden County and The Stepping Stones Group – **SEE PAGE #67**

Fund Source: FEFP
Amount: \$61.00 for Psychologist per hour
\$58.00 for SLP per hour

ACTION REQUESTED: The Superintendent recommends approval.

- h. Cooperative Service Agreement between the School Board of Gadsden County and Florida State University Multidisciplinary Center – **SEE PAGE #79**

Fund Source: FSU Multidisciplinary Center for Florida Legislature
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- i. Agreement between the School Board of Gadsden County and Eric Rodriguez, DBA Lamier Technical Services – **SEE PAGE #85**

Fund Source: ESSER III
Amount: \$55,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- j. MOA between Gadsden County School Board and Florida Department of Health **SEE PAGE #90**

Fund Source: General Revenue
Amount: \$100,100.00

ACTION REQUESTED: The Superintendent recommends approval.

8. EDUCATIONAL ISSUES

- a. K12 Comprehensive Evidence-Based Reading Plan (CERP) - **SEE PAGE #96**

Fund Source: FEFP
Amount: \$350,280.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Approval of the 2023 – 2024 PAEC Course Catalog with Driver Education/Traffic Safety and Athletic Coaching Add-on Endorsement Plans – **SEE PAGE #134**

Fund Source: N/A
Amount: N/A

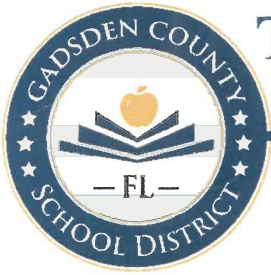
ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

9. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

10. SCHOOL BOARD REQUESTS AND CONCERNS

11. ADJOURNMENT



Educating Every Student Today, Making Gadsden Stronger Tomorrow

Elijah Key, Superintendent of Schools

35 Martin Luther King, Jr. Blvd Quincy, Florida 32351

Main: (850) 627-9651 or Fax: (850) 627-2760

www.GadsdenSchools.org

July 25, 2023

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

Dear School Board Members:

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

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

Item 6B Instructional and Non-Instructional Personnel 2023-2024

The following reflects the total number of full-time employees in this school district for the 2023-2024 school term, as of July 25, 2023.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees July 2023</u>
Classroom Teachers and Other Certified	120 & 130	247.00
Administrators	110	55.00
Non-Instructional	150, 160, & 170	366.00
		<u>668.00</u>
Part Time Instructional		4.00
Part Time Non Instructional		3.00
Total		<u>7.00</u>
100% Grant Funded		147.00
Split Grant Funded		<u>22.00</u>
Total Grant Funded of 668 Employees		169.00

Sincerely,

Elijah Key, Jr.
Superintendent of Schools

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

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

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

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

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

AGENDA ITEM 6A INSTRUCTIONAL AND NON INSTRUCTIONAL 2022/2023**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
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NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Thompson, Joshua	Maintenance	Lead Carpenter	06/20/2023

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Bryant, Cametra*	PreK/Headstart	Administrative Assistant	06/30/2023
Ebener, Jennifer	RFM	Teacher	06/05/2023
Galloway, Tiresia	JASMS	Assistant Principal	06/28/2023
Hogan, Elliott	GCHS	Teacher	06/02/2023
Jackson, Laterica*	GBES	SFS Worker	06/02/2023
Jones, Morhonda*	HMS	SFS Worker	06/02/2023
Jones, Valarie*	WGMS	Principal	06/30/2023
O'Malley, John	HMS	Teacher	06/30/2023
Popoca-Leonides, Patricia*	PreK/Headstart	Program Assistant	06/30/2023
Snelling, Tiani	GWM	Teacher	06/02/2023
Thomas, Tawonda*	WGMS	Secretary	06/30/2023
Wilson-Lewis, Sonja*	WGMS	Reading Coach	06/02/2023
Woods, Rena	HMS	Teacher	06/02/2023

*Resigned to accept another position within the District

TRANSFERS

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
Allen, Sabrina	WGMS/Teacher	HMS/Teacher	08/03/2023
Baker, Romeko	WGMS/SFS Worker	GBES/SFS Worker	08/08/2023
Caras, Anna	HMS/Teacher	WGMS/Teacher	08/03/2023
Curry, QVaunda	WGMS/Teacher	GCHS/Teacher	08/03/2023
Denington, William	GCA/Teacher	GCHS/Teacher	08/03/2023
Landrum, Jerlin	CES/Teacher	PreK/Headstart/Teacher	08/03/2023
Lewis, Jari	GEMS/Teacher	GWM/Teacher	08/03/2023
Williams, Sarah	GCHS/Teacher	JASMS/Teacher	08/03/2023
Wright, Jo Lynda	WGMS/Teacher	GCHS/Teacher	08/03/2023

DROP EXTENSION/INSTRUCTIONAL PROFESSIONAL STATUS

<u>Name</u>	<u>Location</u>	<u>DROP Ends</u>	<u>DROP Extension</u>
Harris, Curlie	GWM/Reading Coach	06/02/2023	05/29/2026

AGENDA ITEM 6B INSTRUCTIONAL AND NON INSTRUCTIONAL 2023/2024

NON-INSTRUCTIONAL
ANNUAL- NA

Maintenance

Thompson, Joshua

INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Burney, Michaela	HMS	Teacher	08/03/2023
Cohen, Brittany	GWM	Teacher	08/03/2023
Espinosa Vaughn, Esther	HMS	Teacher	08/03/2023
Gray, John	GCHS	Teacher	08/03/2023
Hahn, Elizabeth	SSES	Teacher	08/03/2023
Harley, Angelina	GEMS	Teacher	08/03/2023
Hart, Janice	HMS	Teacher	08/03/2023
Hill, Dinesha	HMS	Teacher	08/03/2023
Johnson, Brandon	HMS	Teacher	08/03/2023
Kelly, Tracy	GWM	Teacher	08/03/2023
Linnen, Tiffany	HMS	Teacher	08/03/2023
Maddox, Jameson	SSES	Teacher	08/03/2023
McKinnon, Bettye	GCHS	Math Coach	08/03/2023
Ricketts, Dejon	HMS	Teacher	08/03/2023
Safford, Judson	GWM	Teacher	08/03/2023
Summerwell, Rochelle	JASMS	Teacher	08/03/2023

NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Bryant, Cametra	PreK/Headstart	Social Services Coordinator	07/03/2023
Bryant, Matthew	Transportation	Dir of Transportation	07/03/2023
Cotton, Darrell	Maintenance	Maintenance Worker	07/03/2023
Davis, Allysun	GEMS/WGMS	Principal	07/03/2023
Gunn, Tedrain	Transportation	Parts Manager	07/17/2023
OuYang, Chihli	JASMS	Educational Paraprofessional	08/03/2023
Jackson, Laterica	WGMS	Custodial Assistant	07/18/2023
Jones, Morhonda	GBES	SFS Manager	08/07/2023
Jones, Valarie	District	Dir of Education Transformation Ops.	07/03/2023
Kitchen, Denesha	JASMS	Assistant Principal	07/18/2023
Popoca-Leonides, Patricia	PreK/Headstart	Administrative Assistant	07/03/2023
Riggins, Cynthia	HMS	Educational Paraprofessional	08/03/2023
Thomas, Tawonda	District/Fed Programs	Administrative Assistant	07/03/2023
West, Rekeysha	District/Fed Programs	Program Assistant	07/03/2023
Widner, Patrick	Maintenance	Groundskeeper	07/03/2023
Wilson-Lewis, Sonja	GWM	Assistant Principal	07/18/2023

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

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Ferguson, Javonna	HMS	Teacher	07/07/2023
Geathers, Amanda	District/ESE	School Psychologist	07/06/2023
Gowers, Kayla	JASMS	Teacher	07/06/2023
Howard, Abdual	JASMS	Teacher	07/17/2023
Kenon, Aayana	GCHS	Teacher	07/13/2023
Logan, June	JASMS	Teacher	07/07/2023
Long Davis, Azure	JASMS	Teacher	07/21/2023
Martin, Charlene	JASMS	Teacher	07/06/2023
Paige-Wade, Diamond	JASMS	Teacher	07/11/2023
Pounsel, Cynthia	GCHS	SFS Worker	07/31/2023
Pringley, Brandi	SSES	Teacher	07/13/2023
Rollinson, Bernica	CES	Office Manager	07/19/2023
Taylor, Audrey	HMS	Teacher	07/15/2023
Williams, Montessia	GWM	Teacher	07/24/2023

DROP RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Bailey, Deborah	GWM	School Counselor	07/31/2023
Reed, Willie	CES	Custodial Assistant	07/31/2023

RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jackson, Renesha	GWM	SFS Manager	07/31/2023
Rutten, Mary	Transportation	Parts Manager	07/31/2023

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 6c

DATE OF SCHOOL BOARD MEETING: July 25, 2023

TITLE OF AGENDA ITEMS: Gadsden County School Board
Proposed Salary Schedule 2023-2024

DIVISION: Finance and Accounting Department

PURPOSE AND SUMMARY OF ITEMS: : Gadsden County School Board
Proposed Salary Schedule 2023-2024

FUND SOURCE:

AMOUNT:

PREPARED BY: LaClarence Mays 

POSITION: Chief Finance Officer

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

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

GADSDEN COUNTY SCHOOL BOARD
PROPOSED SALARY SCHEDULE
2023-2024

Elijah Key
Superintendent of Schools
35 Martin L. King, Jr. Blvd.
Quincy, Florida 32351
850.627.9651 Fax: 850.627.2760
www.gadsdenschools.org

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

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

LEROY McMILLIAN
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

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

KAREMA DUDLEY
DISTRICT NO. 5
QUINCY, FL 32353

ADMINISTRATIVE AND ADMINISTRATIVE SUPPORT

PAY GRADE 1

Salary MINIMUM \$36,052.50 MAXIMUM \$44,410.13

1 - Coordinator of Custodial Services, Electronic Technicians, Instructional Media, Recruiter/Counselors

PAY GRADE 2

Salary MINIMUM \$48,070.00 MAXIMUM \$58,776.50

2 - Social Workers, Visiting Teachers, Technology Specialist, System Support Specialist
HS Disability Coordinator, HS Parental Involvement Coordinator

PAY GRADE 3

Salary MINIMUM \$55,385.00 MAXIMUM \$67,720.75

3 - Academic Specialist, Supervisors, Coordinators (Headstart Academic, Family Service, Parental
Involvement) Program Specialist

PAY GRADE 4

Salary MINIMUM \$63,222.50 MAXIMUM \$77,3036.88

4 - Asst. Principals with FTE population under 650, Physical Therapist, Occupational Therapist, Speech
Language Path. Psychologist

PAY GRADE 5

Salary MINIMUM \$67,402.50 MAXIMUM \$82,414.88

5 - Asst. Principals with FTE populations over 650 and Secondary Aps(HS+2), Asst. Directors Safe School
Specialist, Community Affairs/Public Relations

PAY GRADE 6

Salary MINIMUM \$77,330.00 MAXIMUM \$94,553.50

6 - Principals with FTE under 650

PAY GRADE 7

Salary MINIMUM \$80,465.00 MAXIMUM \$98,386.75

7 - Directors and Principals with FTE population over 650, Combination with over 600

PAY GRADE 8

Salary MINIMUM \$85,690.00 MAXIMUM \$104,775.50

8 - High School and Combination Principals with FTE over 950, Asst. Superintendent Deputy
Superintendent will start at lane 5

NON-INSTRUCTIONAL SALARY SCHEDULE -CLASSIFIED EMPLOYEES

PAY GRADE 1

Salary MINIMUM \$24,480.00 MAXIMUM \$32,460.48

1 - Cafeteria Managers 1-500 Daily Participation

PAY GRADE 2

Salary MINIMUM \$25,632.00 MAXIMUM \$33,988.03

2 - Cafeteria Managers 500 & Up Daily Participation

PAY GRADE 3

Salary MINIMUM \$31,872.00 MAXIMUM \$42,262.27

3 - Secretary 1 -3 Elementary -High

PAY GRADE 4

Salary MINIMUM \$32,640.00 MAXIMUM \$43,280.89

4 - Office Managers, Executive Secretary

PAY GRADE 5

Salary MINIMUM \$33,532.99 MAXIMUM \$44,464.75

5 - Personnel Specialist, Staff Assistant,

PAY GRADE 6

Salary MINIMUM \$34,108.99 MAXIMUM \$45,228.52

6 - Account Clerk(AC) 1 start at 0, AC 2 starts at 2, AC 3 starts at 4

PAY GRADE 7

Salary MINIMUM \$38,880.00 MAXIMUM \$ 48,600.00

7 - Administrative Assitatan, Computer Programmer, Information Service Specialist, Chief Account Clerk-Payroll

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: 07/25/2023

TITLE OF AGENDA ITEM: Cooperative Agreement between the School Board of Gadsden County and Independent Contractor Leslie Peterson, MS CCC SLP.

DIVISION: Exceptional Student Education

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

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

FUND SOURCE: FEFP

AMOUNT: \$60.00 per hour

PREPARED BY: Kesandra Brown

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

REVIEWED BY: _____



AGREEMENT TO PROVIDE SPEECH THERAPY SERVICES

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

This Agreement is entered into July 31, 2023, between LESLIE PETERSON MS CCC SLP., hereinafter referred to as “the VENDOR”, and THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, hereinafter referred to as “the BOARD”.

WITNESSETH:

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

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

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

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

- The VENDOR shall provide Services to eligible ESE students in the Gadsden County School District. The VENDOR and the Director of Exceptional Student Education Services, or her designee, for the BOARD shall determine the schedule of days, hours, and location(s) for Services performed under this Agreement.
- The VENDOR shall maintain licensure in the State of Florida to perform the Services set forth in Schedule “A” attached hereto and made a part hereof.
- The BOARD shall perform the administrative functions set forth in Schedule “B” attached hereto. The BOARD shall provide equipment and Services as agreed upon by the VENDOR and the BOARD and listed in Schedule “B” attached hereto.
- The VENDOR agrees that before being permitted on school grounds while students are present, she will be fingerprinted and have her background checked as provided by Florida law.

- VENDOR will bear the cost of the fingerprinting/background checks. The BOARD has the right to refuse entry onto its school grounds to any individual whose background check does not meet the requirements established by the BOARD pursuant to Florida law.
- The term of this Agreement shall commence on July 31, 2023, and expire on May 29, 2024, unless sooner terminated as hereinafter provided. The BOARD, through the Director of Exceptional Student Education Services, or her designee, shall have the right to reject the VENDOR as unsuitable, without showing cause. The BOARD shall have the option of canceling this Agreement upon ten (10) days written notice to the VENDOR.
- District shall pay Contractor for services provided under this Agreement as follows: District should pay \$60 per hour for Speech Language Pathology. District shall pay Contractor an hourly rate of \$60 for Speech-Language Pathology during extended school year and, upon pre-authorization through the Exceptional Student Education Department.

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

Contractor will attend all district mandatory professional development with compensation.

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

The VENDOR shall maintain a student schedule including the hours of service for each ESE student served. A weekly statement of services rendered by the VENDOR shall be submitted to the BOARD by the first business day of the following week. Upon verification of the services, the BOARD will make payments to the VENDOR within 14 days from the date of receipt of the VENDOR's statement. Statements should be mailed to:

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

- During the entire term of this agreement and any extension or modification thereof, the contractor shall keep in effect a policy or policies of general liability insurance including professional liability coverage by contractor in relation to the performance of service(s) under this Agreement, of at least \$ 1,000,000 combined single limit for all damages arising out of death or injury to, or death from, each accident or occurrence and \$1,000,000 combined single limit for all damages arising out of injury to or destruction of property for each accident or occurrence.
- This Agreement shall be construed for all purposes under the laws of the State of Florida and may not be changed, modified, altered, or amended except by a written instrument signed by both parties to this Agreement. If any provision of this Agreement is declared void, such provision shall be deemed severed so that all of

the remaining terms and conditions of this Agreement shall otherwise remain in full force and effect. Any dispute in connection with this Agreement may be submitted to arbitration if mutually agreed by both parties. Sole and exclusive jurisdiction for any action brought in connection with this Agreement shall be in the County or Circuit Court for the Second Judicial Circuit in and for Gadsden County, Florida.

- The VENDOR shall hold harmless, indemnify, and defend the BOARD, its agents, servants, or employees in their official and individual capacity from any demand, claim, suit, loss, cause, expenses, or damages, which may be asserted, claimed, or recovered against or from the BOARD, its agents, or employees, in their official or individual capacity by reason of any damage to property or injury or death of any persons which arises out of, is incident to, or in any manner connected with this Agreement. This provision shall survive termination of this Agreement and shall be binding on the parties, successors, representatives, and assigns and cannot be waived or varied. Nothing in this Agreement is intended to waive or limit the sovereign immunity to which the BOARD is entitled under Florida law.
- The failure of either party to object to or take affirmative action with respect to any conduct of the other party which is in violation of the terms hereof shall not be construed as a waiver thereof, or any future breach or subsequent misconduct.
- The VENDOR will provide services consistent with the highest degree of care, and shall comply with all medical and ethical requirements imposed by the Florida Department of Education, or any other applicable regulatory agency, and shall comply with requirements of the Florida Department of Education and the BOARD pertaining to ESE students.
- The VENDOR shall provide the BOARD with copies of the professional license of the Speech Therapist who provides Services under this Agreement.
- The VENDOR will provide all necessary documentation required by the BOARD relating to Medicaid reimbursement for Services provided by the VENDOR under the terms of this Agreement.
- Neither the VENDOR nor the BOARD shall assign or transfer any interest in this Agreement without the written consent of the other party.
- The VENDOR and the Superintendent of Schools, or their respective designees, shall attempt to resolve any questions or disagreements arising out of the administration or performance of this Agreement before any litigation is instituted.
- The relationship between the BOARD and the VENDOR, its employees and agents, shall be that of an independent contractor, and not that of employer/employee.
- Either party may terminate this Agreement without cause upon thirty (30) days written notice to the other party.
- Any notice given or requested to be given pursuant to this Agreement shall be hand delivered or mailed, first class postage pre-paid, to the BOARD at 35 Martin Luther King Blvd, Quincy, FL 32351, to the attention of the Director of Exceptional Student Education Services, and to the VENDOR at 303 NE 5th St. Havana, FL 32333 to the attention of Leslie Peterson MS CCC SLP, or at such

other address as either party may direct in writing..

Gadsden County School Board Chairperson Date

Kesandra Brown, Exceptional Student Education Director Date

Leslie Peterson, MS CCC SLP Date

Elijah Key, Gadsden County School Board Superintendent Date

SCHEDULE "A"

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

- Speech Therapy Treatments Evaluations
- Consultative Service as related to Speech Therapy
- Evaluations and quarterly reports on all students in the Program
- Participation in IEP's and eligibility staffings as necessary
- Provision of written home programs when appropriate
- Professional development activities as agreed upon by the VENDOR and the

BOARD

NON-REIMBURSABLE ACTIVITIES:

- Sick days
- Holidays
- Vacation days
- Lunch Time (30 minutes)
- Continuing Education activities other than those included in Item 6 above
- Travel/Mileage

SCHEDULE “B”

The BOARD will provide the Speech Therapist with the following:

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



HEALTHCARE PROVIDERS SERVICE
ORGANIZATION PURCHASING GROUP



Certificate of Insurance
OCCURRENCE PROFESSIONAL LIABILITY POLICY FORM

Email Date: 11/07/22

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

PRODUCER 018098	BRANCH 970	PREFIX HPG	POLICY NUMBER 0713962639-8	POLICY PERIOD From: 01/15/23 to 01/15/24 at 12:01 AM Standard Time
Name Insured and Address: LESLIE PETERSON 303 NE 5TH ST HAVANA, FL 32333-1765			Program Administered by: Healthcare Providers Service Organization 1100 Virginia Drive, Suite 250 Fort Washington, PA 19034-3278 1-800-982-9491 www.hpsso.com	
Medical Specialty Speech Language Pathologist		Code 80718		Insurance Provided by: American Casualty Company of Reading, Pennsylvania 151 N. Franklin Street Chicago, IL 60606

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

Your professional liability limits shown above include the following:

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

Coverage Extensions

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

Workplace Liability

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

Total \$96.90

\$95.00 PREMIUM \$1.90 2022 FIGA Regular Assessment
Premium reflects Employed, Full-time rate

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

Chairman of the Board

Secretary

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

Coverage Change Date:
CNA83692 (11-2018)

Endorsement Date:

Master Policy: 188711433

POLICY FORMS & ENDORSEMENTS

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

FORM #	FORM NAME
G-121500-D (04-08)	Common Policy Conditions
G-121501-C (07-01)	Occurrence Policy Form
G-121503-C (07-01)	Workplace Liability Form
CNA82011 (04-15)	Related Claims Endorsement
G-145184-A (06-03)	Policyholder Notice - OFAC Compliance Notice
G-147292-A (03-04)	Policyholder Notice - Silica, Mold & Asbestos Disclosure
CNA81753 (03-15)	Coverage & Cap on Losses from Certified Acts Terrorism
CNA81758FL (01-21)	Notice - Offer of Terrorism Coverage & Disclosure of Premium - Florida
GSL13424 (05-09)	Services to Animals
GSL15563 (02-10)	Information Privacy Coverage Endorsement HIPAA Fines, Penalties & Notification Costs
GSL15584 (10-09)	Sexual Misconduct Sublimits of Liability Professional Liability & Sexual Misconduct Exclusion
GSL15565 (03-10)	Healthcare Providers Professional Liability Assault Coverage
GSL17101 (02-10)	Exclusion of Specified Activities Reuse of Parenteral Devices and Supplies
CNA80052 (09-14)	Distribution or Recording of Material or Information in Violation of Law Exclusion Endorsement
CNA80051 (09-14)	Amended Definition of Personal Injury Endorsement
CNA94164 (11-18)	Amendment Definition of Claim Endorsement
CNA85582FL (04-16)	Florida Cancellation and Non-Renewal
CNA80989 (12-14)	Concealment, Misrepresentation, Fraud Condition Amendatory Endorsement - Florida
CNA89026 (05-17)	Media Expense Coverage
CNA89027 (10-17)	Entity Exclusion Endorsement

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

Form #: CNA93692 (11-2018)

Master Policy #: 188711433

Named Insured: LESLIE PETERSON

Policy #: 0713962639-8

AC# 106933622

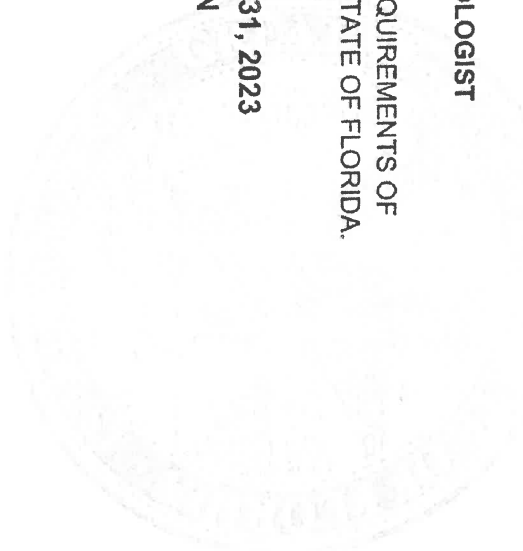
STATE OF FLORIDA
DEPARTMENT OF HEALTH
DIVISION OF MEDICAL QUALITY ASSURANCE

DATE	LICENSE NO.	CONTROL NO.
12/21/2021	SA 8226	104403

THE SPEECH-LANGUAGE PATHOLOGIST

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

Expiration Date: **DECEMBER 31, 2023**
LESLIE DANIELLE PETERSON
303 NE 5TH ST
HAVANA, FL - 32333



Ron DeSantis
GOVERNOR

Joseph A. Ladapo, MD, PhD
State Surgeon General

DISPLAY IF REQUIRED BY LAW

STATE OF FLORIDA
DEPARTMENT OF HEALTH
DIVISION OF MEDICAL QUALITY ASSURANCE

AC# 106933622

DATE	LICENSE NO.	CONTROL NO.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: 07/25/2023

TITLE OF AGENDA ITEM: Contractual agreement between the School Board of Gadsden County and Speech Language Pathologist Erika Raines

DIVISION: Exceptional Student Education

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

PURPOSE AND SUMMARY OF ITEM: This contract will provide speech and language therapy services in accordance with the Individual Educational Plan (IEP) for each individual student.

FUND SOURCE: FEFP

AMOUNT: \$59.00 per hour for services provided for one school
\$60.00 per hour for services provided for more than one school
\$39.00 per hour for services provided for one school
\$40.00 per hour for services provided for more than one school

PREPARED BY: Kesandra Brown

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 5

CHAIRMAN'S SIGNATURE: page(s) numbered 5

REVIEWED BY: _____



**INDEPENDENT CONTRACTOR SPEECH-LANGUAGE PATHOLOGIST
AGREEMENT**

THIS AGREEMENT made and entered into on the date last written below, by and between The School Board of Gadsden County (hereinafter "Employer"), and Speech and Dysphagia Consulting Group, LLC, an independent contractor (hereinafter "Contractor");

WHEREAS, the Employer desires to retain the services of Contractor, and Contractor desires to render services to the Employer, upon the terms and conditions hereinafter stated:

NOW, THEREFORE, the parties hereto, intending to be legally bound hereby, do hereby promise and agree as follows:

SECTION 1 – SCOPE OF DUTIES TO BE PROVIDED

1.1 Term. Employer agrees to hire Contractor, at will, for a term commencing on August 1, 2023 and continuing until June 30, 2024 or until terminated in accordance with Section 4 of this agreement.

1.2 Duties. Contractor agrees to perform work for the Employer on the terms and conditions set forth in this agreement and agrees to devote all necessary time and attention (reasonable periods of illness excepted) to the performance of the duties specified in this agreement. Contractor's duties shall include the following:

1. Perform speech-language therapy services in accordance with the Individual Education Plan (IEP) for each individual student
2. Set up appropriate treatment plans and establish short- and long-term goals and objectives for inclusion on the Individual Education Plan.
3. Assist with selection and/or modifications of classroom environment to meet the student's needs.
4. Instruct the student and teacher in activities that facilitate optimal progress towards goals.
5. Train and supervise speech-language pathologists assistants (SLPAs) with implementation of IEP goals and all other SLPA responsibilities within their scope of practice.
6. Assist instructors regarding carry over of appropriate treatments through demonstration and supervision in the classroom, as appropriate.
7. Share information regularly with the teacher who coordinates the IEP of identified students.
8. Check in with building office/principal upon entering and leaving the building and complete the Service Logs.
9. Prepare clinical and progress notes for incorporation into the educational records of the students receiving therapy no less often than monthly.
10. Provide professional liability insurance for Speech-Language Therapy which will hold harmless the school district for possible incidents which may occur during treatment provided by contractor.
- 11.

Conform to all applicable policies and procedures of The School Board of Gadsden County and the Florida Regulatory Statutes. 12. Not attempt to collect for therapy services from either student, family, or any governmental, private, or public agency other than The School Board of Gadsden County during the period of this contract. 13. Meet the certification and qualification requirements for Speech-Language Pathologist. 14. Submit biweekly a prepared statement of charges and weekly individual student service logs to The School Board of Gadsden County.

Contractor further agrees that in all aspects of such work, Contractor shall comply with the policies, standards, regulations of the Employer from time to time established, and shall perform the duties assigned faithfully, intelligently, to the best of her ability, and in the best interest of the Employer.

SECTION 2 – CONFIDENTIALITY

2.1 Confidentiality. Contractor acknowledges and agrees that all financial and accounting records, lists of property owned by Employer, including amounts paid therefore, client and customer lists, and other Employer data and information related to its business (hereinafter collectively "Confidential Information") are valuable assets of the Employer. Except for disclosures required to be made to advance the business of the Employer and information which is a matter of public record, Contractor shall not, during the term of this Agreement or after the termination of this Agreement, disclose any Confidential Information to any person or use any Confidential Information for the benefit of Contractor or any other person, except with the prior written consent of the Employer. Employer understands that certain Confidential Information may be required to be disclosed to certain individuals: directors, officers, employees, agents, or advisors (collectively, Representatives) of Contractor. Contractor shall maintain records of the persons to whom Confidential Information is distributed, will inform all such persons of the confidential nature of the information, will direct them to treat such information in accordance with this agreement, will exercise such precautions or measures as may be reasonable in the circumstances to prevent improper use of Confidential Information by them, and will be responsible for any breaches by them of the provisions of this agreement. The term "confidential information" does not include information that is or becomes publicly available (other than through breach of this Agreement) or information that is or becomes available to Contractor on a non-confidential basis, provided that the source of such information was not known by

Contractor (after such inquiry as would be reasonable in the circumstances) to be bound by a confidentiality agreement or other legal or contractual obligation of confidentiality with respect to such information. In the event that Contractor or any of Contractor's representatives, assigns, or agents are requested or required by law or legal process to disclose any of the Confidential Information, the party required to disclose such information shall provide Employer with prompt oral and written notice before making any disclosure. In addition, Confidential Information may be disclosed to the extent required in the course of inspections or inquiries by federal or state regulatory agencies to whose jurisdiction Contractor is subject and that have the legal right to inspect the files that contain the Confidential Information, and Contractor will advise Employer promptly upon such disclosure.

2.2 Return of Documents. Contractor acknowledges and agrees that all originals and copies of records, reports, documents, lists, plans, memoranda, notes and other documentation related to the business of the Employer or containing any Confidential Information shall be the sole and exclusive property of the Employer, and shall be returned to the Employer upon the termination of this Agreement or upon the written request of the Employer.

2.4 No Release. Contractor agrees that the termination of this Agreement shall not release Contractor from any obligations under Section 2.1 or 2.2.

SECTION 3 – COMPENSATION

3.1 Compensation. In consideration of all services to be rendered by Contractor to the Employer, the Employer shall pay to Erika Raines the following for a 32-40 hour work week:

- \$59 per hour for each Master's Level Speech-Language Pathologist with their Certificate of Clinical Competence providing in-person therapy and/or teletherapy for **one** school.
- \$60 per hour for each Master's Level Speech-Language Pathologist with their Certificate of Clinical Competence providing in-person therapy and/or teletherapy for **more than one** school.
- \$39 per hour for each Speech-Language Pathologist Assistant providing in-person therapy and/or teletherapy for **one** school.
- \$40 per hour for each Speech-Language Pathologist Assistant providing in-person therapy and/or teletherapy for **more than one** school.

The speech-language pathologist will manage client caseload up to 100 students independently and an additional 75 students per SLPA.

****Full payment is expected within 14 days of accurate invoice.****

3.2 Withholding; Other Benefits. Compensation paid pursuant to this Agreement shall not be subject to the customary withholding of income taxes and other employment taxes. Contractor shall be solely responsible for reporting and paying any such taxes. The Employer shall not provide Contractor with any coverage or participation in the Employer's accident and health insurance, life insurance, disability income insurance, medical expense reimbursement, wage continuation plans, or other fringe benefits provided to regular employees.

SECTION 4 - TERMINATION

4.1 Employer or Contractor may terminate this Agreement no earlier than 30 days after receiving written notice. This Agreement also may be terminated at any time upon the mutual written agreement of the Employer and Contractor.

SECTION 5 - INDEPENDENT CONTRACTOR STATUS

5.1 Contractor acknowledges that she is an independent contractor and is not an agent, partner, joint venturer nor employee of Employer. Contractor shall have no authority to bind or otherwise obligate Employer in any manner beyond the terms of this Agreement, nor shall Contractor represent to anyone that it has a right to do so. Contractor further agrees that in the event that the Employer suffers any loss or damage as a result of a violation of this provision Contractor shall indemnify and hold harmless the Employer from any such loss or damage.

5.2 Assignment. The Contractor shall not assign any of her rights under this agreement or delegate the performance of any of her duties hereunder, without the prior written consent of the Employer.

SECTION 6 - REPRESENTATIONS AND WARRANTIES OF CONTRACTOR

6.1 Contractor represents and warrants to the Employer that there is no employment contract

6.2 Contractor represents that she is licensed by the appropriate licensing agency for the Speech-Language Pathology profession and that she is in good standing with such agency.

SECTION 7 - MISCELLANEOUS PROVISIONS

7.1 No waiver of any provision of this Agreement shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

7.2 This Agreement shall be governed by and shall be construed in accordance with the laws of the State of Florida.

7.3 This Agreement constitutes the entire agreement between the parties pertaining to its subject matter and supersedes all prior contemporaneous agreements, representations and understandings of the parties. No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by all parties.

7.4 **Severability**. If any provision of these policies and regulations or the application thereof to any person or circumstances is held invalid, such invalidity shall not affect other provisions or applications of these policies and regulations which can be given effect without the invalid provision or application, and to this end the provisions of these policies and regulations are severable. In lieu thereof, there shall be added a provision as similar in terms to such illegal, invalid and unenforceable provision as may be possible and be legal, valid and enforceable.

WITNESS OUR SIGNATURES, this the _____ day of _____, 20_____.

School Board Chairman

Superintendent of Schools

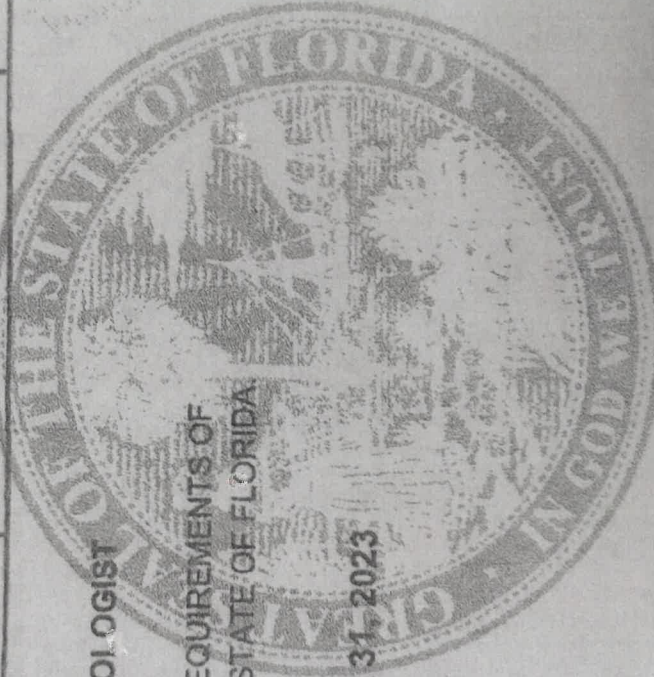
Independent Contractor
Erika Raines-Owner of Speech and
Dysphagia Consulting Group, LLC

DISPLAY IF REQUIRED BY LAW

ACH# 10700670

STATE OF FLORIDA
DEPARTMENT OF HEALTH
DIVISION OF MEDICAL QUALITY ASSURANCE

DATE	LICENSE NO.	CONTROL NO.
12/28/2021	SA'9153	105696



THE SPEECH-LANGUAGE PATHOLOGIST

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

Expiration Date: **DECEMBER 31, 2023**
ERIKA ROCHELLE RAINES
901 RIGGINS RD APT. #136
TALLAHASSEE, FL - 32308

Ron DeSantis
GOVERNOR

Joseph A. Ladapo, MD, PhD
State Surgeon General

DISPLAY IF REQUIRED BY LAW

MEMORANDUM OF INSURANCE

Date Issued 07/10/2023

Producer

Association Member Benefits Advisors, LLC.
 In CA dba Assn. Member Benefits & Insurance Agency
 P.O. Box 14576
 Des Moines, IA 50306-3576
 1-800-375-2764

This memorandum is issued as a matter of information only and confers no rights upon the holder. This memorandum does not amend, extend or alter the coverages afforded by the Certificate listed below.

Insured

Erika Raines
 Apt. 4112
 2350 Phillips Road
 Tallahassee, FL 32308

Company Affording Coverage
 Liberty Insurance Underwriters Inc.

This is to certify that the Certificate listed below has been issued to the insured named above for the policy period indicated, notwithstanding any requirement, term or condition of any contract or other document with respect to which this memorandum may be issued or may pertain, the insurance afforded by the Certificate described herein is subject to all the terms, exclusions and conditions of such Certificate. The limits shown may have been reduced by paid claims. The Memorandum of Insurance and verification of payment are your evidence of coverage. No coverage is afforded unless the premium has been successfully paid in full.

Type of Insurance	Certificate Number	Effective Date	Expiration Date	Limits	
Professional Liability Speech-Language Pathologist	AHY-855010007	01/25/2023	01/25/2024	Per Incident/ Occurrence	\$2,000,000
				Annual Aggregate	\$5,000,000

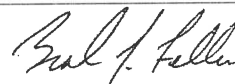
MEMORANDUM OF INSURANCE

Memorandum Holder:

ROOF OF COVERAGE ONLY

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

Authorized Representative
 Brad J. Feller



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: 07/25/2023

TITLE OF AGENDA ITEM: Contractual agreement between The School Board of Gadsden County and Talk of the Town Speech Therapy, LLC

DIVISION: Exceptional Student Education

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

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

FUND SOURCE: FEFP

AMOUNT: SLP/PT/OT (\$60.00), SLPA (\$40.00) per hour

PREPARED BY: Kesandra Brown

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____



AGREEMENT TO PROVIDE THERAPY SERVICES FOR GADSDEN COUNTY SCHOOL BOARD

I. SCOPE OF SERVICES

This contract agreement is between **Gadsden County School Board, Quincy, Florida** hereinafter referred to as “**AGENCY**” and “**Talk of the Town Speech Therapy LLC**”, hereinafter referred to as “**CONTRACTOR**” for the **2023-24 school year**.

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

II. NATURE OF WORK

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

The CONTRACTOR will:

SLP/PT/OT

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

SLPA/PTA/OTA

- Provide direct and consultative services to eligible students enrolled with The Gadsden County School Board. Services shall be consistent with the goals/objectives in students’ education/support plan.
- Maintain a student schedule including the hours of service for each student served and submit a monthly statement of services rendered by the CONTRACTOR to the AGENCY.
- Submit Medicaid billing in accordance with school/district procedures and timelines.
- Perform record reviews and implement evaluation procedures as planned by the licensee.
- Provide on-going progress reports/consultation logs consistent with the frequency timelines in the students’ education/support plan.

- Refrain from disclosing highly confidential information that is acquired or is given access to unless disclosure is required by law or with authorization of the AGENCY.
- Perform all services under the supervision of licensee.

The AGENCY will:

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

III. PAYMENT

Services provided by the CONTRACTOR and authorized by the AGENCY shall be compensated at the following: **37.5 hours weekly at \$60.00 per hour for SLP/PT/OT and \$40.00 per hour for SLPA/PTA/OTA.** This rate shall be applied to all treatment sessions and/or meetings associated with each student. CONTRACTOR will submit invoices along with service vouchers and upon verification of the services, the AGENCY will make payments to the CONTRACTOR within **thirty (30) days** from the date of receipt of the invoice. AGENCY agrees to pay a 1.5% late fee for all payments received after **forty five (45) days** from the date of receipt of the invoice. **PAYMENTS SHALL BE MADE PAYABLE TO:** Talk of the Town Speech Therapy LLC.

IV. NON-COMPETE CLAUSE

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

V. GOVERNING LAW/AMENDMENTS

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

VI. MEDIATION

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

VII. STATUS OF CONTRACTOR AND RELATIONSHIP OF PARTIES

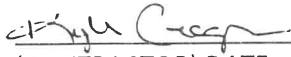
The relationship between the AGENCY and the CONTRACTOR, its employees and agents, shall be that of an independent contractor, and CONTRACTOR will not be considered an employee of the AGENCY for any purpose.

VIII. REPRESENTATIONS

The parties represent to each other:

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

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

 7/7/23

(CONTRACTOR) DATE

GADSDEN COUNTY SCHOOL BOARD

(DIRECTOR OF ESE) DATE

(SUPERINTENDENT OF SCHOOLS) DATE

MEMORANDUM OF INSURANCE Date Issued 09/23/2022

Producer
 Mercer Consumer, a service of
 Mercer Health & Benefits Administration LLC
 P.O. Box 14576
 Des Moines, IA 50306-3576
 1-800-375-2764

This memorandum is issued as a matter of information only and confers no rights upon the holder. This memorandum does not amend, extend or alter the coverages afforded by the Certificate listed below.

Insured
 Talk of the Town Speech Therapy, LLC
 56 Water Street
 Saint Augustine, FL 32084

Company Affording Coverage
 Liberty Insurance Underwriters Inc.

This is to certify that the Certificate listed below has been issued to the insured named above for the policy period indicated, notwithstanding any requirement, term or condition of any contract or other document with respect to which this memorandum may be issued or may pertain, the insurance afforded by the Certificate described herein is subject to all the terms, exclusions and conditions of such Certificate. The limits shown may have been reduced by paid claims.
 The Memorandum of Insurance and verification of payment are your evidence of coverage. No coverage is afforded unless the premium is successfully paid in full.

Type of Insurance	Certificate Number	Effective Date	Expiration Date	Limits	
Professional Liability SpeechLangH Fm Speech Language Pathologist	AHY-822812008	09/29/2022	09/29/2023	Per Incident/ Occurrence	\$1,000,000
				Annual Aggregate	\$3,000,000

PROOF OF INSURANCE

Memorandum Holder:
PROOF OF COVERAGE ONLY

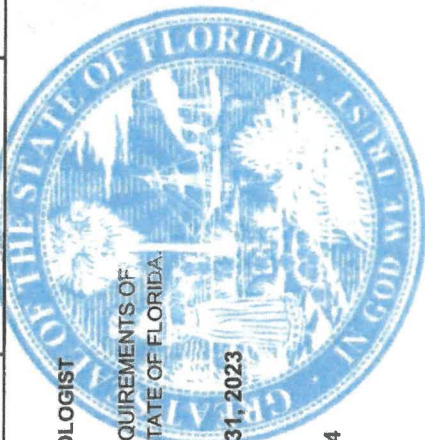
Should the above describe Certificate be cancelled before the expiration date thereof, the issuing company will endeavor to mail 30 days written notice to the Memorandum Holder named to the left, but failure to mail such notice shall impose no obligation or liability of any kind upon the company, its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

Authorized Representative
 Mark Brostowitz

Mark A. Brostowitz

STATE OF FLORIDA
DEPARTMENT OF HEALTH
DIVISION OF MEDICAL QUALITY ASSURANCE

DATE	LICENSE NO.	CONTROL NO.
12/30/2021	SA 12514	106270



THE SPEECH-LANGUAGE PATHOLOGIST

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

Expiration Date: DECEMBER 31, 2023


ASHLEY MARIE CREGAN

56 WATER ST

SAINT AUGUSTINE, FL - 32084



Ron DeSantis
GOVERNOR



Joseph A. Ladapo, MD, PhD
State Surgeon General

DISPLAY - IF REQUIRED BY LAW

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

DATE OF SCHOOL BOARD MEETING: 07/25/2023

TITLE OF AGENDA ITEM: Contractual agreement between the School Board of Gadsden County and Inter-County (Leon County) Transfer of Exceptional Students

DIVISION: Exceptional Student Education

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

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

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Kesandra Brown

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

REVIEWED BY: _____

SM

BOARD CHAIR
Alva Swafford Smith



BOARD MEMBERS
Laurie Lawson Cox
Marcus Nicolas
Darryl Jones

BOARD VICE CHAIR
Rosanne Wood

SUPERINTENDENT
Rocky Hanna

SUPERINTENDENT
Rocky Hanna

**CONTRACTUAL AGREEMENT
FOR INTER-COUNTY
TRANSFER OF EXCEPTIONAL STUDENTS**

This agreement entered into the **8th day of August, 2023**, by the School Board of Leon County and the School Board of **Gadsden County** is for the purpose of defining the responsibilities of each as it relates to exceptional students who reside in one county and attend schools in the other and delineating the conditions under which the contract shall be executed.

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

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

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

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

2757 W. Pensacola Street, Tallahassee, FL 32304 • Phone (850) 487-7100 • www.leonschools.net

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

Building the Future Together

- II. In providing these Special Education Programs, the School Board of Leon County shall be responsible for:
- A. Provision and maintenance of adequate and appropriate facilities to house the program(s);
 - B. Provision of sufficient certified instructional and qualified non-instructional personnel, necessary for a quality program, including teacher, therapists, and a supervisor or coordinator;
 - C. Notifying and obtaining the agreement of the participating district in any decision regarding the assignment of instructional staff in excess of the approved staffing ratio of the School Board of Leon County in order to provide appropriate instruction for a student from the participating district.
 - D. Provision of necessary equipment, materials and supplies for each student;
 - E. Provision of all other direct and indirect services necessary to conduct a quality program, except those responsibilities specifically designated in this agreement as the responsibility of the participating county;
 - F. Provision of dismissal or reevaluation information for students from the School Board of **Gadsden County**.
 - G. Initiating and conducting annual Individual Education Plan meeting and reevaluation consideration meeting in accordance with 6A-6.0331, FAC and in conjunction with the School Board of Gadsden County.

- III. As a participating school district, the School Board of **Gadsden County** is responsible for all of the following:
- A. Provision of transportation for those students from its county who are enrolled in the program. The transportation schedule shall enable students to participate in the program for at least the minimum number of hours required for the age or grade group;
 - B. Provision of the evaluation information and eligibility process conducted in accordance with Florida State Board of Education Administrative Rules 6A-6.0331, FAC, 6A-6.03011, FAC and 6A-6.03013, FAC;
 - C. Provision of the assignment and dismissal process in accordance with 6A-6.03028, FAC, 6A-6.0311, FAC and 6A-6.0331, FAC;
 - D. Initiating and conducting an Individual Education Plan meeting in accordance with 6A-6.0331, FAC and in conjunction with the School Board of Leon County;
 - E. Legal costs incurred through the due process procedure as a result of a student's assignment;
 - F. The salary of personnel required to instruct students from the participating district in excess of the approved staffing ratio of the School Board of Leon County;
 - G. Adhering to the school calendar and hours designated by the School Board of Leon County.

2757 West Pensacola Street • Tallahassee, Florida 32304-2998 • Phone (850) 487-7110 • Fax (850) 414-5194 •
www.leonschools.net

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Building the Future Together

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

A. The School Board of Leon County shall:

1. Provide the **2023-2024** formula calculation for the Regional Funding Fee;
2. Provide an invoice after the February FTE period to June 1 based on a formula using discretionary tax dollars in the general fund (FEFP calculation) projected total weighted FTE for contracted students multiplied by the Regional Funding Fee; and the salary of any teacher, classroom aide, interpreter or classroom support personnel required for individual instruction as a result of the behavior and/or communication needs of a **Gadsden County** student;
3. Submit or receive funds as an adjustment to the “Regional Funding Fee” following the June FTE and end-of-year close out, provided the actual end of year formula factors creates an under or over payment of \$100 or more for the current fiscal year.

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

1. Receive all FTE funds generated from Transportation of their students to Leon County; **all community-based instruction and/or field trips will be invoiced separately by the Leon County Transportation Department.**
2. Submit payment to the School Board of Leon County based on the statement of account described under IV A of this section. This payment shall arrive no later than **July 31, 2024**;
3. Submit or receive funds as an adjustment to the Regional Funding Fee payment projections and actual salary reimbursement for any teacher related services provider, classroom aide, interpreter or classroom support personnel required for instruction as a result of the behavior and/or communication needs of a **Gadsden County** student, if actual weighted FTE creates an under or over payment of \$100 or more. This adjustment will be made following the June FTE and prior to October 1, 2023.

This Agreement shall take effect **August 10, 2023** and continue until **May 24, 2024** for the regular 2022-2023 school year. This contract supersedes any previous agreements. The School Board of Leon County and the School Board of **Gadsden County** shall abide by Section 1001.42(4)(d)(3.), Florida Statutes, for Settlement of Disagreements, which states “In the event an agreement cannot be reached relating to any phase of the project or activity, the matter may be referred jointly by the cooperating school boards, or by any individual school board of the cooperating districts, to the Department of Education for decision under regulations of the state board, and its decision shall be binding on all school boards of the cooperating districts”.

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Building the Future Together

Extended School Year Services (ESY)

- I. Services and dates of services for Extended School Year (ESY) will be determined by the IEP team based on the State of Florida Indicators for Extended School Year.
 - A. The School Board of Leon County agrees to make available extended school year exceptional student education services for students who are being served under this contract based upon IEP team determination. Extended School Year services are defined as any services provided outside of the adopted Leon County School Board Calendar. All provisions agreed upon in the yearly contractual agreement are extended for extended school year services, i.e., among other things, **Gadsden County** will be required to pay for all costs associated with the employment of any related service provider, classroom paraprofessional and/or aide, sign language interpreter or classroom support personnel required for individual instruction as a result of the behavior and/or communication needs for ESY services.
 - B. Funding: Extended School Year services will be provided by Leon County for **Gadsden County** students for a cost of thirty-five dollars (\$35) per student per hour of ESY services.
 - C. Transportation: Transportation for those students from **Gadsden County**, who are determined to be provided by the IEP Team, including representation from Gadsden County, in need of ESY services, will be provided by the School Board of **Gadsden County**.

The agreement executed the day and year first written above.

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

BY: _____
Board Chairperson

DATE: _____

BY: _____
Elijah Key, Jr., Superintendent

DATE: _____

THE SCHOOL BOARD OF LEON COUNTY, FLORIDA

BY: _____
Alva Swafford Smith, Chair

DATE: _____

BY: _____
Rocky Hanna, Superintendent

DATE: _____

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Building the Future Together

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7e

DATE OF SCHOOL BOARD MEETING: 07/25/2023

TITLE OF AGENDA ITEM: Cooperative Service Agreement between the School Board of Gadsden County and More Ability Therapy Services, LLC.

DIVISION: Exceptional Student Education

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

PURPOSE AND SUMMARY OF ITEM: This contract will provide Occupational Therapy Services to exceptional students in Gadsden Schools. The therapist will provide needed services in a position not filled by the Gadsden County School Board.

FUND SOURCE: FEFP

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

PREPARED BY: Kesandra Brown

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered 2

REVIEWED BY: _____



MORE ABILITY THERAPY SERVICES, LLC

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

This contract is effective July 1, 2023, by and between, More Ability Therapy Services, LLC hereinafter referred to as "the CONTRACTOR" and Gadsden County School Board hereinafter referred to as "the AGENCY".

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

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

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

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

Payments shall be made payable to:

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

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

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

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

12. The term of this Agreement shall commence on July 1, 2023 and expire June 30, 2024.

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

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

Gadsden County School Board

BY: _____ Date: _____

Print Name, Title: _____
Superintendent of Gadsden County Schools

Gadsden County School Board

BY: _____ Date: _____

Print Name, Title: _____
Chairman of School Board

More Ability Therapy Services, LLC.

BY: _____ Date: 6/20/2023

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

AC# 11537314

STATE OF FLORIDA
DEPARTMENT OF HEALTH
DIVISION OF MEDICAL QUALITY ASSURANCE

DATE	LICENSE NO.	CONTROL NO.
03/01/2023	OT 9334	110231

THE OCCUPATIONAL THERAPIST

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

Expiration Date: FEBRUARY 28, 2025
DEANDREA VONTRESE LEE
35 MARTIN LUTHER KING JR. BLVD
QUINCY, FL - 32351



Ron DeSantis
RON DESANTIS
GOVERNOR

DISPLAY IF REQUIRED BY LAW

Joseph A. Ladapo
JOSEPH A. LADAPO, MD, PhD
State Surgeon General

STATE OF FLORIDA
DEPARTMENT OF HEALTH
DIVISION OF MEDICAL QUALITY ASSURANCE

AC#

11537314

DATE	LICENSE NO.	CONTROL NO.
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THE LAWS AND RULES OF THE STATE OF FLORIDA

Expiration Date . FEBRUARY 28, 2025
DEANDREA VONTRESE LEE

LICENSEE SIGNATURE

B14E20050



Certificate of Insurance
OCCURRENCE PROFESSIONAL LIABILITY POLICY FORM

Print Date: 6/12/2023

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

PRODUCER 018098	BRANCH 970	PREFIX HPG	POLICY NUMBER 0696661209	POLICY PERIOD From: 06/15/23 to 06/15/24 at 12:01 AM Standard Time
Named Insured and Address: Deandrea Lee 1845 Acorn Ridge Trl Tallahassee, FL 32312-5143				Program Administered by: Healthcare Providers Service Organization 1100 Virginia Drive, Suite 250 Fort Washington, PA 19034 1-800-982-9491 www.hpso.com
Medical Specialty: Occupational Therapist			Code: 80721	Insurance Provided by: American Casualty Company of Reading, Pennsylvania 151 N. Franklin Street Chicago, IL 60606
Excludes Cosmetic Procedures				

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

Your professional liability limits shown above include the following:

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

Coverage Extensions

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

Workplace Liability

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

Total \$ 272.34

Base Premium \$267.00 Florida Insurance Guaranty Association - 2022 Regular Assessment \$ 5.34

Premium reflects Self Employed , Full Time

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

Chairman of the Board

Secretary

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

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

POLICY FORMS & ENDORSEMENTS

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

COMMON POLICY FORMS & ENDORSEMENTS

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

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

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

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

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

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

Form #:CNA93692 (11-2018)

Named Insured: Deandrea Lee

Master Policy #: 188711433

Policy #: 0696661209



Department of Health

JESSICA LEE STOWELL

License Number: OTA15393

Data As Of 7/10/2023

Profession	Occupational Therapy Assistant
License	OTA15393
License Status	CLEAR/ACTIVE
License Expiration Date	2/28/2025
License Original Issue Date	07/14/2016
Address of Record	35 Martin Luther King Blvd. QUINCY, FL 32351
Discipline on File	No
Public Complaint	No

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



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

02/03/23

Jessica Stowell
310 Talwood Dr
Tallahassee, FL 32312-2738

Dear Jessica Stowell:

Enclosed is the replacement certificate of insurance that you requested.

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

Sincerely,

Customer Service

Enclosure

Q032

Dedicated To Serving The Insurance Needs of Healthcare Providers

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



Certificate of Insurance
OCCURRENCE PROFESSIONAL LIABILITY POLICY FORM

Print Date: 2/03/2023

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

PRODUCER 018098	BRANCH 970	PREFIX HPG	POLICY NUMBER 0737748675	POLICY PERIOD From: 02/03/23 at 04:02 PM ET to 02/03/24 at 12:01 AM Std Time
Named Insured and Address: Jessica Stowell 310 Talwood Dr Tallahassee, FL 32312-2738				Program Administered by: Healthcare Providers Service Organization 1100 Virginia Drive, Suite 250 Fort Washington, PA 19034 1-800-982-9491 www.hpso.com
Medical Specialty: Occupational Therapist Assistant			Code: 80721	Insurance Provided by: American Casualty Company of Reading, Pennsylvania 151 N. Franklin Street Chicago, IL 60606
Excludes Cosmetic Procedures				

Professional Liability \$ 1,000,000 each claim \$ 3,000,000 aggregate
 Your professional liability limits shown above include the following:

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

Coverage Extensions

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

Workplace Liability

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

Total \$	272.34
Base Premium	\$267.00
Florida Insurance Guaranty Association - 2022 Regular Assessment	\$ 5.34

Premium reflects Self Employed , Full Time

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

Chairman of the Board

Secretary

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

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

POLICY FORMS & ENDORSEMENTS

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

COMMON POLICY FORMS & ENDORSEMENTS

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G-121501-C (07-01)	Occurrence Policy Form
CNA85582FL (04-16)	Florida Cancellation and Non-Renewal
CNA96097 (06-19)	Amended Definition of Policy Period Endorsement
CNA94164 (11-18)	Amendment Definition of Claim Endorsement
G-145184-A (06-03)	Policyholder Notice - OFAC Compliance Notice
G-147292-A (03-04)	Policyholder Notice - Silica, Mold & Asbestos Disclosure
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GSL15564 (10-09)	Sexual Misconduct Sublimits of Liability Professional Liability & Sexual Misconduct Exclusion
GSL15565 (03-10)	Healthcare Providers Professional Liability Assault Coverage
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GSL13424 (05-09)	Services to Animals
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CNA81758FL (01-21)	Notice - Offer of Terrorism Coverage & Disclosure of Premium
CNA82011 (04-15)	Related Claims Endorsement
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CNA79575 (07-14)	Exclusion of Cosmetic Procedures
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For WV residents: The surcharge shown on the Certificate of Insurance is the WV Premium Surcharge.

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

Form #: CNA93692 (11-2018)

Named Insured: Jessica Stowell

Master Policy #: 188711433

Policy #: 0737748675

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7f

DATE OF SCHOOL BOARD MEETING: 07/25/2023

TITLE OF AGENDA ITEM: Contractual agreement between the School Board of Gadsden County and Aubrey's Heart Therapy Services, PLLC

DIVISION: Exceptional Student Education

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

PURPOSE AND SUMMARY OF ITEM: This contract will provide speech and/or language therapy services, speech and /or language intervention services (including but not limited to assessments, evaluations, counseling, consulting, collaboration, and support to families, school staff and administrators).

FUND SOURCE: IDEA

AMOUNT: SLP (\$60.00), SLPA (\$40.00) per hour

PREPARED BY: Kesandra Brown

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 6

CHAIRMAN'S SIGNATURE: page(s) numbered 6

REVIEWED BY: _____



Aubrey's Heart Therapy Services PLLC
240 Peoples Rd. Quincy, Fl.
aubreyshearttherapyservices.com

THIS AGREEMENT was made and entered into on the date last written below by and between **GADSDEN COUNTY SCHOOL BOARD** (hereinafter "Employer"), and **AUBREY'S HEART THERAPY SERVICES PLLC**, a contractor (hereinafter "Contractor");

WHEREAS the Employer desires to retain the services of Contractor(s), and Contractor(s) desires to render services to the Employer, upon the terms and conditions hereinafter stated:

NOW, THEREFORE, the parties hereto, intending to be legally bound hereby, do hereby promise and agree as follows:

1.1 Term. Employer agrees to hire Contractor, at will, for a term commencing on **2023-2024** and continuing until terminated per Section 4 of this agreement.

1.2 Duties. Contractor agrees to perform work for the Employer on the terms and conditions outlined in this agreement and agrees to devote all necessary time and attention to "reasonable periods of illness excepted" (e.g. three weeks or less due to but not limited to a positive COVID-19 test, flu, and other communicable diseases) to the performance of the duties specified in this agreement. Contractor's duties shall include the following:

• **Speech Language Pathologist Duties and Responsibilities:**

- Diagnostic and Treatment; Consultation with Teachers, Staff, and other collaborators. Provide Speech and Language Treatment (listed under the American Speech Language and Hearing Association (ASHA) code of ethics/scope of practice) and Florida Department of Education laws and rules as within its scope of practice which includes but is not limited to:
- design, implement, and document delivery of service in accordance with best available practice appropriate to the practice setting;
- provide culturally and linguistically appropriate services;
- integrate the highest quality available research evidence with practitioner expertise and individual preferences and values in establishing treatment goals;
- utilize treatment data to guide decisions and determine the effectiveness of services;
- integrate academic materials and plans into treatment;
- deliver the appropriate frequency and intensity of treatment using best available practice;
- engage in treatment activities that are within the scope of the professional's competence;
- utilize Augmentative and Alternative Communication (AAC) performance data to guide clinical decisions and determine the effectiveness of treatment; and

- collaborate with other professionals in the delivery of services.

1.2 DUTIES continued:

- Attending IEP meetings, physical appearance in person or via phone/telecommunication; providing updates for student progress and strategies for classroom adaptation.
- Contractor further agrees that in all aspects of such work, Contractor shall comply with the policies, standards, and regulations of the Employer from time to time established and shall perform the duties assigned faithfully, intelligently, and to the best of his/her/their ability, and in the best interest of the Employer at Gadsden County Schools.

Speech Language Pathologist Assistant Duties and Responsibilities:

- Conducts speech and language screenings without interpretation and using screening protocols developed by the supervising Speech and Language Pathologist (SLP).
- Provides direct assistance for speech-language voice fluency hearing to students under the supervision of the SLP
- Follows and implements documented IEP plans or protocols.
- Documents student progress toward meeting established objectives and reports the information to the SLP; assists the SLP during assessments, assisting with formal documentation, preparing materials, and performing clerical duties;
- Prepares therapy materials and/or equipment for use in the classroom and therapy activities
- Adapts or modifies instructional materials and/or equipment as determined by student needs and abilities for teacher use in the classroom;
- Assists in maintaining student records, tallying data, and preparing charts, records, graphs, and reports;
- Assists in organizing classroom activities such as displaying educational materials, arranging furniture to facilitate instructional requirements, and creates an orderly and clean learning environment;
- May implement behavior management programs for students as designed by certified staff, observes and reports significant student behavior, behavioral patterns, and/or other problems to the SLP.

SECTION 2 – CONFIDENTIALITY

- 2.1 **Confidentiality.** Contractor acknowledges and agrees that all financial and accounting records, lists of property owned by Employer, including amounts paid therefore, client and customer lists, and other Employer data and information related to its business (hereinafter collectively "Confidential Information") are valuable assets of the Employer. Except for disclosures required to be made to advance the business of the Employer and information which is a matter of public record, Contractor shall not, during the term of this Agreement or after the termination of this Agreement, disclose any Confidential Information to any person or use any Confidential Information for the benefit of Contractor or any other person, except with the prior written consent of the Employer. Employer understands that certain Confidential Information may be required to be disclosed to certain individuals: directors, officers, employees, agents, or advisors (collectively, Representatives) of Contractor. Contractor shall maintain records of the persons to whom Confidential Information is distributed, will inform all such persons of the confidential nature of the information, will direct them to treat such information in accordance with this agreement, will exercise such precautions or measures as may be reasonable in the circumstances to prevent improper use of Confidential Information by them, and will be responsible for any breaches by them of the provisions of this agreement. The term "confidential information" does not include information that is or becomes publicly available (other than through breach of this Agreement) or information that is or becomes available to Contractor on a non-confidential basis, provided that the source of such information was not known by Contractor (after such inquiry as would be reasonable in the circumstances) to be bound by a confidentiality agreement or other legal or contractual obligation of confidentiality with respect to such information. In the event that Contractor or any of Contractor's representatives, assigns, or agents are requested or required by law or legal process to disclose any of the Confidential Information, the party required to disclose such information shall provide Employer with prompt oral and written notice before making any disclosure. In addition, Confidential Information may be disclosed to the extent required in the course of inspections or inquiries by federal or state regulatory agencies to whose jurisdiction Contractor is subject and that have the legal right to inspect the files that contain the Confidential Information, and Contractor will advise Employer promptly upon such disclosure.
- 2.2 **Return of Documents.** Contractor acknowledges and agrees that all originals and copies of records, reports, documents, lists, plans, memoranda, notes, logs, assessments, hearing test results, graded assignments, and other documentation related to the business of the Employer or containing any Confidential Information shall be the sole and exclusive property of the Employer, and shall be returned to the Employer upon the termination of this Agreement or upon the written request of the Employer.
- 2.4 **No Release.** Contractor agrees that the termination of this Agreement shall not release Contractor from any obligations under Section 2.1 or 2.2.

SECTION 3 – COMPENSATION

Aubrey's Heart Therapy Services
 240 Peoples Rd. Quincy, FL.
 aubreyshearttherapyservices.com

3.1 **Compensation.** In consideration of all services to be rendered by Contractor to the Employer, the Employer shall pay to said Aubrey's Heart Therapy Services PLLC the Breakdown of services is as follows:

Therapist Type	Price per Hour
Master's Level Speech Therapist and Certificate of Clinical Competence (M.S. CCC-SLP)	\$60.00
Master's Level Speech Therapist Clinical First Year (M.S. CF-SLP)	\$60.00
Master's Level Speech Therapist Clinical First Year (M.S. CF-SLP)	\$60.00
Master's Level Speech Therapist Clinical First Year (M.S. CF-SLP)	\$60.00
Speech Language Pathologist Assistant (SLP-A)	\$40.00

3.2 **Withholding; Other Benefits.** Compensation paid pursuant to this Agreement shall not be subject to the customary withholding of income taxes and other employment taxes. Contractor(s) shall be solely responsible for reporting and paying any such taxes. The Employer shall not provide Contractor(s) with any coverage or participation in the Employer's accident and health insurance, life insurance, disability income insurance, medical expense reimbursement, wage continuation plans, or other fringe benefits provided to regular employees.

3.3 **Bill of Service:** Contractor will bill Employer on a biweekly basis via invoice, including any accompanying expenses in relation to treatment/diagnostic testing, therapy logs, dates, and times in which services were provided with approved documentation (e.g., receipts, paid invoices, etc.). Employer will be required to pay by the date indicated on the invoice. Employer will provide all testing technology and materials to the Contractor(s).

- o As a **value-added service**, the Contractor will provide diagnostic testing for Speech Diagnostics ONLY given virtually, but all protocols used will be reimbursed to the company. Reimbursement, as defined, can either be a payment provided by a receipt from the purchaser (e.g., <https://www.pearsonassessments.com>) or a new protocol of like or equal value. Employer will provide all other assessments for treatment and diagnostics, as needed by Contractor(s).

3.4 **Hours of Service:** Contractor shall provide services to the Employer as stated in section 1.2 of this contract. Contractors are to work a minimum of 25 to a maximum of 40 hours per week with the exclusion of all district, state, and federal holidays or natural disasters. Contractor(s) approved by Employer to work in addition to 40 hours subjects the Employer to a rate increase, at the current rate plus \$25 an hour each additional hour (e.g., Speech Pathologist \$60.00/hr +\$25.00= \$85.00/hr).

SECTION 4 - TERMINATION

- 4.1 **Termination at Will.** Violation of Florida Department of Education and Gadsden County School Board ethics, policies, and procedures committed by any Independent Contractor employed under the Contractor may be terminated by the Employer immediately, at will, and in the sole discretion of Employer. Contractor may terminate Independent Contractor Agreement within ten days of the infraction.

SECTION 5 - CONTRACTOR STATUS

- 5.1 Employer acknowledges that Aubrey's Heart Therapy Services is a Contractor which employs Independent Contractors and is not an agent, partner, joint venture nor employee of Employer. Contractor shall have no authority to bind or otherwise obligate Employer in any manner beyond the terms of this Agreement, nor shall Contractor represent to anyone that it has a right to do so. Contractor further agrees that if the Employer suffers any loss or damage as a result of a violation of this provision Contractor shall indemnify and hold harmless the Employer from any such loss or damage.
- 5.2 **Assignment.** The Contractor shall not assign any of its rights under this agreement or delegate the performance of any of its duties hereunder without the prior written consent of the Employer.

SECTION 6 - REPRESENTATIONS AND WARRANTIES OF CONTRACTOR

- 6.1 Contractor represents and warrants to the Employer that there is no employment contract or other contractual obligation to which Contractor is subject which prevents Contractor from entering into this Agreement or from performing Contractor's duties entirely under this Agreement unless agreed upon by both Employer and Contractor in writing with an addendum to contract.
- 6.2 Contractor represents that the appropriate licensing agency licenses all Independent Contractors within the arch of Aubrey's Heart Therapy Services for the Florida Department of Health (FDOH) or Florida Department of Education (FDOE) within a respected profession and that he/she is in good standing with such agency.

SECTION 7 - MISCELLANEOUS PROVISIONS

- 7.1 The provisions of this Agreement shall be binding upon and inure to the benefit of the heirs, personal representatives, successors, and assigns of the parties. Any condition that imposes upon Contractor or Employer an obligation after termination or expiration of this Agreement shall survive termination or expiration hereof and be binding upon Contractor or Employer.
- 7.2 This Agreement shall be governed by and construed per the laws of the State of Florida and the Florida Department of Education's scope of practice.
- 7.3 **Severability.** If any provision of these policies and regulations or the application thereof to any person or circumstances is held invalid, such invalidity shall not affect other provisions or applications of these policies and regulations which can be given effect without the invalid provision or application and to this end the provisions of these policies and regulations are severable. In lieu thereof, there shall be added a provision as similar in terms to such illegal, invalid and unenforceable provision as may be possible and be legal, valid, and enforceable.

Gadsden County School Board

By: _____ Date: _____
Superintendent of Schools

By: _____ Date: _____
Chairman of the School Board

By: _____ Date: _____
Representative of Aubrey's Heart Therapy Services PLLC

Independent Consultant. Provider's relationship to School District in performing this Engagement Agreement is that of an independent contractor. The personnel performing services under this Engagement Agreement shall be independent contractors of Provider and not employees of the School District. School District and the contractor will be responsible for negotiating the time and place where the services will be performed.

Authority. Provider and its officers, managers, employees, independent contractors, and agents are hereby authorized to perform or caused to be performed all acts associated with providing services rendered hereunder. Provider, however, is not responsible for the failure of the proper performance of any third party.

Nonexclusive. During this Agreement, the Provider may provide services to other school districts. Consequential Damages. Under no circumstances shall Provider and/or its officers, managers, employees, and agents be liable to School District or any other person or entity for any special, indirect, or consequential loss or damage, whether or not such loss or damages caused by the fault, breach of contract, or negligence of provider and its officers, managers, employees, and agents or independent contractors. This exclusion of liability also includes loss of profits or revenue, costs of capital, damage to or loss of use of equipment or facilities, or any claims of School Districts, parents or any third party.

Lack of Qualified Personnel. The provider has the right to terminate this Agreement at any time if it is unable to locate a contractor suitable to provide the services contemplated herein without the payment of penalty or damages.

Indemnification. School District agrees to indemnify, hold harmless, and defend Provider and its officers, managers, employees, independent contractors, and agents from and against any losses, costs, expenses, damages, or liabilities (including reasonable attorney fees) incurred or threatened to be incurred by Provider or its officers, managers, employees, independent contractors and agents because of or arising out for in connection with this Engagement Agreement or the performance of services hereunder, including the negligence of Provider.

Entire Agreement. This Engagement Agreement constitutes the entire agreement between the parties, and it supersedes all prior and contemporaneous agreements, representations, and undertakings of the parties concerning the subject matter of this Engagement Agreement.

Waiver. If one party breaches this Engagement Agreement, failure of the other party to enforce any right under this Engagement Agreement shall not be deemed a waiver of any right hereunder. The rights and remedies of the parties as outlined in this Engagement Agreement are not exclusive and are in addition to any rights and remedies provided by law. No waiver of any provision of this Engagement Agreement shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any waiver constitute continuing waiver. No waiver shall be binding unless executed in writing by the party making a waiver.

Severability. Should any provision of this Engagement Agreement be held void or unenforceable, the remaining provisions shall remain in full force and effect, to be read and construed as if the void or unenforceable provisions were initially deleted.

Aubrey's Heart Therapy Services
240 Peoples Rd. Quincy, Fl.
aubreyshearttherapyservices.com

Choice of Law. This Engagement Agreement is deemed to be made under and shall be governed by and construed, and enforced in accordance with the laws of the State of North Carolina.

Venue. Exclusive venue for any action or proceeding seeking to enforce any provision of, or based on any right arising out of, this Agreement shall be in Gadsden County Circuit Court of the State of Florida or, subject to applicable jurisdictional requirements, in the United States District Court for the District of Florida, and each of the parties consents to the jurisdiction of such courts (and of the appropriate appellate courts) in any such action or proceeding and waives any objection to such venue.



Mission:

To protect, promote & improve the health of all people in Florida through integrated state, county & community efforts.



Ron DeSantis
Governor

Joseph A. Ladapo, MD, PhD
State Surgeon General

Vision: To be the **Healthiest State** in the Nation

May 9, 2023

Tyrek Sims
184 Gray Anderson Road
Wewahitchka, FL 32465

Dear Ms. Sims:

Congratulations! You have fulfilled all requirements for licensure as a **Speech-Language Pathologist Assistant**. Your license number is **SI 6267**. You will receive the license in approximately seven (7) days.

Your license will expire **12/31/2023**, and must be renewed prior to that date. License renewals are computer generated and will be sent to the last known address on file. Address changes must be completed online at www.flhealthsource.gov or sent in writing to the Board office as soon as possible. It is your responsibility to renew the license whether or not you receive the renewal information.

You are required to complete continuing education (CE) courses prior to renewing your license each biennial renewal period. You will not be permitted to renew your license if all CE hours have not been completed and reported into the Department's continuing education tracking system CE Broker. For renewal and CME requirements visit our website at <http://www.floridahealth.gov/licensing-and-regulation/speech-audiology/index.html>.

Sincerely,

Brittany Duhart
Regulatory Specialist II Team Lead
Florida Board of Speech Language Pathology and
Audiology

Mission:
To protect, promote & improve the health
of all people in Florida through integrated
state, county & community efforts.



Ron DeSantis
Governor

Joseph A. Ladapo, MD, PhD
State Surgeon General

Vision: To be the **Healthiest State** in the Nation

FLORIDA DEPARTMENT OF HEALTH

CONFIRMATION OF LICENSE

NAME: KASSANDRA GONZALEZ

PROFESSION: SPEECH-LANGUAGE PATHOLOGY ASSISTANT

LICENSE NUMBER: SI6412

EFFECTIVE DATE: 07/05/2023

MAILING ADDRESS: 815 E MAGNOLIA DR
QUINCY, FL 32351

ATTENTION:

PRACTICE ADDRESS: 815 E MAGNOLIA DR
QUINCY, FL 32351

ATTENTION:

NOTE:

This document confirms receipt of an approved initial licensure application for the practitioner listed above. The practitioner should receive a license in the mail within 7-14 business days. Online licensure confirmation also can be obtained by visiting <http://www.FLHealthsource.gov> and accessing the Department's license verification screen.

This document, issued from a secure online site, authorizes practice until the practitioner receives the printed license.

Florida Department of Health
Division of Medical Quality Assurance
4052 Bald Cypress Way
Tallahassee, FL 32399-3260



Mission:
To protect, promote & improve the health
of all people in Florida through integrated
state, county & community efforts.



Ron DeSantis
Governor

Joseph A. Ladapo, MD, PhD
State Surgeon General

Vision: To be the Healthiest State in the Nation

FLORIDA DEPARTMENT OF HEALTH

CONFIRMATION OF LICENSE

NAME: JENEE TATIANA MCPHAIL

PROFESSION: SPEECH-LANGUAGE PATHOLOGY ASSISTANT

LICENSE NUMBER: SI6358

EFFECTIVE DATE: 06/12/2023

MAILING ADDRESS: 4959 SW 101 AVE
COOPER CITY, FL 33328

ATTENTION:

PRACTICE ADDRESS: 4959 SW 101 AVE
COOPER CITY, FL 33328

ATTENTION:

NOTE:

This document confirms receipt of an approved initial licensure application for the practitioner listed above. The practitioner should receive a license in the mail within 7-14 business days. Online licensure confirmation also can be obtained by visiting <http://www.FLHealthsource.gov> and accessing the Department's license verification screen.

This document, issued from a secure online site, authorizes practice until the practitioner receives the printed license.

Florida Department of Health
Division of Medical Quality Assurance
4052 Bald Cypress Way
Tallahassee, FL 32399-3260



State of Florida Department of Education

EDUCATOR CERTIFICATE

This Certifies That

JUSTINA WILLIAMS

*Has satisfactorily completed all requirements of Florida Statutes and
State Board of Education Rules for the coverages or endorsements listed below:*

PROFESSIONAL

SPEECH LANGUAGE IMPAIRED

GRADES K-12

07/01/2014 - 06/30/2024

Department of Education Number 1144822

Paul O. Burns

Deputy Chancellor for Educator Quality

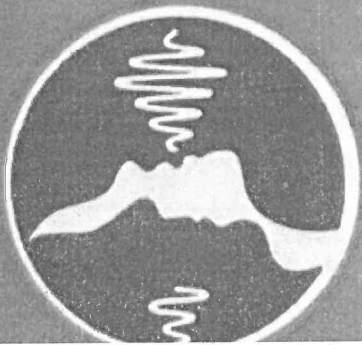
901486

Richard Corcoran

Commissioner of Education

Issued: September 04, 2019





AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION
2200 Research Boulevard • Rockville, MD 20850-3289

“Making effective communication, a human right,
accessible and achievable for all.”

Justina Williams

Affiliation Status: **Member**
Certification Status: **CCC-SLP**

SIGs:

14011378

12/31/2023

ccount Number

Valid Through

Allen A. Pietrento
Chief Executive Officer

STATE OF FLORIDA
DEPARTMENT OF HEALTH
DIVISION OF MEDICAL QUALITY ASSURANCE

AC#

1066594

DATE	LICENSE NO.	CONTROL NO.
11/30/2021	SA 14161	100415

THE SPEECH-LANGUAGE PATHOLOGIST

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

Expiration Date : DECEMBER 31, 2023

JUSTINA WILLIAMS



LICENSEE SIGNATURE

MEMORANDUM OF INSURANCE

Date Issued 11/15/2022

Producer

Association Member Benefits Advisors, LLC.
 In CA dba Assn. Member Benefits & Insurance Agency
 P.O. Box 14576
 Des Moines, IA 50306-3576
 1-800-375-2764

This memorandum is issued as a matter of information only and confers no rights upon the holder. This memorandum does not amend, extend or alter the coverages afforded by the Certificate listed below.

Company Affording Coverage
 Liberty Insurance Underwriters Inc.

Insured

Aubrey's Heart Therapy Services, PLLC
 240 Peoples Road
 Quincy, FL 32352

This is to certify that the Certificate listed below has been issued to the insured named above for the policy period indicated, notwithstanding any requirement, term or condition of any contract or other document with respect to which this memorandum may be issued or may pertain. The insurance afforded by the Certificate described herein is subject to all the terms, exclusions and conditions of such Certificate. The limits shown may have been reduced by paid claims. The Memorandum of Insurance and verification of payment are your evidence of coverage. No coverage is afforded unless the premiums successfully paid in full.

Type of Insurance	Certificate Number	Effective Date	Expiration Date	Limits	
Professional Liability Speech-Language Pathologist	AHY-1026236103	12/02/2022	12/02/2023	Per Incident/ Occurrence	\$1,000,000
				Annual Aggregate	\$5,000,000

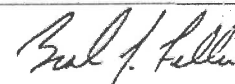
Justina Williams, Speech Language Pathologist is/are covered under the provisions of the policy.

Memorandum Holder:

PROOF OF COVERAGE ONLY

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

Authorized Representative
 Brad J. Feller



AC# 11215278

STATE OF FLORIDA
DEPARTMENT OF HEALTH
DIVISION OF MEDICAL QUALITY ASSURANCE

DATE	LICENSE NO.	CONTROL NO.
09/08/2022	SI 5850	14675

THE SPEECH-LANGUAGE PATHOLOGY ASSISTANT

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

Expiration Date: **DECEMBER 31, 2023**

PATRICIA WHITE
9061 OLD CHEMONIE RD
TALLAHASSEE, FL - 32309



Ron DeSantis
GOVERNOR

Joseph A. Ladapo, MD, PhD
State Surgeon General

DISPLAY IF REQUIRED BY LAW

EXPIRATION DATE: **DECEMBER 31, 2023**

Your license number is SI 5850. Please use it in all correspondence with your board/council. Each licensee is solely responsible for notifying the Department in writing of the licensee's current mailing address and practice location address. If you have not received your renewal notice 90 days prior to the expiration date shown on this license, please visit www.FLHealthSource.gov and click "Renew A License" to renew online.

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

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

IMPORTANT ANNOUNCEMENTS

ARE YOU RENEWAL READY?

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

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

GROUND FOR DISCIPLINE

You should be familiar with the Grounds for Discipline found in Section 456.072(1), Florida Statutes, and in the practice act for the profession in which you are licensed. Florida Statutes can be accessed at www.leg.state.fl.us/Statutes

AC# 11215278

DATE	LICENSE NO.	CONTROL NO.
09/08/2022	SI 5850	14675

THE SPEECH-LANGUAGE PATHOLOGY ASSISTANT

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

Expiration Date : **DECEMBER 31, 2023**

PATRICIA WHITE

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7g

DATE OF SCHOOL BOARD MEETING: 07/25/2023

TITLE OF AGENDA ITEM: Contractual agreement between The School Board of Gadsden County and The Stepping Stones Group

DIVISION: Exceptional Student Education

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

PURPOSE AND SUMMARY OF ITEM: This contractual agreement will provide psychological services in accordance with the Individual Education Plan (IEP) for each individual student.

FUND SOURCE: FEFP

AMOUNT: \$61.00 for Psychologist per hour
\$58.00 for SLP per hour

PREPARED BY: Kesandra Brown

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 5

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____





AGREEMENT

This Agreement is made and entered on August 3rd, 2023, by and between The Stepping Stones Group LLC, 123 N Wacker Drive, Chicago, IL 60606 hereinafter referred to as “Contractor” and, Gadsden County Schools; 35 Martin Luther King Jr. Blvd; Quincy, FL 32351 hereinafter referred to as “School District.” It is hereby agreed as follows:

SERVICES, RATES AND BILLING: Contractor agrees to provide the services, at the designated rates, as listed in Appendix A to this Agreement.

School District agrees to be billed (except during holidays) by Contractor for up to 40 hours per week for each of Contractor’s employees, unless agreed otherwise. 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 that are considered overtime by state or federal law 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.

TRAVEL TIME & MILEAGE: To the extent applicable, travel between schools will be considered billable time and the mileage will be billed at the current IRS mileage rate. No travel will be billed when work is completed at one site.

PAYMENT TERMS: School District will be billed every two weeks via email 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. To ensure billing accuracy and timeliness, School District will complete the Billing Details just above the signature section of this Agreement.

A finance charge of 1.5% per month on the unpaid amount of an invoice, or the maximum amount allowed by law, will be charged on past due accounts. Payments by School District will thereafter be applied first to accrued interest and then to the principal unpaid balance. Any attorneys’ fees, court costs, or other costs incurred in collection of delinquent accounts shall be paid by School District. If payment of invoices is not current, Contractor may suspend performing further work.



REMITTANCE DETAILS: School District will make payments to Contractor at the following address:

PO Box 6280
Carol Stream, IL 60197

If School District prefers to make payments via electronic ACH, instructions can be obtained from the Contractor representative.

EMPLOYEE BENEFITS AND INSURANCE: Contractor will be responsible for providing all employee benefits and insurance including workers' compensation, general liability, and professional liability insurance coverage (with policy limits and deductibles that are appropriate for similarly situated school districts).

NO SOLICITATION: During the term of this Agreement and for a period of two years after the termination of this Agreement, School District agrees not to directly or indirectly contract with, offer employment to or hire any employee of the Contractor assigned to School District or any candidate submitted by Contractor to School District. School District agrees that if School District breaches this no solicitation covenant, direct and indirect damages may be assessed and recovered by Contractor, and Contractor shall be entitled to seek and obtain specific performance.

CONFIDENTIALITY: School District agrees not to provide any information pertaining to the contents of this Agreement to any individual or any 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 in connection with the parties' performance of services under this Agreement. 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.

Contractor agrees that it is subject to, and shall comply with, all federal and state laws and School District policies relating to the confidentiality of student information, including, without limitation, compliance with the Family Educational Rights and Privacy Act (FERPA).

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 30th, 2024** and may continue beyond this point 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 performance of the services hereunder or (b) any employee of Contractor 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 unethical or unprofessional 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 Contractor's receipt of such notice prior to School District delivering notice 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.

NONDISCRIMINATION: Contractor represents and warrants that it does not discriminate in hiring and employment practices regarding race, color, religion, disability, sex, age, national origin, ancestry, marital status, pregnancy, or sexual orientation.

INDEMNIFICATION AND LIMITATION OF LIABILITY: To the extent permitted by law, Contractor will defend, indemnify, and hold School District and its equity holders, 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 under this Agreement; 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 under this Agreement.

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 under this Agreement; 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 under this Agreement.

Except as expressly set forth herein, 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.

NOTICES: Notices to Contractor shall be sent to:

The Stepping Stones Group
123 N Wacker Drive, STE 1150
Chicago, IL 60606

AND

K12ops.contracts@ssg-healthcare.com

Notices to School District shall be sent to:

Gadsden County Schools
35 Martin Luther King Jr. Blvd;
Quincy, FL 32351

JURISDICTION: This agreement shall be governed by, construed, and is enforceable in accordance with the laws of the State of Delaware. 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 Delaware. 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 writing and 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.



BILLING DETAILS FOR SCHOOL DISTRICT:

Billing Contact Name/Title: _____

Billing Email/Phone: _____

Mailing Address (for invoice): _____

Special Billing Instructions: _____

Signed for Contractor:

Signed for School District:

Signature: _____

Signature: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____



Appendix A

The services that may be provided under this Agreement and the corresponding hourly bill rates for each service for the are listed below:

<u>Specialty</u>		<u>Hourly Rate</u>
<u>Psych-</u>	Kimberly Ramcharran	\$61.00
<u>Psych-</u>	Charlene Mathlin-Sully	\$61.00
<u>SLP rate</u>		\$58.00

CERTIFICATE OF LIABILITY INSURANCE

5/21/2024

5/18/2023

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

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

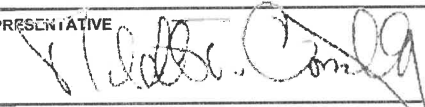
INSURER: Lockton Companies 1185 Avenue of the Americas, Suite 2010 New York NY 10036 646-572-7300	CONTACT NAME: PHONE (A/C, No, Ext): E-MAIL ADDRESS:	FAX (A/C, No):	
	INSURER(S) AFFORDING COVERAGE		
ADDITIONAL INSURED: 7747 The Stepping Stones Group, LLC 184 High Street, Floor 7 Boston, MA 02110	INSURER A:	Coverys Specialty Insurance Company	NAIC # 156
	INSURER B:	Pennsylvania Manufacturers' Assoc Ins Co	122
	INSURER C:		
	INSURER D:		
	INSURER E:		
	INSURER F:		

COVERAGES MAIN CERTIFICATE NUMBER: 17308475 REVISION NUMBER: XXXXXXXX

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

TYPE OF INSURANCE	ADDITIONAL INSURED	SUBROGATION	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Deductible: \$0 GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:	N	N	005MA000044275	5/21/2023	5/21/2024	EACH OCCURRENCE	\$ 1,000,000
						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 100,000
						MED EXP (Any one person)	\$ 5,000
						PERSONAL & ADV INJURY	\$ 1,000,000
						GENERAL AGGREGATE	\$ 3,000,000
						PRODUCTS - COMP/OP AGG	\$ 3,000,000
							\$
<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY	N	N	152300 1459288A 152300 1459288B	5/21/2023 5/21/2023	5/21/2024 5/21/2024	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
						BODILY INJURY (Per person)	\$ XXXXXXXX
						BODILY INJURY (Per accident)	\$ XXXXXXXX
						PROPERTY DAMAGE (Per accident)	\$ XXXXXXXX
							\$ XXXXXXXX
<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$	N	N	005MA000044275	5/21/2023	5/21/2024	EACH OCCURRENCE	\$ 5,000,000
						AGGREGATE	\$ 5,000,000
							\$ XXXXXXXX
WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A	N	202300 1459288	5/21/2023	5/21/2024	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER	
						E.L. EACH ACCIDENT	\$ 1,000,000
						E.L. DISEASE - EA EMPLOYEE	\$ 1,000,000
						E.L. DISEASE - POLICY LIMIT	\$ 1,000,000
Professional Liab.	N	N	005MA000044275	5/21/2023	5/21/2024	\$1M Ea. wrongful act/\$3M Agg Deductible: \$0	
Sexual & Molestation Covg.	N	N	005MA0000 44275	5/21/2023	5/21/2024	\$1M Per Claim/\$3M Agg	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 Attached Named Insured List.

CERTIFICATE HOLDER 17308475 Gadsden County School District 35 Martin Luther King Jr. Blvd Quincy FL 32351	CANCELLATION See Attachments
	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 

SSG Additional Named Insured List

Autism Intervention Professionals, LLC
Behavioral Learning Center – CO, Inc.
Behavioral Learning Center, Inc.
EBS Children’s Institute, LLC
EBS Children’s Therapy- GA, LLC
EBS Group LLC
EBS Healthcare, LLC
EBS Earning, LLC
Educational Based Services, LLC
Green Celtics Borrower Merger Sub, LLC
Green Celtics Intermediate Inc.
MBS MidCo, LLC
New England ABA LLC
San Diego County SPS, LLC
SSG HoldCo, LLC
SSG Intermediate HoldCo, LLC
SSG Investment HoldCo Inc.
SSG New York, LLC
Stepping Stones Healthcare Services, LLC
The Futures HealthCore, LLC
The Perfect Playground OT, PT, & SLP PLLC
The Stepping Stones Group LLC
Therapy Time L.L.C.
ERA Psychological Services, Inc.
Green Celtics Holdings LP
Green Celtics Parent Inc.
Positive Behavioral Solutions, LLC
EBS Healthcare Staffing Services, Inc
HM Systems, Inc.
City Sounds of NY – Speech Language Development Center Inc
City Sounds of NY
City Sound of NY Speech Language
Center for Behavioral Educational & Social Therapies, LLC
Ed Sped Solutions, LLC
Building Blocks Behavior Consultants, Inc.
Catalyst Speech, LLC



Gadsden County School District
35 Martin Luther King Jr. Blvd
QuincyFL32351

Dear The Stepping Stones Group, LLC certificate holder:

In an effort to meet demand for instant electronic delivery of certificates, Lockton Companies now provides paperless delivery of Certificates of Insurance. Thank you for your patience and willingness to help us lessen our environmental footprint.

To fulfill your certificate delivery, we need your email address. Please contact us via one of the methods below with your Holder ID number, email address, and phone number in the event we have any questions.

Your Holder ID number is 17308475.

- Email: SteppingStonescertrequests@lockton.com
- Toll-free automated phone service: 866-218-4018

If this certificate is no longer needed or valid, please notify us.

Thank you,

Lockton Companies

Lockton Companies
1185 Avenue of the Americas, Suite 2010
New York, NY 10036

KIMBERLEY RAMCHARRAN

License Number: SS1786

Data As Of 7/10/2023

Profession	School Psychologist
License	SS1786
License Status	CLEAR/ACTIVE
License Expiration Date	11/30/2023
License Original Issue Date	06/21/2023
Address of Record	2807 2807 Aqua Ridge Courtn

Tallahassee
TALLAHASSEE, FL 32309

Discipline on File	No
Public Complaint	No

CHARLENE ALLANA MATHLIN-SULLY

License Number: SS1236

Data As Of 7/10/2023

Profession	School Psychologist
License	SS1236
License Status	CLEAR/ACTIVE
License Expiration Date	11/30/2023
License Original Issue Date	10/06/2015
Address of Record	35 MARTIN LUTHER KING JR. BLVD.

QUINCY, FL 32351

Discipline on File No

Public Complaint No

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

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7h

DATE OF SCHOOL BOARD MEETING: 07/25/2023

TITLE OF AGENDA ITEM: Cooperative Service Agreement between the School Board of Gadsden County and Florida State University Multidisciplinary Center

DIVISION: Exceptional Student Education

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

PURPOSE AND SUMMARY OF ITEM: This Cooperative Service Agreement will provide diagnostic and consultation services for up to 10 evaluations referred by the district.

FUND SOURCE: FSU Multidisciplinary Center by Florida Legislature

AMOUNT: N/A

PREPARED BY: Kesandra Brown

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 5

CHAIRMAN'S SIGNATURE: page(s) numbered 5

REVIEWED BY: _____





FLORIDA STATE UNIVERSITY

Multidisciplinary Center

College of Social Work
2139 Maryland Circle, Suite 1200
Tallahassee, FL 32308
(850) 644-2222 • (850)644-6591 (FAX) • <http://mdc.fsu.edu/>

TO: District Representative

FROM: Joann Milford, Assistant Director

DATE: May 19, 2023

RE: 2023-2024 Cooperative Service Agreement

Enclosed is the 2023-2024 Cooperative Service Agreement. This contract is non-revenue bearing and our services are at no cost to the families or district. Funding is provided to the FSU Multidisciplinary Center by the Florida Legislature.

Please obtain your district signature and kindly send a completed copy back to the MDC. You may either email it back to me at jmilford@fsu.edu, fax it to 850-644-6591 or mail it to the address above.

We look forward to serving the children and families in your school district in the coming year.

Kind regards,

Joann

Joann Milford, M.S.

Program Director
FSU Multidisciplinary Evaluation and Consulting Center
2139 Maryland Circle, Suite 1200
Tallahassee, FL 32303-1001
850-644-9920 (office)
850-644-6591 (fax)
850-644-2222 (main)
<http://mdc.fsu.edu>



FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL WORK

Multidisciplinary Evaluation and Consulting Center

The College of Social Work

2139 Maryland Circle, Suite 1200, Tallahassee, FL 32303-1001

850-644-2222 (Main) • 850-644-6591 (Fax)

<http://mdc.fsu.edu>

**COOPERATIVE SERVICE AGREEMENT BETWEEN
THE FLORIDA STATE UNIVERSITY AND
GADSDEN COUNTY SCHOOL DISTRICT**

This Cooperative Service Agreement (the “Agreement”) between Florida State University Board of Trustees, a public body corporate of the State of Florida, acting for and on behalf of Florida State University’s Multidisciplinary Evaluation and Consulting Center (the “University”) and the Gadsden County School District (the “District”) sets forth services to be provided to the District and the responsibilities of the University and the District for the purposes of the Agreement.

Accordingly, the parties agree as follows:

The Agreement shall begin on July 1, 2023, or upon execution, whichever comes latest, and shall terminate on June 30, 2024.

The District will be allocated referrals for up to 10 evaluations to be devoted to diagnostic and consultation services. Given the diverse nature of referrals from school districts, each case will be reviewed on an individual basis. Allocated service hours not utilized in the District may be made available to other participating Districts after February 1, 2024.

The District will identify children to be referred to the University. Referrals should be for children served by the District from pre-school through grade 12. These children may be Exceptional Student Education students whom the District identifies as not adequately evaluated through District evaluation procedures or students in regular classrooms who are experiencing severe learning and/or behavioral problems. The University referral forms must be used and authorized district signature must be completed.

The University will be under the direction of Anne Selvey, Ph.D. and she will have responsibility for planning and implementation of the program with the University professional staff.

1. The University agrees to provide professional services in the following areas:
 - The University agrees to provide a written report of each multidisciplinary evaluation to the parent or legal guardian and to those staff members designated by the District for receipt of such reports, and to appropriate individuals or agencies requested, in writing, by the parent or legal guardian.
 - The University agrees to provide written and verbal recommendations for teachers and to parents.
 - The University agrees to participate in case conferences with school personnel at the student's school(s).
 - The University will notify the District after three failed attempts to schedule the evaluation with the parent/guardian. The University will notify the District if the parent/guardian fails to keep appointment without notification.
 - The University agrees to provide in-service education for teachers in participating school districts, when specifically requested by the District.
 - The University will provide virtual webinars throughout the academic year on topics requested by the districts and/or related to current issues of concern to students, families, school personnel and communities.

2. The District agrees to provide for Gadsden County students referred to the University the following:
 - The District will make school records for each referral available for perusal by University staff within the setting of the local school.
 - The District will provide, for each referral, copies of evaluation reports completed by District personnel or through District contacts with other agencies, at no charge to the University and with appropriate permission of the student's parent or legal guardian.
 - The District will provide transportation to and from the FSU campus for individual students referred to the University when the student's parents are unable to provide transportation.

- The District may be asked to participate in an evaluation of University services. This evaluation may include contact with parents, teachers and school and district administrative personnel.

Background Screening. Any University personnel who (a) are permitted access on school grounds when students are present, (b) have direct contact with students, or (c) have access to or control of school funds shall, prior to beginning work, shall meet Level II screening requirements of Sections 1012.32 & 435.04 of Florida Statutes. This may be satisfied by providing the District current Level II screening approval from another Florida School District.

Confidentiality of Information, Non-Disclosure. Each party acknowledges that its employees may, in the performance of the Agreement come into the possession of proprietary or confidential information owned by or in the possession of the other. Neither party will use any such information for its own benefit or make such information available to any person, firm, corporation, or other organizations, whether or not directly or indirectly affiliated with either party unless required by law, regulation, or accounting oversight body. If either party is exposed to confidential information, they will keep such information confidential and will act in accordance with any guidelines and applicable laws (such as FERPA and the Gramm-Leach Bliley Act). Confidential information shall not include information that is public record pursuant to Florida law (Florida Statutes Chapter 119), and University will respond to public records requests without any duty to give prior notice. This provision shall survive termination of the Agreement.

Indemnity and Hold Harmless. Each party agrees to be solely responsible for the negligent or wrongful acts of its employees, agents and representatives arising out of that party's respective tasks and duties that are the subject of the Agreement. This recognition by the parties is intended to be consistent with the State's waiver of sovereign immunity pursuant to Section 768.28, Florida Statutes and the Florida Supreme Court's decision in Florida Department of Natural Resources v. Garcia, 753 So.2d 72, 77-78(Fla. 2000), and does not alter such waiver, waive any lawful defense, or extend liability of either party beyond the provisions established in Section 768.28, Florida Statutes. In the event of litigation each party agrees to be liable and responsible for its own legal costs, expenses and attorney fees.

Disputes. In the event that any disputes arising out of the Agreement lead to arbitration between the parties, such arbitration will be conducted pursuant to the rules of the American Arbitration Association then in force, in Tallahassee, Florida. The parties agree that each party shall be responsible for its own attorney's fees, costs, and charges


arising out of litigation, arbitration or any dispute relative to the Agreement, regardless of outcome.

Termination. Either party may terminate this agreement with thirty (30) days' notice.


Each party agrees to be solely responsible for the negligent or wrongful acts of its employees, agents and representatives arising out of that party's respective tasks and duties that are the subject of the Agreement. This recognition by the parties is intended to be consistent with the State's waiver of sovereign immunity pursuant to Section 768.28, Florida Statutes. In the event of litigation, each party agrees to be liable and responsible for its own legal costs, expenses and attorney fees.

In the event that public schools are closed, the MDC will work with your school district to provide virtual equivalency services.

Agreed to as of the day and year set forth below:

DocuSigned by:

982923348822429
Anne Selvey, Director
Multidisciplinary Center
Florida State University

5/19/2023 | 12:11 PM EDT
Date

DocuSigned by:

Craig Stanley, III, Interim Dean
College of Social Work
Florida State University

5/19/2023 | 12:07 PM EDT
Date

Elijah Key, Superintendent
Gadsden County School District

Date

Leroy McMillan, Chair
Gadsden County School District

Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7i

DATE OF SCHOOL BOARD MEETING: July 25, 2023

TITLE OF AGENDA ITEM: Agreement between the School Board of Gadsden County and Eric Rodriguez, DBA Lamier Technical Services.

DIVISION: K-12 Education

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

PURPOSE AND SUMMARY OF ITEM:

The contractor will provide professional computer technology support and maintenance for digital equipment and systems. Contract will also include oversight, operation and staff training to include Tru-Time time and attendance devices, interactive devices such as panels, scheduling boards and other classroom equipment and peripheral devices. The contractor shall receive assignments from the Assistant Superintendent for Academic Services, Director of Federal Programs, Director of Media and Technology, and the Superintendent to ensure maintenance and superior operation of all district-owned digital equipment for Title I schools.

FUND SOURCE: ESSER III

AMOUNT: \$55,000

PREPARED BY:



POSITION: Assistant Superintendent for Academic Services/Director Media & Technology

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 _____



School Board of Gadsden County, Florida
RENEWABLE CONTRACTUAL
AGREEMENT
Fiscal Years: 2023-2024

This contractual AGREEMENT is made between the School Board of Gadsden County, Florida, a school district, referred to as the "RECIPIENT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King, Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and Eric Rodriguez, DBA Lamier Technical Services a for-profit CONTRACTOR organized and existing with its principal place of operations at 9950 Hosford Hwy, Quincy, Florida 32351, herein referred to as "CONTRACTOR" The CONTRACTOR is a provider of services to meet the needs of a federal award, not a sub-recipient of the RECIPIENT. The contractual AGREEMENT will establish uniform administrative requirements for the CONTRACTOR and RECIPIENT.

NOW, THEREFORE, the parties agree as follows:

ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR

The RECIPIENT agrees to engage the CONTRACTOR and the CONTRACTOR agrees to perform the functions as outlined in the Scope of Services below. The CONTRACTOR understands and agrees that all services are to be secured and implemented solely by the CONTRACTOR and no subcontractor will be assigned as a CONTRACTOR without the prior written consent of the RECIPIENT. **The RECIPIENT and CONTRACTOR understand and agree that this AGREEMENT is valid only if approved and funds awarded for the same by the Florida Department of Education for Title I, Part A Basic.**

ARTICLE 2. SCOPE OF SERVICES

The CONTRACTOR has agreed to provide the RECIPIENT with professional technical support for all types of digital equipment and systems, including but not limited to: digital devices for classrooms in Title I schools, laser operation, 3-D printers, system design, operation, imaging, software installation, troubleshooting, deployment and maintenance of school system digital technology, networks, sound and video and other digital systems throughout school sites. The CONTRACTOR, also agrees to be responsible for oversight, operation, and training of staff for the operation of Tru-Time attendance systems, interactive televisions, scheduling boards, and other classroom equipment and technologies. The CONTRACTOR shall receive assignments collaboratively from the Area Director of Academic Services, the Director of Federal Programs, Director of Media and Technology, and the Superintendent to ensure maintenance and superior operation of all district-owned digital equipment for Title I schools. The CONTRACTOR will submit a time and effort sheet through established deliverables, to document on-call time and scheduled site visits. The CONTRACTOR agrees to meet with any district personnel requested by RECIPIENT to ensure that work is responsive to district needs.

The CONTRACTOR agrees that all data relating to RECIPIENT'S business affairs and other information identified as confidential by RECIPIENT remain confidential information of the RECIPIENT. Any other information identified as confidential by CONTRACTOR, is confidential information of CONTRACTOR. Each party shall use confidential information of the other party which is disclosed to it only for the purposes of this contract and shall not disclose such confidential information to any third party, without the other party's prior written consent, other than to each other's employees on a need-to-know basis.

ARTICLE 3. DURATION OF AGREEMENT

This AGREEMENT shall begin on July 1, 2023 and end on June 30, 2024 contingent upon the approval by school board and contingent upon approval and funding by the Florida Department

of Education. The contract may be renewed annually for up to five (5) years by written agreement between the CONTRACTOR and the RECIPIENT based on Superintendent, School Board, and supervisors' approval; satisfactory performance; and available funding.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	Means a payment made by Treasury check or other appropriate payment mechanism to a CONTRACTOR or CONTRACTOR upon its request either before outlays are made by the CONTRACTOR or through the use of predetermined payment schedules.
Award	Means financial assistance that provides support or stimulation to accomplish a public purpose.
CONTRACTOR	Means the legal entity to which a sub-award is made and which is accountable to the RECIPIENT for the use of the funds provided.
Date of Completion	Means the date on which all work under an award or sub-award is completed or the date on the award document, or any supplement or amendment thereto, on which Federal sponsorship ends.
Project costs	Means all allowable costs, as established in the applicable Federal cost principles, incurred by a RECIPIENT and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
Project period	Means the period established in the award document during which Federal sponsorship begins and ends.
RECIPIENT	Means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
Renewal	Means a continuation of the contract on an annual basis for up to three years based on continued satisfactory performance, approval of immediate supervisor, approval of senior district leadership and school board, and contingent upon available funding
Sub-award	Means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a RECIPIENT to an eligible CONTRACTOR or by a CONTRACTOR to a lower tier CONTRACTOR. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "award". The CONTRACTOR is not a sub-recipient of federal dollars.
Termination	Means the cancellation of award, in whole or in part, under an agreement at any time prior to the date of completion
Working Capital	Means a procedure whereby funds are advanced to the RECIPIENT to cover its estimated disbursement needs for a given initial period.

ARTICLE 5. PAYMENT

This is a professional services contract not to exceed the amount of \$55,000 (fifty-five thousand dollars) for responsibilities as outlined in this contract. In consideration for the work performed by CONTRACTOR, the RECIPIENT shall pay the CONTRACTOR at \$4,583.33 monthly in support of the period that the invoices cover. The CONTRACTOR will submit time and effort

logs to the Director of Media and Technology to document services provided. Quarterly deliverables will be submitted to the Area Director of Academic Services and the Federal Programs Director. In full and complete compensation for all services provided by CONTRACTOR under this AGREEMENT, the RECIPIENT shall pay to Lamier Technical Services, LLC the total amount of \$55,000 for services rendered as described under the Scope of Services and detailed in the Deliverables. Checks will be made payable to Lamier Technical Services, LLC and will be sent to the agency office.

(b). The CONTRACTOR shall not pledge the RECIPIENT'S credit or make the RECIPIENT a guarantor of payment or surety for any contract, debt, obligation, judgment, lien, or any form of indebtedness.

(c). Total cost of the AGREEMENT is \$55,000.

ARTICLE 6. PUBLIC RECORDS

Where applicable, documents prepared pursuant to this AGREEMENT may be subject to Florida's Public Records Law. Refusal of the CONTRACTOR to allow public access to such records shall constitute grounds for cancellation of this AGREEMENT.

ARTICLE 7. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the designated time period cited above subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with no more than thirty (30) days written notice specifying the effective termination date. Upon termination, the district shall be responsible for payment of all costs incurred by CONTRACTOR in the performance of the AGREEMENT prior to termination. Upon termination, all finished or unfinished documents and other material related to these services shall become the property of the RECIPIENT.

ARTICLE 8. AMENDMENTS

Any changes must be mutually agreed upon in writing by the Assistant Superintendent of Academic Services, Director of Media and Technology, the Director of Federal Programs, the Superintendent, and the designee from Lamier Technical Services. Written amendments will be incorporated into this AGREEMENT, as necessary.

ARTICLE 9. PERSONNEL and LEVEL 2 CLEARANCE

Pursuant to Florida Statutes 1012.465 Background screening requirement for certain non-instructional school district employees and contractors - non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s. 1012.32 F.S. Contractual personnel shall include any vendor, individual or entity under contract with the school board. The CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act as described in this article. The CONTRACTOR will work cooperatively with all district employees.

ARTICLE 10. NONDISCRIMINATION AND COMPLIANCE

During the performance of this contract, the CONTRACTOR agrees to work in an environment free from all forms of discrimination. The CONTRACTOR shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, disability, marital status, sexual orientation, veteran status, or age in the performance of work.

ARTICLE 11. ADMINISTRATION OF AGREEMENT

(a) The CONTRACTOR'S contract administrator and contact is Mr. Eric Rodriguez, DBA Lamier Technical Services, LLC and/or his designee.

(b) The RECIPIENT'S contract administrators and contacts are Dr. Sheantika Wiggins, Director of Media and Technology and Ms. Tammy McGriff, Director of Federal Programs and/or their designees.

(c) All written and verbal approvals must be obtained from the parties' contract administrator or their designees

(d) This contract shall be governed by and construed under the laws of the State of Florida.

ARTICLE 12. AGREEMENT AS INCLUDING ENTIRE AGREEMENT

This instrument, including any attachments, embodies the entire AGREEMENT of the parties. There are no other provisions, terms, conditions, or obligations. This AGREEMENT supersedes all previous oral or written communications, prior negotiations, offers, representations or agreements on this subject made by either party, their agents or employees.

CONFLICT OF INTEREST: For the duration of this AGREEMENT, the CONTRACTOR pledges that he does not have any conflict of interest. He is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with his ability to fulfill the terms of the AGREEMENT.

ARTICLE 13, DISPUTES, CONFLICTS, and ENFORCEMENT

It is mutually agreed and understood that this contract shall be governed by the laws of the State of Florida, both as to interpretation and to performance, and that any action at law, suit in equity, or judicial proceeding for the enforcement of this contract, or any provision thereof, shall be instituted and maintained in any court of competent jurisdiction in Gadsden County, Florida. Any action by a party for enforcement of this AGREEMENT shall be maintained in Gadsden County. Pending final determination of any dispute hereunder, the CONTRACTOR shall proceed diligently with the performance of this contract. This contract shall be construed and interpreted solely in accordance with the laws of the State of Florida without giving effect to the conflicts of laws or provisions thereof. Conflicts of law contained in any part of this contract shall not warrant the entire contract as voided.

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Mr. Eric Rodriguez, OBA Lamier Technical Services, LLC have executed this AGREEMENT

Mr. Eric Rodriguez, DBA
Lamier Technical Services, LLC

Date

Mr. Elijah Key
Superintendent of Schools

Date

Mr. Leroy McMillian
Chairman, Gadsden County School Board

Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7j

DATE OF SCHOOL BOARD MEETING: July 25, 2023

TITLE OF AGENDA ITEM: MOA Between Gadsden County School Board and Florida
Department of Health

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this agreement is to outline duties and responsibilities between the Gadsden County Health Department and the Gadsden County School Board during the 2023-2024 school year.

FUND SOURCE: General Revenue

AMOUNT: \$100,100.00

PREPARED BY: Dr. Sylvia R. Jackson

POSITION: Assistant Superintendent for Support Services

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 5

REVIEWED BY: _____

School Health Services
Memorandum of Agreement
Between
Gadsden County School Board
And
Florida Department of Health
Gadsden County Health Department
MOA# - (2023-2024)

The Gadsden County School Board (GCSB) envisions communities where children and youth lead positive, secure, and happy young lives while developing the skills, knowledge, and competencies necessary for fulfilling contributing adult lives. The GCSB is committed to a future where all children and youth live in families and communities that promote their positive development. The Gadsden County School District (GCSD) agrees to collaborate with the State of Florida, Department of Health, Gadsden County Health Department (DOH-Gadsden) to deliver health care and health education programs that equip limited resource families and youth who are at risk for not meeting basic human needs, to lead positive, productive, and contributing lives.

Each party agree to:

1. Promote a coordinated effort between GCSD and DOH-Gadsden staff to achieve maximum health and academic success of students and staff.
2. Comply with relevant state and federal laws, rules, and regulations governing handling, storage, and access to student records to include the Health Insurance Portability Accountability Act, as well as all regulations promulgated thereunder (45 CFR Parts 160, 162, and 164) and the Family Educational Rights and Privacy Act, as well as all regulations promulgated thereunder (34 CFR Part 99).
3. Develop cooperative procedures for administering health care data collection, record keeping, and immunization compliance.
4. Jointly plan and provide training opportunities for DOH-Gadsden and GCSD personnel.

Gadsden County Schools agree to:

1. Pay DOH-Gadsden \$100,100 annually to ensure that as many GCSD school clinics will have healthcare staff assigned as possible. The timesheets that document the daily attendance of the employees of DOH-Gadsden in the schools must be signed by an authorized administrator of the respective schools in which the service is rendered. This documentation must accompany the quarterly invoice submitted to GCSD. This amount shall be paid in four (4) quarterly installments of \$25,025. Please note that all invoices or notices sent to the GCSD will require a minimum of seven (7) days and a maximum of fifteen (15) days to process once the invoice is received from DOH-Gadsden.
2. Provide DOH-Gadsden staff access to the district phone messaging service to relay Back to-School information for students and their families' concerning immunizations and school physical requirements and any health advisories that become necessary to protect the students and faculty. Provide phone support to school clinic staff located at onsite school clinics.
3. Provide daily janitorial and requested maintenance services to each school clinic facility.
4. Provide and maintain building infrastructure wiring, data phone cabling, and electrical connections for school clinics.
5. Provide data support, troubleshooting, network, and port addressing to each school clinic sufficient to support establishment and connectivity for an on-site firewall-created internal isolated zone to the Florida Department of Health's (FDOH) network over county circuits.
6. Maintain general liability insurance covering all onsite electronic equipment under circumstances of occupational injury, employee disloyalty, and general liability. A review and determination of fault is required before assumption of any liability and a certificate must be provided upon request. Where determination of fault is with DOH-Gadsden, DOH is self-insured to the limit required by Florida law, and a certificate of insurance shall be provided upon request.
7. Appoint a School Health Coordinator from the GCSD to serve as a liaison with DOH-Gadsden. The School Health Coordinator's duties should include but not be limited to coordination of service delivery, resolving billing issues, facilitating timely communication, and MOA monitoring.
8. Supply, provide, refresh, and maintain the following IT resources and services.
 - a. All software, hardware, licensing, and technology peripherals connected to DOH's internal zones which are used in the onsite school clinics, power and path cables needed to connect to the building infrastructure.

- b. All network switches and firewalls supporting DOH's internal zone.
- c. Current and up-to-date antivirus and intrusion detection software required to protect assets with the internal zone from exploits.
- d. All troubleshooting, patching, maintenance, configuration, and desktop support (includes user access management) of internal zone equipment, including firewall and all connected hosts.
- e. Provide DOH-Gadsden school clinic staff with a Gadsden School District login and password.
- f. Provide DOH-Gadsden school clinic staff access to GSCD's chosen student information system (FOCUS) to maintain and record student health information.

Florida Department of Health in Gadsden County agrees to:

1. Provide Comprehensive Health Care (s. 381.0057, F.S.) at schools listed below: [These services include basic health services (s. 381.0057, F.S) and student health management, interventions, and classes to reduce risk taking behaviors, violence, and injury prevention along with nutritional classes and basic medical services. Comprehensive school health can also provide referrals for abused children and children at high risk for delinquent behavior and their parents. Comprehensive school health services provide more in-depth health management through the increased use of registered nurses (RN) for assessments, intervention, case management, and improving access to health care through referrals to insurance programs and family physicians.]
 - Chattahoochee Elementary
 - Gadsden Elementary Magnet
 - George W Munroe Elementary
 - Greensboro Elementary
 - Havana Magnet School
 - James A. Shanks Middle School
 - Stewart Street Elementary

 - West Gadsden Middle School
 - Gadsden County High School
2. Provide immunization services and cumulative review to all GCSD schools.
3. DOH-Gadsden school health employees shall work from 7:30 a.m. to 4:00 p.m. on school days except for occasional mandatory meeting days.
4. Provide hearing, vision, scoliosis, and BMI (body mass index) screenings as appropriate to kindergarten, 1st, 3rd, and 6th grade students only. All other student screenings will be on an as-needed basis.

5. Provide blood borne pathogen, medication in-service training, and infection control training for professional development.
6. Provide and maintain connectivity to a Virtual Private Network interface our secure FTP site for GCSD to the Health Office system for weekly data upload, incorporating all reasonable associated costs.
7. Adhere to the Gadsden County School Board District Adult User Internet guidelines.
8. Assist GCSD in identifying health issues and statistics that may be used to support grants for health initiatives.
9. Provide the GCSD Financial Office with quarterly invoices or written notice of agreed upon monetary funds with due date enclosed. The invoice or notice shall include documentation describing the services rendered. The invoice shall itemize the services in detail indicating DOH-Gadsden's expenditures that tie to the payments by GCSB. Attached documentation shall substantiate DOH-Gadsden's expenditures. DOH-Gadsden will invoice approximately:
 - September 30, 2023
 - December 30, 2023
 - March 30, 2024
 - June 30, 2024
10. Retain all required financial documents for five (5) years after district makes the final payment and all other pending matters are closed.

Gadsden County Schools and the Florida Department of Health in Gadsden County mutually agree that:

1. The parties hereto contemplate that term of this Agreement be for the period of July 1, 2023, through June 30, 2024. This Agreement shall be reviewed annually to determine its continuation and or need for modification as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.
2. The parties hereto acknowledge and understand that they have a duty to and will cooperate with the inspector general in any investigation, audit, inspection, review, or hearing pursuant to Section 20.055 (5), Florida Statutes.

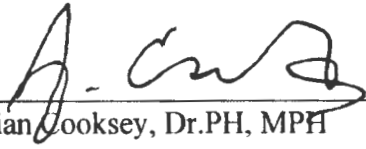
IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representative's.

Chairman
Gadsden County School Board

Date

ATTEST By: Elijah Key
Superintendent of Schools

Date



Adrian Cooksey, Dr.PH, MPH
Administrator
Gadsden County Health Department

Date

6/20/2023

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: July 25, 2023

TITLE OF AGENDA ITEM: K12 Comprehensive Evidence-Based Reading Plan (CERP)

DIVISION: Academic Services

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

PURPOSE AND SUMMARY OF ITEM: The purpose of this item is to obtain School Board approval of the district's comprehensive evidence-based reading plan as required by Florida Department of Education. The plan outlines the strategies, supports and progress monitoring that will be implemented during the 2023-2024 school year.

FUND SOURCE: FEFP

AMOUNT: \$350,280.00

PREPARED BY: Tammy McGriff, EdS 

POSITION: Assistant Superintendent, Academic Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

0 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

District K-12 Comprehensive Evidence-Based Reading Plan

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. In order to assist districts, the Department has developed the attached format for district reading plans. Districts may utilize the Department’s format or an alternative developed by the district school board. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation. By July 1 of each year, the Department will release to each school district its allocation of appropriated funds pending plan submission.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in [Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code \(F.A.C.\)](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

Verbiage requirements from the state are bolded.

1) Contact Information

The Main District Reading Contact will be the Florida Department of Education’s contact for the District K-12 CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. **Indicate the contacts for your district.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Robinson, Lisa	robinsonl@gcpsmail.com	8506279651
Data Element	Hunter, Travonna	huntert@gcpsmail.com	8506279651
Third Grade Promotion	Robinson, Lisa	robinsonl@gcpsmail.com	8506279651
Multi-Tiered System of Supports	Brown, Kesandra	brownk@gcpsmail.com	8506279651
Other (Director of Secondary Instruction)	Holmes, Loietta	holmesl@gcpsmail.com	8506279651

2) District Budget for Evidence-Based Reading Allocation ([Rule 6A-6.053\(2\), F.A.C.](#))

Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district’s plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Amount	FTE (where applicable)
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Amount of District Evidence-Based Reading Instruction Allocation	\$350,280.00	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	\$31,525.00	
Elementary Expenses		
Literacy coaches	\$62,153.40	1
Intervention teachers (Contracted services where the district will recruit and train retired educators, college students and other professionals to serve schools during the regular school day. Contractors will received \$35/hr.)	\$47,000.00	
Scientifically researched and evidence-based supplemental instructional materials (\$3,000 per school x 5 schools {CES, SSES, GWM, GBES, GEMS})	\$15,000.00	
Summer reading camps for grade 3 students	\$70,000.00	
Secondary Expenses		
Literacy coaches	\$62,153.40	1
Intervention teachers (Contracted services where the district will recruit and train retired educators, college students and other professionals to serve schools during the regular school day. Contractors will received \$35/hr.)	\$10,000.00	
Scientifically researched and evidence-based supplemental instructional materials (\$1,875 per school x 5 schools {SMS, WGMS, HMS, CPA, GCHS})	\$9,375.00	
K-12/PreK Expenses		
Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction (Participants will be paid at a rate of \$35/hour)	\$10,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$15,000.00	
Tutoring programs to accelerate literacy learning	\$10,000.00	
Family engagement activities	\$8,073.20	
Other – Please Describe		
Sum of Expenditures	\$350,280.00	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(1\)\(d\), F.A.C.](#))

For each grade, PreK-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for plan year should increase from previous year in order to meet statewide literacy achievement goals.

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
PreK			10	60
K	31	58.2	10	60
1	31	46.9	10	60
2	31	35.9	10	60
Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	43	31	30	50
4	51	26	40	50
5	48	24	30	50
6	45	25	30	50
7	45	28	30	50
8	45	33	30	50
9	48	28	30	50
10	45	33	30	50

B. School Literacy Leadership Teams ([Rule 6A-6.053\(3\), F.A.C.](#))

Schools are required to establish a School Literacy Leadership Team.

1. Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.

The principal will select faculty members to serve on the School Leadership Team based on student achievement data as well as required roles from the state. Roles from the state will include: a school administrator, literacy coach, media specialist, lead teachers.

2. Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.

The requirement for School Literacy Leadership Team (SLT) is communicated to principals during

monthly principal leadership team meetings with the Superintendent, Assistant Superintendent of Academic Services and the Directors of Education (Elementary and Secondary).

The Director for Elementary Education and Secondary Education will attend at a minimum of one SLT meeting per semester.

C. Plan Implementation and Monitoring ([Rule 6A-6.053\(7\), \(8\), F.A.C.](#))

Districts must monitor the implementation of the District K-12 CERP at the district and school level.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST - STAR	FAST - STAR
Actions for continuous support and improvement	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development
Data that will be collected and frequency of review	SAT10/Reading 3 rd Grade Reading Camp	SAT10/Reading 3 rd Grade Reading Camp (Schools Hosting 3 rd Grade Camps)
Actions for continuous support and improvement	Annual Review for Promotion	Annual Review for Promotion
Data that will be collected and frequency of review	FAST - Cambium	FAST - Cambium
Actions for continuous support and improvement	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development
Data that will be collected and frequency of review	i-Ready	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development
Actions for continuous support and improvement	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development
Data that will be collected and frequency of review	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt
Actions for continuous support	Data Review Teams	Data Review Teams

and improvement	Action Plans for Academic Improvement Targeted Professional Development	Action Plans for Academic Improvement Targeted Professional Development
Data that will be collected and frequency of review	McGraw-Hill Reading Mastery Corrective Reading	McGraw-Hill Reading Mastery Corrective Reading
Actions for continuous support and improvement	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST - Cambium	FAST - Cambium
Actions for continuous support and improvement	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development
Data that will be collected and frequency of review	i-Ready	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development
Actions for continuous support and improvement	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development
Data that will be collected and frequency of review	Corrective Reading	Corrective Reading
Actions for continuous support and improvement	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development
Data that will be collected and frequency of review	Achieve 3000	Achieve 3000
Actions for continuous support and improvement	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development
Data that will be collected and	Amplify	Amplify

frequency of review		
Actions for continuous support and improvement	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST - Cambium	FAST - Cambium
Actions for continuous support and improvement	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development
Data that will be collected and frequency of review	Savvas	Savvas
Actions for continuous support and improvement	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development
Data that will be collected and frequency of review	Achieve 3000	Achieve 3000
Actions for continuous support and improvement	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development
Data that will be collected and frequency of review	Corrective Reading	Corrective Reading
Actions for continuous support and improvement	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development	Data Review Teams Action Plans for Academic Improvement Targeted Professional Development

2. How are concerns communicated if it is determined that the District K-12 CERP is not being implemented with fidelity?

The Directors of Elementary and Secondary Education oversee the implementation of the CERP. Support for implementation is provided by the Director of Professional Learning and the Department of Academic Services.

The Assistant Superintendent of Academic Services will also oversee implementation of the plan, direct support from the District Reading Specialists for Elementary and Secondary Education and Director of School Transformation. The Assistant Superintendent will follow-up with site administrators to make sure that any recommendations are followed.

3. Describe what has been revised to improve literacy outcomes for students in the district’s K-12 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.

Based on the District K-12 Comprehensive Evidence-Based Reading Plan (K-12 CERP) Reflection Tool, Gadsden District Schools implemented the (K-12 CERP) (2022) with fidelity with the goal of improving student outcomes.

With the rating of “Fully Implemented” on the (K-12 CERP) Reflection Tool items, Gadsden will continue to implement best practices for the (K-12 CERP) (2023) plan.

The one area of improvement is to increase parent engagement:
The district will revise the K-12 CERP (2023) to increase emphasis on parent engagement to improve literacy activities in the home. Further, the district will support school-based reading coaches to ensure targeted professional development occurs based on student performance.

State Requirement:

Based on the Florida Department of Education recommendation; The State Regional Literacy Director will continue to provide support to our R.A.I.S.E. schools and deliver professional development to address student and teacher needs based on student performance.

4. Describe the process used by principals to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.

- The district will help create a Reading Action Plan with expected dates, action steps, and the person responsible. -Principals will complete the action steps and dates that they are required to fulfill and discuss as part of the monthly data PLC.
- The reading plan uses evidence based researched practices for instruction using the district wide core reading program. Principals will use the FCRR Literacy Walkthrough tool to monitor researched effective teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators. District and school-based reading coaches will use the coaches’ checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC’s will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using F.A.S.T., i-Ready, and ORF. Monthly grade group PLC’s will be held to discuss data and plan what level of intervention the student will need. Students in red on F.A.S.T. and i-Ready will be provided Tier 3 instruction. Students in yellow will receive Tier 2 instruction. Students in green will receive differentiated small group instruction.
- Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student’s needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

5. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

- Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, iReady, District/School/Teacher Formative Assessments and ORF.

4) Literacy Coaches/Coaching ([Rule 6A-6.053\(6\), F.A.C.](#))

A. Literacy Coaches ([Rule 6A-6.053\(6\)\(a\), F.A.C.](#))

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

The schools that were identified as Reading, Achievement, Initiative, and Scholastic Excellence (RAISE) schools (all elementary schools) and Bureau of School Improvement (BSI) schools were provided a reading coach that is considered highly qualified by on the FLDOE criteria. All reading coaches are Reading Endorsed or Reading Certified.

B. The Just Read, Florida! Literacy Coach Model ([Rule 6A-6.053\(6\)\(c\), F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches:

- Provide professional development on the following:
 - The major reading components, as needed, based on an analysis of student performance data;
 - Administration and analysis of instructional assessments; and
 - Providing differentiated instruction and intensive interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- Coach and mentor teachers daily;
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and

- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor’s degree and reading endorsement or K-12 certification in reading;
- Effective or highly effective rating from the most recently available evaluation that contains student performance data;
- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and must limit the time spent on administering or coordinating assessments.

1. Is the district using the Just Read, Florida! literacy coach model?

Yes/No

Yes

2. If no, please describe the evidence-based coach model the district is using.

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3. How is the literacy coach model being communicated to principals?

<p>School administrators meet monthly with the Superintendent, Assistant Superintendent of Academic Services, Directors of Education (Elementary and Secondary) and Director of School Transformation. The Principal/Leadership Team Meetings include updates, professional learning, and information specific to strategic planning and execution. Discussions are data-informed, and data is analyzed to ensure that the coaching model is implemented with fidelity.</p>

4. How does the district support literacy coaches throughout the school year?

<p>The district will utilize the district level specialists, coordinators, and directors to develop and implement professional development based on the science of reading during the monthly Assistant Principals of Curriculum (APC) and Coach Cadre Meeting. Coaches will assist teachers</p>
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during lesson studies to create an action plan based on progress monitoring data. Based on data coaching will be provided through workshops, modeling, coaching, and analytical feedback based on student achievement and teaching best practices. All reading coaches are endorsed or certified in reading.

5. **How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?**

The district will utilize the district level specialists and directors to develop and implement professional development based on the science of reading during the monthly APC and coaches' cadre meeting. Coaches will assist teachers during lesson studies to create an action plan based on progress monitoring data. Based on data coaching will be provided through workshops, modeling, coaching, and analytical feedback based on student achievement and teaching best practices. All reading coaches are endorsed or certified in reading.

6. **How does the district monitor implementation of the coach model?**

The coaches' time and tasks are supported and monitored by the Director of Elementary, Director of Secondary Education and the Director of School Transformation, collaboratively with the district assigned personnel.

Coaching time, tasks, and impact data are reported and reviewed monthly by the district.

Problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?

- 1-Data from the schools are analyzed.
- 2-Discussions with school principals are held to determine adjustment in instructional practices.
- 3-Discussions with District Leadership and the District reading specialist are held to inform coaching assignments.
- 4-Coaching schedules will be based on the ongoing progress monitoring data. Time will be adjusted based on student achievement data.
- 4-Discussions between school principal and Directors of Elementary or Secondary Education to adjust instructional focus based on data.

A. Florida's Formula for Success ([Rule 6A-6.053\(9\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Success, 6 + 4 + T1 + T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 C.F.R. 200.2\(b\)\(2\)\(ii\)](#);
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction; and
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. Describe how the district will align K-12 reading instruction to Florida's Formula for Success for all students including students with a disability and students who are English language learners.

Reading Instruction used is Researched Based and aligns to Florida's Formula for Success. This ensures that instruction:

- is standards-aligned;
- builds background and content knowledge;
- provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;
- incorporates writing in response to reading;
- includes accommodations (IEP, ESOL, or 504);
- incorporates the principles of Universal Design for Learning; and
- includes specially designed instruction for students with disabilities.

2. Describe your public school PreK program's plan for assessment, standards, curriculum, instruction, and support to meet the needs of all learners.

The district Pre-K plan meets all Pre-K requirements for the Florida Division of Early Learning. The state approved Pre-K plan is on file.

B. Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(d), F.A.C.)

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to [s. 1008.25\(8\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades PreK-5

1. Grades PreK-5 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades PreK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST ELA Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment	Target Audience (Grades PreK-5)			
Oral Reading Fluency	Grade 1 Grade 2 Grade 3 Grade 4 Grade 5	Fluency	Screening Progress Monitoring	At least Monthly
District Formative	PreK (Based on	Oral Language	Screening	At least Bi-Weekly

Assessment	Pre-K plan) Grade K Grade 1 Grade 2 Grade 3 Grade 4 Grade 5	Phonological Awareness Phonics Fluency Vocabulary Comprehension	Progress Monitoring	
SAT 10/Reading	Grade 3	Comprehension	Summative	Annually 3 rd Grade Camp
McGraw-Hill Reading Mastery	Grade K Grade 1 Grade 2 Grade 3 Grade 4 Grade 5	Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension	Screening Progress Monitoring	As Needed

2. Identification of K-5 Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(10\), F.A.C.](#))

In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

- Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

2a. Describe the district’s process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

Tier 2 Programs/Materials/Strategies & Duration

-The district uses the differentiated instruction section of the core (Houghton Mifflin Harcourt) to provide small group instruction that matches student’s needs. The differentiated instruction provides lessons for teacher led groups, writing centers, technology centers, and research activities.
 -In addition the district uses FCRR Center Activities that are aligned to B.E.S.T. standards.
 -The district also uses i-Ready Tool Kit for small group instruction.
 -Students will receive core reading instruction and will meet in small groups of no more than 5 students, 3-5 times a week.

Tier 3 Programs/Materials/Strategies & Duration

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions;*
and
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Tier 3 Programs/Materials/Strategies & Duration

- Tier 3 instruction is delivered by instructional personnel who are certified or endorsed in reading. All Reading Coaches providing support are certified or endorsed in reading.
- In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will receive an additional 30 minutes a day and instructed on specific instructional needs based on F.A.S.T., Star and i-Ready performance.
- Students will be instructed using Peer-Assisted Learning Strategies, Reading Mastery and/or Corrective Reading.

Performance Criteria that prompt intensified Tier 3 interventions:

- In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency.
- Not achieving 60% or higher on program assessments.

Number of times per week intervention provided:

- 5x a week

Number of minutes per intervention session:

- 30-45

2b. Describe the district’s process for identifying grades 3-5 students in need of Tier 2/Tier 3 interventions.

Tier 2 Programs/Materials/Strategies & Duration

Tier 2 Instruction

- The district uses the differentiated instruction section of the core (Houghton Mifflin Harcourt) to provide small group instruction that matches student’s needs. The differentiated instruction provides lessons for teacher led groups, writing centers, technology centers, and research activities.
- In addition the district uses FCRR Center Activities that are aligned to B.E.S.T. standards.
- The district also uses iReady Tool Kit for small group instruction.

Students will receive core reading instruction and will meet:

- in small groups of no more than 5 students;
- 3-5 times a week;
- 20-30 minutes.

Tier 3 Programs/Materials/Strategies & Duration

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions;*
and
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Tier 3 Programs/Materials/Strategies & Duration

- Tier 3 instruction is delivered by instructional personnel who are certified or endorsed in reading. All Reading Coaches that will be providing support are certified or endorsed in reading.
- In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will receive an additional 30 minutes a day and instructed on specific instructional needs based on FAST and iReady.

- Students will be instructed using Peer-Assisted Learning Strategies, Reading Mastery and/or Corrective Reading.

All programs in the CERT have met Florida's criteria for evidence-based programs and meet requirements as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#):

Performance Criteria that prompt intensified Tier 3 interventions:

- In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency.
- Not achieving 60% or higher on program assessments.

Number of times per week intervention provided:

- 5x a week

Number of minutes per intervention session:

- 30-45

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

Above 40 FAST STAR
FAST Level 3-5

THEN TIER 1 Only

Core Instruction

Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.

Six Components of Reading

- The district will implement Houghton Mifflin Harcourt with fidelity (State Approved Core Reading Program) which provides instruction in the six components of reading.

Tier 1 Instruction

- The core reading program provides print-rich explicit and systematic, scaffolded, differentiated

instruction with built in cues for corrective feedback.

- Each unit has a read aloud and essential question to build background knowledge and incorporates writing by using the text that students read as a mentor text.
- The program provides materials for whole group and small group instruction that are aligned to B.E.S.T. standards and uses Universal Design for Learning.
- A 90-minute reading block is used and built into the master schedule using Houghton Mifflin Harcourt.

Explain how the effectiveness of Tier 1 instruction is monitored.

- Principals will use the iObservation and the FCRR Literacy Walkthrough tool to monitor researched effective teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators. District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthrough based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, iReady, and ORF.
- Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensity to meet each student. Lesson study plans will be turned in to the principal for compliance and "look fors" during the weekly walkthrough.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Houghton Mifflin Harcourt (Core Reading Program).
- Providing professional development in the implementation of the B.E.S.T. standards in reading to all teachers.
- Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Student performance falls within:

K-2 FAST STAR PR 25-39

FAST - Level 2

District/School/Teacher Formative Assessments - As needed.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

K-2 FAST STAR PR 25-39
FAST - Level 2
District/School/Teacher Formative Assessments - As needed.

THEN TIER 1 Instruction and TIER 2 Interventions

- **Supplemental Instruction/Interventions**
- Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

Tier 2 Programs/Materials/Strategies & Duration

- The district uses the differentiated instruction section of the core (Houghton Mifflin Harcourt) (State Adopted CORE Program) to provide small group instruction that matches student's needs. The differentiated instruction provides lessons for teacher led groups, writing centers, technology centers, and research activities.
- In addition the district uses FCRR Center Activities that are aligned to B.E.S.T. standards.
- The district also uses i-Ready Tool Kit for small group instruction.
- Students will receive core reading instruction and will meet in small groups of no more than 5 students, 3-5 times a week, 20-30 minutes a week.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will receive an additional 30 minutes a day and instructed on specific instructional needs based on the district assessment table.
- Students will be instructed using Peer-Assisted Learning Strategies, Reading Mastery and/or Corrective Reading.
- Students with disabilities will be instructed by a certified ESE teacher.
- Students who are English language learners will be instructed by a teacher certified in ELL.

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will receive an additional 30 minutes a day and instructed on specific instructional needs based on FAST and iReady.
- Students will be instructed using Peer-Assisted Learning Strategies and/or, Reading Mastery and/or Corrective Reading.
- Multisensory activities will be incorporated with-in instruction.

Number of times per week interventions are provided:

- in small groups of no more than 5 students
- 3-5 times a week

Number of minutes per intervention session:

- 20-30 minutes a week

Explain how the effectiveness of Tier 2 interventions are monitored.

- Principals will use iObservation and the FCRR Literacy Walkthrough tool to monitor researched effective teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators. District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthrough based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, iReady, and ORF.
- Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensity to meet each student. Lesson study plans will be turned in to the principal for compliance and "look fors" during the weekly walkthrough.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Houghton Mifflin Harcourt (Core Reading Program).
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 2 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

See explanation per state requirements below.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used.)

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Students will walk to read and be instructed using Peer-Assisted Learning Strategies (PALS), Reading Mastery and Corrective Reading.

These programs have met Florida's criteria for evidence-based programs.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- Tier 3 instruction is delivered by instructional personnel who are certified or endorsed in reading. All Reading Coaches that will be providing support are

certified or endorsed in reading.

- In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will be pulled for an additional 30 minutes a day and instructed on specific instructional needs based on FAST and iReady.
- Students will be instructed using Peer-Assisted Learning Strategies (PALS), Reading Mastery and Corrective Reading.

These programs have met Florida's criteria for evidence-based programs.

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Students will be instructed using Peer-Assisted Learning Strategies (PALS), Reading Mastery and Corrective Reading.
- Multisensory activities will be incorporated within interventions provided.

Number of times per week interventions are provided:

5x a week

Number of minutes per intervention session:

30-45

Explain how the effectiveness of Tier 3 interventions are monitored.

- Principals will use iObservation and the FCRR Literacy Walkthrough tool to monitor researched effected teaching practices.
- Weekly Literacy Walkthroughs will be conducted by district and/or school administrators.
- District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, Reading Mastery, and Corrective Reading.
- Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 instruction?

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.

- Providing professional development in the implementation of the B.E.S.T. standards in reading to all teachers.
- Monitoring lesson plans to ensure that Tier 3 instruction is being delivered using the Tier 3 reading programs.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.
- Providing professional development in the Tier 3 reading program.

3. Summer Reading Camps ([Rule 6A-6.053\(12\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(7\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(7\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

All district Summer Reading Camp teachers are reading endorsed/certified. Due to the number of students that were eligible for the Third Grade Reading Camp, a high number of teachers were needed. Based on the teacher shortage, the district complied to the best of their ability by ensuring all teachers were endorsed in reading. The evidence based instructional materials that include explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension are State adopted CORE curriculum Houghton Mifflin Harcourt, iReady for differentiation, ORF passages.

3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option?

Yes/No

No

3c. If yes, describe the district's instructional plan. Include a description of the evidence-based instructional materials that will be utilized.

Grades 6-8

4. Grades 6-8 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students.
Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment				
iReady	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension	Screening Progress Monitoring Formative	As Directed
Star Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	Vocabulary Comprehension	Screening Progress monitoring Formative	Quarterly
Achieve 3000	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	Vocabulary Comprehension	Screening Progress Monitoring Formative	As Directed
Amplify	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	Phonics Fluency Vocabulary Comprehension	Screening Progress Monitoring Formative	At least bi-weekly

5. Describe the district's process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

- The student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 6-8, the student score
 - Below the twentieth (20th Tier 3) (40th Tier 2) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - Level 1 (Tier 3) Level 2 (Tier 2) on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

Grades 6-8 Decision Tree
Beginning of year data
<p>IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)</p> <p>Student scores Level 3-5 on FAST.</p>
THEN TIER 1 Only
<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.</p> <ul style="list-style-type: none"> ● The district will implement with fidelity (State Approved Core Language Arts Program) which provides instruction in the B.E.S.T. ELA Standard
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <p>Tier 1 Instruction Amplify Grades 6-8</p> <ul style="list-style-type: none"> ● The core reading program provides print-rich explicit and systematic, scaffolded, differentiated instruction with built in cues for corrective feedback. ● Each unit has a read aloud and essential question to build background knowledge and incorporates writing by using the text that students read as a mentor text. ● The program provides materials for whole group and small group instruction that are aligned to B.E.S.T. standards and uses Universal Design for Learning.

- A 52-minute Language Arts instructional period is provided for 6-8 students.

Explain how the effectiveness of Tier 1 instruction is monitored.

- Principals will use iObservation and the FCRR Literacy Walkthrough tool to monitor researched effected teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators.
- District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, iReady, District/School/Teacher Formative Assessments and ORF.
- Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Amplify (6-8).
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Grades 6-8 FAST - Level 2.
 District/School/Teacher Formative Assessments - As needed.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
 (Enter assessment criteria that will be used.)

Grades 6-8 FAST - Level 2.

District/School/Teacher Formative Assessments - As needed.
THEN TIER 1 Instruction and TIER 2 Interventions
<p>Supplemental Instruction/Interventions</p> <ul style="list-style-type: none"> • Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. • Tier 2 Instruction • The district uses the differentiated instruction section of the core Language Arts programs, Amplify 6-8, (state adopted) to provide small group instruction that matches student’s needs. The differentiated instruction provides lessons for teacher led groups, writing centers, technology centers, and research activities. • Tier 2 is provided within the 52-minute Language Arts block. • iReady Grades 6-8 • Achieve3000
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p>
<p>Number of times per week interventions are provided: 3 x week</p>
<p>Number of minutes per intervention session: 10-20 x week</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>Principals will use the FCRR Literacy Walkthrough tool to monitor researched effective teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators. District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.</p> <ul style="list-style-type: none"> • Principals will monitor progress monitoring data using FAST, iReady, District/School/Teacher Formative, Amplify, Assessments and ORF. • Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student’s needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <ul style="list-style-type: none"> • Providing professional development to all teachers in systematic and explicit instruction in

the six components of reading.

- Providing professional development in the implementation of Amplify (6-8).
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 2 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Grades 6-8 FAST - Level 1.
District/School/Teacher Formative Assessments - As needed.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

Grades 6-8 FAST - Level 1.
District/School/Teacher Formative Assessments - As needed.

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- Tier 3 instruction is delivered by instructional personnel who are certified or endorsed in reading. All Reading Coaches that will be providing support are certified or endorsed in reading.
- In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will be pulled for an additional 30 minutes a day and instructed on specific instructional needs based on the district assessment table.
- Students will be instructed using Peer-Assisted Learning Strategies and/or, Reading Mastery and/or Corrective Reading.
- Students with disabilities will be instructed by a certified ESE teacher.
- Students who are English language learners will be instructed by a teacher certified in ELL.

Programs

- iReady Grades 6-8
- Achieve3000

- Corrective Reading

Number of times per week interventions are provided:

5

Number of minutes per intervention session:

30-45

Explain how the effectiveness of Tier 3 interventions are monitored.

- Principals will use iObservation and the FCRR Literacy Walkthrough tool to monitor researched effective teaching practices.
- Weekly Literacy Walkthroughs will be conducted by district and/or school administrators.
- District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs.
- Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, iReady, District/School/Teacher Formative, Amplify, Assessments and ORF.
- -Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of district approved Tier 3 reading program.
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 3 instruction is being delivered using the Tier 3 reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

Grades 9-12

6. Grades 9-12 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Star Reading	Grade 9 Grade 10 Grade 11 Grade 12	Vocabulary Comprehension	Screening Progress Monitoring Formative	Quarterly
Achieve 3000	Grade 9 Grade 10 Grade 11 Grade 12	Vocabulary Comprehension	Screening Progress Monitoring Formative	As Directed
Savvas Realize	Grade 9 Grade 10	Fluency Vocabulary Comprehension	Screening Progress Monitoring Formative	At least bi-weekly
Corrective	Grade 9	Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension	Screening Progress Monitoring Formative	As Directed

7. Describe the district’s process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

- The student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

- For grade 9-12, the student score
 - Below the twentieth (20th Tier 3) (40th Tier 2) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - Level 1 (Tier 3) Level 2 (Tier 2) on the end of the year statewide, standardized English Language Arts assessment.

Grades 9-12 Decision Tree

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
FAST Levels 3-5

THEN TIER 1 Only

Explain how the effectiveness of Tier 1 instruction is monitored.

- The district will implement with fidelity (State Approved Core Language Arts Program) which provides instruction in the B.E.S.T. ELA Standard

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

Tier 1 Instruction

- The core reading program provides print-rich explicit and systematic, scaffolded, differentiated instruction with built in cues for corrective feedback.
- Each unit has a read aloud and essential question to build background knowledge and incorporates writing by using the text that students read as a mentor text.
- The program provides materials for whole group and small group instruction that are aligned to B.E.S.T. standards and uses Universal Design for Learning.
- A 52-minute Language Arts instructional period is provided for 9-12 students.

Explain how the effectiveness of Tier 1 instruction is monitored.

- Principals will use the FCRR Literacy Walkthrough tool to monitor researched effected teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators. District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.

- Principals will monitor progress monitoring data using FAST, Star Reading, District/School/Teacher Formative Assessments and ORF.
- Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Savvas Realize (Core Reading Program).
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

FAST-Level 2

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

FAST-Level 2

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions
Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

Tier 2 Instruction

- The district uses the differentiated instruction section of the core Language Arts programs, Savvas (state adopted) to provide small group instruction that matches student's needs. The differentiated instruction provides lessons for teacher led groups, writing centers, technology centers, and research activities.
- Tier 2 is provided within the 52-minute Language Arts block.

<ul style="list-style-type: none"> • Achieve3000
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <ul style="list-style-type: none"> • Tier 3 instruction is delivered by instructional personnel who are certified or endorsed in reading. All Reading Coaches that will be providing support are certified or endorsed in reading. • In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will be pulled for an additional 30 minutes a day and instructed on specific instructional needs based on the district assessment table. • Students will be instructed using Peer-Assisted Learning Strategies and/or, Reading Mastery and/or Corrective Reading. • Students with disabilities will be instructed by a certified ESE teacher. • Students who are English language learners will be instructed by a teacher certified in ELL.
<p>Number of times per week interventions are provided:</p> <p>3-5 per week</p>
<p>Number of minutes per intervention session:</p> <p>10-15 per session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <ul style="list-style-type: none"> • Principals will use the FCRR Literacy Walkthrough tool to monitor researched effected teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators. District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs. • Principals will monitor progress monitoring data using FAST, Star Reading, District/School/Teacher Formative Assessments and ORF. • Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <ul style="list-style-type: none"> • Providing professional development to all teachers in systematic and explicit instruction in the six components of reading. • Providing professional development in the implementation of Savvas (Core Reading

<p>Program).</p> <ul style="list-style-type: none"> ● Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers. ● Monitoring lesson plans to ensure that Tier 2 instruction is being delivered using the core reading program and targeted skill-based instruction. ● FCRR Literacy Walk-Throughs to monitor the plans in action. ● District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>Level 1 FAST</p>
<p style="text-align: center;">THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</p>
<p>Intensive, Individualized Instruction/Interventions Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <ul style="list-style-type: none"> ● Tier 3 instruction is delivered by instructional personnel who are certified or endorsed in reading. All Reading Coaches that will be providing support are certified or endorsed in reading. ● In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will be pulled for an additional 30 minutes a day and instructed on specific instructional needs based on the district assessment table. ● Students will be instructed using Peer-Assisted Learning Strategies and/or, Reading Mastery and/or Corrective Reading. ● Students with disabilities will be instructed by a certified ESE teacher. ● Students who are English language learners will be instructed by a teacher certified in ELL.
<p>Number of times per week interventions are provided:</p> <p>5 x week</p>
<p>Number of minutes per intervention session:</p>

30 minutes daily

Explain how the effectiveness of Tier 3 interventions are monitored.

- Principals will use iObservation and the FCRR Literacy Walkthrough tool to monitor researched effected teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators. District and school-based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, Star Reading, District/School/Teacher Formative Assessments and ORF.
- Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Tier 3 Intervention programs.
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 2 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

6) Professional Development (Rule 6A.6.053(4), F.A.C.)

A. Describe the literacy professional development that will be provided by the district and/or schools, aligned to the requirements below:

B.

- Provide professional development required by [s. 1012.98\(4\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs;

- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

- Professional development needs will be identified and scheduled accordingly through collaboration with the Professional Learning, Academic Services, and Human Resources Departments.
- -B.E.S.T. Standards Trainings by District Instructional Specialists
- -Curriculum Training by textbook publishers
- -Individual, teacher-specific training based on student progress monitoring data
- -Development of model classrooms and mentor teachers based on learning walks/walkthroughs
- -Master schedules to reflect common planning time between grade levels, departments, etc. to facilitate on- site, ongoing PLCs
 - -Differentiate and intensify professional development for teachers based on progress monitoring data, based on the science of reading Florida Formula, professional development data will be analyzed to provide professional development during PLC and using the coaching model. Based on the FCRR walk-through document the district with ensure evidence based professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Ensure that time is provided for teachers to meet weekly for professional development.
 - Ensure that time is provided for teachers to meet weekly for professional development.

C. List the pathways that are available in your district for earning the Reading Endorsement.

State approved FCRR Reading Endorsement Pathway.

7) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(2), F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

- K-3 Reading Tutoring Grant is used within the district.
- After School Tutoring.

8) Family Engagement (Rule 6A-6.053(11), F.A.C.)

In accordance with [s. 1008.25\(5\)\(e\), F.S.](#), parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, that the parent can use to help with reading at home.

Describe the district’s plan for providing a read-at-home plan to parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

- Parents of students identified with a substantial deficiency in reading will be provided a read-at-home plan that the parent can use to help with reading at home.
 - Monthly community meetings will provide parents with strategies to support literacy for students with substantial reading deficiency.
 - Community partners will continue to provide books to encourage literacy to all students.
 - Eligible Parents will be provided a New World Reading Initiative Flyer with instructions on how to enroll their Tier 1 and Tier 2 children that are in grades K-5.
 - B.E.S.T. parent guides in English/Spanish – K-8th grade Parent Guides for English Language Arts (fldoe.org) Just Read Families- Just Read, Families! (fldoe.org)
Just Take 20 – See it Read it activities JT20: IF You See It, Read It (fldoe.org)-B.E.S.T. ELA/Civics book lists.
- The district purchased 50 % of the B.E.S.T. ELA Booklist to be housed in the school’s media center/and or online library. Teachers and students can check out the books and teachers send reading activities home for families to engage in literacy activities like Literacy Nights.
- Use Open House to provide "read with your child" engagement activities.
Request SRLD to provide training to Literacy Leadership Teams on ways to engage parents in literacy at the school level.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: July 25, 2023

TITLE OF AGENDA ITEM: Approval of the 2023 – 2024 PAEC Course Catalog with Driver Education/Traffic Safety and Athletic Coaching Add-On Endorsement Plans

DIVISION: Office of Professional Learning Services


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

PURPOSE AND SUMMARY OF ITEM:

The PAEC Course Catalog is being submitted for adoption by the Gadsden County School District.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Kameelah Weeks 

POSITION: Director of Professional Learning

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered

CHAIRMAN’S SIGNATURE: page(s) numbered

REVIEWED BY:



THE GADSDEN COUNTY SCHOOL DISTRICT

Educating Every Student Today, Making Gadsden Stronger Tomorrow

Elijah Key, Superintendent of Schools

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On behalf of the School Board of Gadsden County, Florida, we verify approval of the 2023-2024 Panhandle Area Educational Consortium Professional Learning Catalog with the additions of the FDOE-Approved Athletic Coaching Add-On Endorsement Plan (2023-2028) and the FDOE-Approved Driver Education/Traffic Safety Add-On Endorsement Plan (2023-2028).

The Panhandle Area Educational Consortium Professional Learning Catalog 2023-2024 with above-named additions was presented to our school board and was approved on

_____. Date

Superintendent, Gadsden County School Board

School Board Date

Chairman, Gadsden County School Board

School Board Date

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